

Improving Islamic Religious Learning Outcomes Through the Problem Based Learning Method of SDN 107424 Sukaberas

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Abstract

The primary objective of this study is to optimize the learning process in the subject of Islamic Religious Education (PAI) for Grade IV students at SD Negeri No. 107424 Suka Beras by implementing the Problem-Based Learning (PBL) method. This method was applied to enhance the overall quality of learning, including cognitive understanding, strengthening affective aspects, and developing students' psychomotor skills. Based on the research conducted through two cycles of Classroom Action Research (CAR), a significant improvement in student achievement was observed, with the average score increasing from 62.40 in the initial condition to 87.18 after the implementation of PBL. Moreover, the application of the PBL method successfully encouraged students to become more active in the learning process, more critical in analyzing problems, and more creative in finding relevant solutions, particularly in understanding and applying religious values in daily life. These findings indicate that the PBL method is an effective learning approach to improving the quality of PAI instruction. It not only positively impacts students' academic achievements but also contributes to shaping students' religious, critical, and creative character, thereby better preparing them to face real-world challenges.

Keywords: Learning outcomes, Religious education, PBL

INTRODUCTION

Spirituality is a strategy in cultivating religious and humanitarian values in students, and being able to apply religious norms. Ideally, PAI learning in elementary school can enhance interesting understanding so that students not only understand, but can connect with real life.

However, the actual conditions in grade IV of SD Negeri No. 107424 Suka Beras show that students are more active in participating in PAI lessons are not optimal. Based on initial observation and analysis, it was found that 90% of students showed a lack of interest and active participation in learning activities. As many as 50% of

students have not fully mastered the concepts taught, especially in the practice of religious norms that can be applied in daily activities.

As an effort to achieve more optimal learning outcomes in learning PAI, the PBL method was chosen as the most appropriate approach. relevant. Through problem-solving, we will better understand the concepts we are learning. This method increases their learning motivation because they become more courageous to express opinions and arguments in discussion, collaboration, and problem-solving related to Islamic religious values.

Research by Sari (2019) shows that the implementation of problem-based learning in Mathematics subjects in elementary school can increase student participation by 35% and learning achievement by 25%. Rahman (2020) Reveals the fact that the PBL method strengthens students' ability to evaluate information in science learning and significantly improves learning outcomes. Widodo (2021) reported that the results of this study indicate that the significant application of PBL in PAI learning in elementary schools can increase concept understanding by 30% and learning motivation by 40%. The Putri study (2022) confirms that PBL is effective in increasing student collaboration as well as their ability to connect theory with real practice. The analysis of this data proves that the use of the PBL model in the PAI subject of students at the elementary school level No. 107424 Suka Beras. It is hoped that the implementation of PBL will effectively increase students' academic achievement in internalizing Islamic values.

RESEARCH METHODS

Islamic Religious Education (PAI) plays an important role in forming individuals who have noble character, fear Allah SWT, and are able to implement Islamic values in daily life. PAI learning at the elementary school level should not only focus on teaching theory, but also provide an interesting, relevant, and meaningful learning experience, so that students can feel and appreciate each material taught. In this case, it is hoped that PAI learning will be able to foster a sense of love for religious teachings, as well as equip them with the ability to apply Islamic values in social and

personal life. Harapan wants to produce a generation that is not only intelligent in science, but also has strong faith and strong character, ready to become useful individuals for religion, nation, and state.

However, the real conditions in grade IV of SD Negeri No. 107424 Suka Beras show that around 90% of students tend to be passive and less motivated to learn. About 50% of students reported difficulty understanding the concepts taught, especially related to the practice of religious values. The learning method that is still dominated by lectures causes 70% of students to only become recipients of information without active involvement.

As a solution, the Problem-Based Learning (PBL) method is applied to improve PAI learning achievement. PBL emphasizes problem-based learning, which encourages students to think critically, creatively, and analytically. With this approach, learning becomes more contextual and meaningful, which is expected to increase student motivation and engagement. This study aims to evaluate the effectiveness of PBL in improving student learning achievement in PAI subjects in grade IV of SD Negeri No. 107424 Suka Beras.

This study uses a qualitative descriptive approach with limited experimental methods. The subjects of the study were 30 students in grade IV of SD Negeri No. 107424 Suka Beras. The research was carried out in two cycles, with each cycle including planning, implementation, observation, and reflection.

Initial observations were carried out to identify learning conditions and student learning outcomes in Islamic Religious Education (PAI) subjects. In this stage, data is obtained through interviews with teachers and students, questionnaires that measure students' perceptions of the learning process, and documentation of students' grades on previous exams. This aims to determine the level of students' initial understanding of PAI material and to identify problems faced in the learning process.

The PBL method is applied by providing real problems that are relevant to daily life and the PAI material being studied. For example, the topic of morality and morality in daily life can be related to social problems or religious issues in society. Students are

then divided into small groups to analyze the problem and find solutions that are in accordance with Islamic principles. The learning process involves several main steps:

Group Discussions:

At the group discussion stage, students are given the opportunity to collaborate in analyzing the given problem. These discussions aim to encourage the active involvement of each group member in critical thinking and perspective sharing. In group discussions, students exchange opinions, ask questions, and find solutions together.

To ensure the discussion runs effectively, teachers can provide guidance by asking open-ended questions that encourage students to consider different points of view, connect knowledge they have learned before, as well as look for the relevance of the issue to their daily lives. Teachers can also assign specific roles to each group member, for example one student as the discussion leader, one student as the note-writer, and one other student as the presenter, to ensure that each student plays an active role.

In addition, teachers can monitor the dynamics of group discussions and provide necessary guidance, for example if there is a group that is hampered or if it is necessary to provide clarification on the material being discussed. This process also provides an opportunity for students to develop communication, cooperation, and problem-solving skills collectively.

Exploration of Learning Resources:

After the group discussion, students are given the opportunity to explore a variety of learning resources relevant to the topic being discussed. These resources can be textbooks, articles from the internet, learning videos, or even other digital resources such as educational applications related to the PAI material being studied.

This exploration aims to deepen students' understanding of the topics they are discussing and provide them with a variety of perspectives and information that can support their arguments in finding solutions. For example, if the topic is morality in Islam, students could look for articles on moral teachings in the Qur'an, listen to

lectures explaining ethics in Islam, or watch videos that provide real-life examples of the application of morality in everyday life.

With access to a variety of learning resources, students are not only dependent on a single source of information, but can build their knowledge more broadly. The teacher, as a facilitator, can provide guidance on how to find relevant information and verify the veracity of the sources found.

Solution Presentation:

After going through the discussion and exploration of learning resources, each group was asked to present the solution they found to the class. This presentation aims to train students in public speaking skills, formulate arguments logically, and explain the solutions they find clearly and convincingly.

Each group will present the results of their discussion, explaining the problems faced, the process carried out in finding solutions, and the evidence or arguments that support their solutions. Students are expected to be able to relate the knowledge they gain from learning sources to the realities of life, as well as relate it to the principles in PAI.

During the presentation, other students can provide questions or input as a form of evaluation of the understanding that has been conveyed. The discussions that arise after the presentation are an important part of the learning process, as they allow students to give each other feedback, dig deeper, and enrich their understanding.

Teachers play an important role in providing constructive feedback to each presentation, appreciating students' efforts in solving problems, and directing further discussions if there are deficiencies in student delivery or understanding.

Thus, the process of group discussions, exploration of learning resources, and presentation of solutions becomes an in-depth learning series, where students not only learn the material in theory, but also develop critical thinking skills, work together, and communicate their ideas with confidence.

RESEARCH RESULT

This research aims to improve the learning achievement of Islamic Religious Education (PAI) in grade IV students of SDN 107424 Suka Beras through the application of the Problem-Based Learning (PBL) method. The PBL method was chosen because this approach encourages students to be more actively involved in the learning process, develop critical thinking skills, and solve problems collaboratively. In this study, the data obtained during the learning process will be analyzed to evaluate the extent to which the application of the PBL method affects student learning outcomes in PAI subjects.

The results of this study will illustrate the impact caused by the application of PBL on student learning achievement, both in terms of material understanding, critical thinking skills, and increased student participation in the learning process. During the application of this method, students are not only given the opportunity to learn PAI material in a more engaging and relevant way, but also engage in solving problems related to their daily lives, allowing them to relate learning to a broader context.

The data obtained during the study will be used to analyze the development of students' average grades from pre-cycle to the following cycles, as well as the percentage of student learning completeness. Thus, this research focuses not only on academic outcomes alone, but also on character development, social skills, and student learning motivation. Through this study, it is hoped that empirical evidence can be found that shows the effectiveness of the PBL method in improving the learning achievement of PAI grade IV students of SDN 107424 Suka Beras.

Comparison chart

Table 1 Precycle, Cycle 1 and Cycle 2

Phase	Number of Students	Average	Completion Amount	Percentage of completeness (%)	Not Completed (Amount)

Pr ecycle	30	62.40	3 students	10%	27 students
Cy cle 1	30	76,97	25 students	83,33 %	5 students
Cy cle 2	30	88.93	30 students	100 %	0 Students

This significant increase in learning achievement shows that the application of the Problem-Based Learning (PBL) method can have a positive impact on student learning outcomes at SDN 107424 Suka Beras. Some of the factors that support these outcomes are a more active and focused approach to problem-solving, which encourages students to be more directly involved in the learning process. With the PBL method, students are invited to think critically, work together in groups, and apply the knowledge they learn to solve problems relevant to daily life.

In addition, PBL also provides students with the opportunity to learn in a more contextual way, which helps them understand the material more deeply. This process not only improves academic understanding, but also involves aspects of developing social and communication skills, as students have to discuss and exchange ideas in solving problems. This higher student engagement in learning has an impact on their increased motivation to learn, which is reflected in a very significant increase in grade point average and completion percentage.

Overall, the successful implementation of PBL in grade IV of SDN 107424 Suka Beras proves that this method is able to create a more active, fun, and meaningful learning environment for students, as well as make a great contribution to improving their academic achievement.

Use of Relevant Context: The issues that students face in PBL are designed for them, including those related to religious values.

Increased Student Motivation: This method increases their motivation to learn. In cycle 2, it was seen that all students achieved completeness, which indicated that they were increasingly motivated and understood the material better. This shows the

importance of innovation in learning methods that can facilitate active and collaborative learning.

CONCLUSION AND SUGGESTIONS

It was concluded that the application of the PBL method was effective in grade IV students. This success is demonstrated by a significant increase in student grade pointing. The strength of the application of the PBL method lies in its ability to encourage students to be more active in learning. This method also provides an opportunity for them to solve problems together, which greatly supports their understanding of PAI material. However, there are some weaknesses that need to be noted, such as the challenges of managing the right time in the group discussion process and the need for careful preparation from teachers in designing relevant and challenging problems. In addition, further research can focus on developing more effective PBL techniques and facilitating students with different learning characteristics.

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