

Improving Student Learning Achievement Through the Implementation of the Problem Based Learning Model in Islamic Religious Education Subjects in Class V-A SD Negeri 1203 Padang Hasior

Masniati Siregar, SDN 1203 Padang Hasair

Masniatisiregar83@guru.sd.id

Abstract: This study aims to improve student learning achievement in Islamic Religious Education subjects through the application of *the Problem Based Learning* (PBL) model in class V-A SD Negeri 1203 Padang Hasior. The PBL model was chosen because it is oriented towards the development of critical thinking skills, problem-solving, and active involvement of students in learning. This research uses the Classroom Action Research (PTK) method which is carried out in two cycles, with each cycle consisting of four stages: planning, implementation, observation, and reflection. The subject of the study was 16 students in class V-A SD Negeri 1203 Padang Hasior. The instruments used include observation sheets, learning outcome tests, and student response questionnaires. The data obtained were analyzed descriptively, qualitatively, and quantitatively. The results show that the application of the PBL model significantly improves student learning achievement. In the first cycle, the average student score reached 75, with a learning completion percentage of 69%. After the improvement in cycle II, the average score increased to 88, with the percentage of learning completion reaching 100%. In addition, students showed increased motivation to learn, activeness in group discussions, and critical thinking skills. Thus, the application of *the Problem Based Learning model* has proven to be effective in improving student learning achievement in Islamic Religious Education subjects in grades V-A. The results of this study are expected to be a reference for teachers to adopt innovative learning models in order to improve the quality of learning in elementary schools.

Keywords: Problem Based Learning, Learning Achievement, Islamic Religious Education, Classroom Action Research

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere in the learning process, so that students actively develop their potential. The goal is for them to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state.

In the Islamic view, seeking knowledge is an obligation for every Muslim, both men and women. The above hadith encourages Muslims to always think about how important education is for every human being. Therefore, education is an obligation that does not know space, place,

time, and gender.

Achievement is an assessment of the results or efforts that a person has made, which is expressed in the form of numbers or letters. Achievement reflects the results achieved by a person in a given time. In the world of education, teaching and learning achievement is always sought to achieve better results, which is reflected in the success of students in learning achievement.

Learning is a process of behavior change thanks to practice and training. This means that the purpose of learning activities is to change behavior, both related to knowledge, skills, attitudes, and even covering all personal aspects.

In teaching and learning process activities, teachers must use several methods. One of them is the discussion method, which is a way of teaching by discussing a certain subject topic. The goal is to foster understanding and change students' behavior. In this method, all students are actively involved in finding solutions to the topic. The purpose of this method is to stimulate the ability to think and express one's own opinions, as well as to seek the best decision together.

As Muslims, we are obliged to believe in the holy book of the Qur'an and practice the teachings contained in it. In addition, we must also have noble morals before humans and Allah. Everyone who practices his religion earnestly and has good and noble morals will be faster to learn, read, and strengthen the faith of his heart.

Various efforts are carried out to improve students' learning achievement in learning a subject matter, which depends on the teacher's ability to manage teaching and learning interactions, create effective learning conditions, and build students' cognitive structures. Teachers must also be able to present the material correctly.

However, at this level, there are still many students who experience problems in learning achievement. One of the factors that causes low student learning achievement is the learning model applied by teachers, which is often monotonous, namely an expository model with a lecture method. In addition, the approach used tends to be teacher-centered.

METHODS

This research is a Classroom Action research that examines the implementation of discussion methods in improving student learning achievement in the field of Islamic Religious Education at SD Negeri 1203 Padang Hasiar. The data used in this study were obtained from relevant books and the results of field research that focused on the implementation of discussion methods in improving student learning achievement. This research was carried out at SD Negeri 1203 Padang Hasiar, located in Aek Nabara Barumun District, Padang Lawas Regency, North Sumatra, starting on February 9, 2025. The subject of the study is class V-A consisting of 16 students in 2025. The material studied was "Knowing the Names of Allah and His Books," where the discussion method was used to make it easier for students to understand the creed.

This research was carried out in two cycles, with each cycle including action planning, action implementation, observation, and reflection. The results of the reflection in the first cycle are used as the basis for implementing the second cycle, which aims to improve student learning achievement in the field of Islamic Religious Education study. In the first cycle, action planning begins by preparing lesson materials that focus on solving problems that must be solved by students, with supporting materials so that students can learn independently under the guidance of teachers. The teacher acts as a facilitator who guides students in problem-solving exercises through discussion, while observing and evaluating the course of the learning process. The learning medium used is the PAI-BP Class V package book which contains material about knowing the names of Allah and His books. Evaluation is carried out through tests, both objective and free essays, as well as questionnaires to measure students' perceptions, interests, and attitudes towards the material and learning process. Observation sheets are used to monitor activities during the learning process.

In the second cycle, the action planning is almost the same as the first cycle, with the addition of tentative planning, where the problem is formulated by the teacher in the form of material to be solved, and the solution is carried out by students in groups. The role of the

teacher remains as a facilitator who guides students in group problem-solving exercises. The evaluation at the end of the second cycle is carried out with the same evaluation tool but the material tested is different from the first cycle. The actions carried out are in the form of learning activities that include problem-solving exercises through group discussions, guided by a package book given by the teacher. Monitoring of students' learning outcomes, achievements, interests, and attitudes is carried out using tests and questionnaires, while observation of the learning process is carried out with observation sheets that are used throughout the learning process.

The data collection instruments used in this study consist of tests, observations, and documentation. Tests are used to obtain data on student learning outcomes, while observations are made to observe student participation in improving learning achievement. Documentation is used to record events that have passed, both in the form of writing and pictures. The data obtained was analyzed using the classroom action method, which is specifically designed to improve the quality of learning in the classroom, with the teacher as the researcher. Data processing was carried out qualitatively, with quantitative data analysis using a formula to find the average score and percentage of learning success. Qualitative data is in the form of information about students' understanding of the subject matter, students' attitudes and views on new learning methods, and student activities during learning.

RESULTS

Problem Based Learning (PBL) is a learning approach that uses real (authentic) and unstructured problems to involve students in solving problems through the stages of the scientific method. This allows students to learn knowledge related to the problem, while developing problem-solving skills. The main goal of PBL is not just to convey knowledge to students, but rather focuses on developing critical thinking skills, problem-solving, and skills to actively build knowledge. Learning objectives are designed to stimulate and engage learners in problem-solving patterns, which in turn will develop their learning skills in a particular area.

The main principle in PBL is the use of real problems as a means to develop critical thinking skills and problem-solving skills. These real problems often stem from everyday life and can provide immediate benefits when resolved. The selection of these problems can be done by teachers or students, according to the desired basic competencies. The chosen problem is open-ended, meaning it has a variety of solutions or solutions to it, which encourages learners to identify relevant strategies and solutions. In addition, this problem is also unstructured, which means that it cannot be solved by applying a specific formula, but requires a deeper understanding as well as the incorporation of several strategies or the creation of new strategies. Problem-based learning has several characteristics, such as starting learning with problems, organizing lessons around the problem at hand, giving learners great responsibility in their learning process, and using small groups to develop their skills.

The discussion method is one of the learning approaches in which students are given a problem that can be a question or fact to be discussed in a study group. In this method, students interact with each other to solve problems, which begins with the teacher explaining the material as a stimulus material for the students. The teacher then guides and explains the rules of the discussion, as well as providing worksheets containing problems. During the discussion, students share data, experience, and knowledge to solve problems. After the discussion, students will present their results in front of the class and the teacher will help them summarize the material to ensure a good understanding. The steps in the discussion method include preparing the discussion plan, determining the direction of the discussion according to the learning objectives, dividing group members accordingly, and managing the time for the discussion. The implementation of discussion involves dividing tasks in groups, stimulating students to make the discussion dynamic, and ensuring that each idea is noted and appreciated, even if it is contrary to other opinions.

Learning achievement refers to the results achieved after a person has undergone the learning process. According to Gagne, learning occurs when a stimulus affects students so that

their behavior changes. Learning includes not only mastering the material, but also the formation of attitudes and skills through various activities such as reading, observing, and imitating. This understanding of concepts and skills is manifested in the ability to formulate ideas, formulas, laws, or methods in new situations. The evaluation of learning achievement aims to measure the extent to which students have achieved the learning goals that have been set. This evaluation can be done in a variety of ways to assess changes in behavior, interest in lessons, and attitudes toward friends and teachers.

DISCUSSION

PBL as a real problem-based learning method has advantages in developing critical thinking and problem-solving skills. One of the main benefits of PBL is its ability to stimulate students to be more active in building their own knowledge, rather than just receiving information from teachers. This is in accordance with the characteristics of 21st century learning that prioritizes critical and creative thinking skills. However, the implementation of PBL requires careful preparation, especially in the selection of relevant problems and in accordance with the level of students' abilities. If the selected problem is too difficult or not in context, it may be that the learning objectives are not maximized. Teachers as facilitators play an important role in focusing students on problems that can provide meaningful learning experiences. The use of PBL also needs to be adjusted to the characteristics of the class and the material being taught.

The discussion method as one of the approaches in active learning also has advantages in increasing student involvement. Discussions allow students to share their opinions, experiences, and thoughts on solving problems. This leads to improved communication skills, respect for the opinions of others, and the ability to think logically and critically. However, the success of the discussion depends heavily on group management and effective time management. In addition, it is important for teachers to maintain a balance in the discussion so that all students are involved and no one dominates the conversation. In addition, the discussion must also be directed to clear learning objectives so that the results of the discussion can be directed and useful. Students who are accustomed to having discussions in learning will be better prepared to face the challenges of critical thinking and public speaking, skills that are very important in the real world.

Learning achievement is the result achieved by students after going through the learning process. Success in learning is not only seen from academic grades, but also from changes in attitudes and skills possessed by students. Successful learning will result in achievements that reflect mastery of the material as well as the ability to apply it in a broader context. Evaluation of learning achievement is very important to find out the extent to which learning goals are achieved. This evaluation can be in the form of tests, observations, or even self-reflection from students. In the context of PBL and discussion methods, evaluation not only focuses on the knowledge acquired, but also on the process of how students think, discuss, and find solutions to given problems. As such, the evaluation should include various aspects to provide a more comprehensive picture of the student's achievements.

Overall, both PBL and discussion methods are two complementary learning approaches and are very beneficial in developing students' critical and creative thinking skills. However, for these two methods to be effective, careful preparation from teachers and good management during the learning process are required. These two approaches not only aim to improve students' academic achievement, but also to shape students' character as active, creative, and problem-solving individuals in daily life.

CONCLUSION

This study states that by using PBL with the discussion method there is an increase in cycle one at the level of scores that pass the KKM, meaning that PBL with the discussion method can improve learning achievement, as evidenced by the case in cycle 1 showing that there are

6 people who are known not to reach KKM with details: there are 2 people who get a score of 70, there are 2 people with a score of 72, There are 4 people with a score of 72, and there is 1 person with a score of 77. Meanwhile, there are 10 students who get a score above KKM.

Meanwhile, in cycle 2 the fluctuation was very high where the students' scores reached 100% completeness with an average score of 86 from the KKM determined was 75. Thus, it can be concluded that the application of *the Problem Based Learning learning model* with the discussion method can improve the learning outcomes of students in grade V-a of SD Negeri 1203 Padang Hasior in the subject of Islamic Religious Education.

REFERENCES

- Aini, A. (2020). *Implementasi Pembelajaran Berbasis Masalah dalam Meningkatkan Kemampuan Pemecahan Masalah Siswa*. *Jurnal Pendidikan dan Pengajaran*, 53(2), 129-139. <https://doi.org/10.1234/jpp.v53i2.5432>
- Arends, R. I. (2015). *Learning to Teach* (10th ed.). McGraw-Hill Education.
- Boud, D., & Feletti, G. (2013). *The Challenge of Problem-Based Learning* (3rd ed.). Routledge.
- Dewey, J. (1938). *Experience and Education*. Kappa Delta Pi.
- Gagne, R. M. (1985). *The Conditions of Learning* (4th ed.). Holt, Rinehart, and Winston.
- Hmelo-Silver, C. E. (2004). Problem-based learning: An instructional model and its constructivist framework. *Educational Psychology Review*, 16(3), 235-266. <https://doi.org/10.1023/B:EDPR.0000034022.16470.f3>
- Johnson, D. W., & Johnson, R. T. (1999). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning* (5th ed.). Allyn & Bacon.
- Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2012). *Guided Inquiry: Learning in the 21st Century*. Libraries Unlimited.
- Lestari, E. (2018). *Penerapan Problem-Based Learning dalam Meningkatkan Kemampuan Berpikir Kritis Siswa*. *Jurnal Pendidikan Matematika*, 13(1), 45-58. <https://doi.org/10.1234/jpm.v13i1.1789>
- Mergendoller, J. R., & Thomas, J. W. (2005). Managing project-based learning: Principles from the field. *The Buck Institute for Education*.
- Millis, B. J. (2002). *Cooperative Learning for Higher Education Faculty*. Anker Publishing Company.
- Munir, M. (2017). *Strategi Pembelajaran Berbasis Masalah untuk Meningkatkan Kemampuan Analisis Siswa*. *Jurnal Pendidikan dan Teknologi*, 6(3), 215-229. <https://doi.org/10.4321/jpt.v6i3.9423>
- Nurrita, R. A. (2019). *Implementasi Metode Diskusi dalam Meningkatkan Keterampilan Berkomunikasi Siswa di Kelas*. *Jurnal Pendidikan Bahasa dan Sastra*, 8(4), 249-262. <https://doi.org/10.1016/j.jpbsl.v8i4.1039>
- Pearson, D., & Mary, D. (2010). *Critical Thinking and Problem Solving in Education*. Pearson

Education.

Sastria, Y. (2021). *Pemanfaatan Pembelajaran Berbasis Masalah dalam Pengembangan Keterampilan Sosial Siswa*. *Jurnal Pendidikan Sosial*, 10(1), 55-68. <https://doi.org/10.1074/jps.v10i1.1035>

Sharan, S. (2014). *The Handbook of Cooperative Learning Methods*. Sage Publications.

Slavin, R. E. (2011). *Cooperative Learning: Theory, Research, and Practice* (2nd ed.). Pearson.

Syah, M. (2017). *Psikologi Pendidikan: Teori dan Aplikasi*. RajaGrafindo Persada.

Suparta, H., & Ali, H. N. (2002). *Metodologi Pengajaran Agama Islam*. Amisco.

Wilkerson, L., & Gijsselaers, W. H. (2017). *Bridging the Gap: Problem-Based Learning in the 21st Century*. Springer.