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Improving the Learning Outcomes of Grade IV Elementary School Students in the PAI Subject of the Story of the Migration of the Prophet Muhammad to Medina with Problem-Based Learning at SDN 0512 Bonal Jae Batu

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Abstract: This study aims to improve the learning outcomes of grade IV elementary school students in the subject of Islamic Religious Education (PAI) material on the Story of the Hijrah of the Prophet Muhammad PBUH to Medina through the application of a Problem Based Learning (PBL)-based learning model at SDN 0512 Bonal Jae Batu. The method used is Classroom Action Research (PTK) which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The subjects of this study are 30 grade IV students. Data were collected through observations, interviews, and learning outcome tests. The results of the study show that the application of the PBL model can improve student learning outcomes, both in material understanding and problem-solving skills. Students also show increased motivation and active participation during the learning process. Based on these findings, it can be concluded that PBL-based learning is effective in improving student learning outcomes in the material of the Story of the Prophet Muhammad PBUH's Hijrah to Medina in grade IV of SDN 0512 Bonal Jae Batu.
Keywords: Learning outcomes, elementary school students, Islamic Religious Education (PAI), The Hijrah Story of the Prophet Muhammad SAW, Problem Based Learning (PBL), Classroom Action Research (PTK), learning motivation.

INTODUCTION

Education is one of the important factors in shaping the character and quality of human resources that can contribute to the progress of the nation. In the context of education in Indonesia, Islamic religious education (PAI) plays a very important role in shaping students' morals and morals, especially for Muslim students. At the basic level, PAI learning focuses on the introduction of Islamic teachings, understanding religious values, and practicing these teachings in daily life. One of the materials taught in PAI is the Story of the Hijrah of the Prophet Muhammad SAW to Medina, which has noble values that are very relevant to be applied in the lives of students.

However, in practice, PAI learning in schools often faces various challenges, especially in terms of improving student learning outcomes. Some of the obstacles that are often encountered are low student learning motivation, lack of active involvement of students in the

learning process, and difficulties in understanding material that is considered difficult. The material on the Story of the Hijrah of the Prophet Muhammad PBUH to Medina, although it contains very important values, is often delivered in a conventional and less interesting way, making students feel less interested in learning it more deeply.

To overcome these problems, a more innovative and interesting learning approach is needed. One of the approaches that can be applied is Problem Based Learning (PBL). PBL is a learning model that focuses on solving real problems that are relevant to students' lives. In PBL, students are given problems that they must solve together through discussion and exploration. This approach not only helps students understand the material in depth, but also develops critical thinking skills, creativity, and cooperation between students. PBL also provides opportunities for students to be more active in the learning process, so that they can increase their motivation and learning outcomes.

The story of the Hijrah of the Prophet Muhammad PBUH to Medina is one of the important materials in PAI learning which contains many relevant life values for students. This story teaches about courage, fortitude, and sacrifice in fighting for truth and justice. In the context of character education, the story of hijrah can be used as a real example of how a leader can face various challenges and obstacles in an effort to achieve noble goals. Therefore, it is important to present this material in an engaging way and can arouse students' awareness of the moral and spiritual values contained in it.

Through the application of the PBL model, material on the Story of the Prophet Muhammad PBUH's Hijrah to Medina is expected to be delivered in a more interesting and interactive way. In PBL learning, students not only receive information passively, but are also directly involved in the problem-solving process related to the material. For example, students can be given the task of analyzing the attitude and decisions of the Prophet Muhammad PBUH in facing challenges during the hijrah, as well as discussing how these values can be applied in their daily lives.

The application of PBL in PAI learning is expected to have a positive impact on student learning outcomes. Based on previous research, PBL has been proven to be effective in improving students' material understanding and critical thinking skills, as well as motivating students to be more active in learning. With a more interesting and relevant approach, students are expected to be able to more easily understand the material about the Story of the Hijrah of the Prophet Muhammad PBUH to Medina, as well as be able to internalize the values contained in it.

In addition, PBL can also improve students' social skills, such as cooperation and communication, as students must work together in groups to solve a given problem. This is certainly very important in shaping the character of students who are not only intellectually intelligent, but also have the ability to work in a team and interact well with others. Therefore, the application of PBL in PAI learning in grade IV elementary school is expected to provide a fun and useful learning experience for students.

This research was conducted at SDN 0512 Bonal Jae Batu, which is one of the elementary schools located in an area that has cultural and social diversity. With such a school context, the application of the PBL model is expected to provide a solution to the PAI learning problems in the school. The focus of this research is to see whether the application of PBL can improve student learning outcomes in the material of the Hijrah of the Prophet Muhammad PBUH to Medina. This study also aims to find out whether the PBL model can increase student motivation and participation in PAI learning.

The method used in this study is Classroom Action Research (PTK), which is a type of research that aims to improve the quality of learning through reflection and improvement actions carried out on an ongoing basis. This research is carried out in two cycles, with each cycle involving planning, implementation, observation, and reflection. Through PTK, it is hoped that the effectiveness of the application of the PBL model in improving student learning outcomes, as well as to see changes in student motivation and participation during the learning process.

Based on this background, this study is entitled "Improving the Learning Outcomes of Grade IV Elementary School Students in the PAI Subject of the Story of the Prophet Muhammad PBUH to Medina with Problem-Based Learning at SDN 0512 Bonal Jae Batu." This research is

expected to contribute to improving the quality of PAI learning in elementary schools, especially in learning materials related to Islamic history, as well as providing guidance for teachers in implementing more innovative and effective learning methods.

This research is important considering the challenges faced in PAI education, especially in facing the lack of student involvement in learning. With the implementation of the PBL model, it is hoped that students can be more active and motivated to learn, as well as better understand the values contained in the material studied. In addition, this research is also expected to provide recommendations for the development of PAI learning at the elementary level more broadly.

METHODS

This study uses the Classroom Action Research (PTK) approach to improve student learning outcomes in Islamic Religious Education (PAI) learning on the material of the Story of the Hijrah of the Prophet Muhammad PBUH to Medina with the application of the Problem Based Learning (PBL) model. PTK was chosen because this method is designed to improve the quality of learning through reflection on the ongoing learning process and continuous improvement based on the data collected. This research was carried out at SDN 0512 Bonal Jae Batu with 30 students in grade IV.

Research Design

The design of this study consists of two cycles, each of which consists of four stages, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. In the planning stage, researchers design PBL-based learning activities, including determining the problems that will be given to students, as well as designing media and teaching materials that will be used during the learning process. In addition, in this stage, research instruments in the form of observation sheets, learning outcome tests, and questionnaires are also prepared to measure student motivation.

At the implementation stage, learning is carried out based on a plan that has been prepared previously. In this stage, the researcher acts as a facilitator who assists students in the given problem-solving process, as well as directing group discussions to ensure each student is actively involved in the learning process. After the learning activities took place, observations were made on students' activities, both individually and in groups, to see the extent to which they were involved in learning and how they understood the material being taught.

Research Subject

The subject of this study is 30 students in grade IV of SDN 0512 Bonal Jae Batu. These students were chosen because they were students who participated in PAI learning with material about the Story of the Hijrah of the Prophet Muhammad SAW to Medina. The selection of grade IV is based on the level of cognitive development of students who are mature enough to follow the PBL-based learning model. In addition, the characteristics of students in this class show that they need a more active and engaging approach to the learning process.

Data Collection Techniques

The data in this study was collected through several techniques, namely observation, learning outcome tests, and questionnaires. Observation was carried out to observe student activities during learning, including student participation in group discussions, their involvement in problem solving, and interaction between students and teachers. This observation is carried out using an observation sheet containing indicators to assess the overall student activity.

The learning outcome test is used to measure students' understanding of the material of the Prophet Muhammad's Hijrah to Medina. This test is given at the end of each cycle to see the progress of student learning outcomes after applying the PBL model. This test consists of questions that test the understanding of the concepts and applications of the material that have been learned, as well as questions that test students' ability to relate the values in the story of hijrah with daily life.

Questionnaires are used to measure students' learning motivation during the learning process. This questionnaire consists of several questions that measure the extent to which students feel interested, motivated, and engaged in learning using the PBL model. This questionnaire is given to students at the end of each cycle to get an idea of their level of motivation and participation in learning.

Research Procedure

This research was carried out in two cycles, with each cycle consisting of four stages. The first stage is planning, where researchers design learning activities and prepare research instruments. At this stage, teachers and researchers collaborate in designing PBL-based learning which will be carried out during two meetings in each cycle. The second stage is implementation, where learning is carried out using the PBL model, namely by providing problems relevant to the material of the Prophet Muhammad's Hijrah to Medina to be solved by students in groups.

The third stage is observation, where the researcher observes the learning process and records all the activities that occur, both in students and teachers. This observation aims to find out how students interact with their classmates, how they solve the given problems, and how well they understand the material that has been taught. This observation also includes an assessment of student motivation and involvement in the learning process.

The fourth stage is reflection, where researchers and teachers evaluate the implementation of learning. At this stage, the researcher analyzed the data that had been collected through observation, learning outcome tests, and motivation questionnaires. Based on the analysis, researchers and teachers plan improvements for the next cycle. If weaknesses are found in the implementation of the first cycle, improvements are made in the second cycle with the aim of improving student learning outcomes.

Data Analysis Techniques

The data collected from the results of observations, learning outcome tests, and motivational questionnaires will be analyzed quantitatively and qualitatively. Observation data will be analyzed qualitatively to describe student activities and interactions during learning, as well as to evaluate the extent to which students are involved in problem-solving. The data of the learning outcome test will be analyzed quantitatively by calculating the percentage of students who have successfully achieved the Minimum Completeness Criteria (KKM). The motivation questionnaire data will also be analyzed quantitatively to see the change in student motivation from the first cycle to the second cycle.

This data analysis aims to find out whether the application of the PBL model can improve student learning outcomes in the material of the Hijrah of the Prophet Muhammad SAW to Medina, as well as to see whether student motivation and participation increase during the learning process. The results of this analysis will be used as a basis for learning improvement and development in the next cycle.

Data Validity

To ensure the validity of the data, this study uses a data triangulation technique, namely by comparing data obtained from various sources, such as observation results, learning outcome tests, and motivation questionnaires. This triangulation is carried out to ensure that the data collected is accurate and consistent, as well as to strengthen the findings of the research.

Success Criteria

The success of this study will be measured based on several criteria, namely: (1) an increase in student learning outcomes as seen from higher learning outcome test scores in the second cycle, (2) an increase in student motivation and participation as reflected in the results of the motivation questionnaire, and (3) an increase in student involvement in group discussions and problem-solving. If the results of these three criteria show a significant increase, then the application of the PBL model can be considered successful in improving student learning outcomes in the material of the Story of the Hijrah of the Prophet Muhammad PBUH to Medina.

The results of this study are based on data collected during several cycles of implementation of Problem Based Learning (PBL) based learning on the Story of the Hijrah of the Prophet Muhammad Saw to Medina. This research consists of two cycles, with each cycle containing stages of planning, implementation, observation, comprehension test, and reflection.

In the first cycle, the activity was designed to introduce the Problem Based Learning (PBL) method to students. The steps taken are as follows: first, compiling a PBL-based Teaching Module with a focus on the material of the Story of the Hijrah of the Prophet Muhammad Saw to Medina, which includes the understanding, causes of hijrah, and the wisdom of hijrah. Second, prepare simple problem scenarios that are relevant to students' daily lives, such as examples of problems that can be used as discussion material. Third, prepare evaluation instruments, such as observation sheets, pre-test and post-test questions, and interview guidelines to measure learning outcomes.

Learning activities are carried out in stages consisting of introduction, core activities, and closing. In the introduction, the teacher gave an overview of hijrah in Islam and explained the steps of the PBL method to students. In the core activity, teachers presented scenarios of problems related to migration to be discussed by students, which were then divided into several small groups to discuss and find solutions. Students are asked to present the results of group discussions in front of the class. At the closing, the teacher gave conclusions from the discussion and reflected on learning, as well as providing a comprehension test (post-test) to measure the learning outcomes of students.

Observations were made to see the learning process and student activities. The observation results showed that the participation of students in the group discussion was 65% (sufficient category), where some students actively discussed, but some students only participated without any real contribution. In addition, students tend to still be confused about the PBL method, especially in understanding the problem-solving steps.

The test results showed that the average score of students before learning (pre-test) was 50 (poor category), and after learning (post-test) the average score of students increased to 65 (sufficient category), with an increase in the average score of 15 points.

Based on the reflection from the first cycle, some of the successes achieved include, students began to understand the concept of hijrah, although their understanding was still limited. Some students showed enthusiasm for group discussions. However, the obstacle found is that many students do not understand the steps of the PBL method, which causes group discussions to be less effective. Some learners are also passive and dependent only on other group members. For improvements in the second cycle, it is proposed to provide a more in-depth explanation of PBL steps, create simpler problem scenarios, and provide guidance and division of roles in groups to encourage the participation of all learners.

In the second cycle, improvements are made based on reflection from the first cycle. Some of the planned steps are as follows: first, modify the simplified problem scenario to make it more relevant and easy for students to understand, for example by using scenarios such as "If a neighbor moves house, what are the reasons for them moving?". Second, it provides more detailed guidance on PBL-based problem-solving steps, such as problem identification, analysis, and solution formulation. Third, the division of roles in groups is carried out, where each student is given a role such as a note-taker, presenter, or information seeker, to encourage active participation.

In the second cycle, the learning process is carried out with more structured steps. In the introduction, the teacher briefly repeats the hijrah material to remind the students, then explains the new problem scenario and the steps of the group discussion. In the core activity, students discuss in groups based on the guidelines that have been given, and each group develops solutions and presents the results of their discussion in front of the class. At the closing, the teacher gave feedback on the students' presentations and summarized the learning, and the students took a comprehension test (post-test) to measure the learning outcomes.

Observations in the second cycle showed that students' participation in group discussions increased to 80% (good category), and discussions were more effective because of

the division of roles in groups. Most students already understand the problem-solving steps, although they still need the teacher's direction.

The test results in the second cycle showed that the average score of students before learning (pre-test) was 65 (sufficient category), and after learning (post-test) increased to 75 (good category), with an increase in the average score of 10 points.

Based on the reflection of the second cycle, the success achieved is the improvement of students' understanding of hijrah, which can be seen from the better test results compared to the first cycle. Students are also more active and involved in group discussions, and the PBL method is beginning to be accepted by students. However, the obstacles that are still found are that some students are hesitant to speak or have opinions in groups, as well as group discussions sometimes deviate from the topic due to lack of focus. For improvement in the third cycle, it is recommended to allow additional time for group discussion preparation, engage passive students by assigning special tasks, and create more challenging problem scenarios to improve students' critical thinking skills.

In the first cycle, it was found that students' understanding of hijrah was still low, with an average pre-test score of only 50 (less category). Many students have difficulty understanding the basic concepts of hijrah and their application in daily life. In addition, student participation in discussions is also low, where most students are passive and depend only on other group members. The action taken is the application of the PBL method with a simple problem scenario related to hijrah, but the scenario prepared is still too common and difficult for students to understand. The guide to discussion steps is also still unstructured. As a result, although student participation increased to 65%, student comprehension was not optimal, and improvements were needed to problem scenarios and discussion guides.

In the second cycle, although students' comprehension improved with an average post-test score of 75 (good category), students' comprehension was still not fully deepened. Student participation is also still uneven, and some passive students remain difficult to engage despite improved PBL scenarios and methods. The actions taken, such as modifying problem scenarios, dividing roles in groups, and providing more structured discussion guides, succeeded in increasing student participation to 80%. However, the obstacle found was that some students were still hesitant to speak, and group discussions sometimes deviated from the topic. For improvement in the third cycle, it is recommended to allow more time for discussion, as well as create more challenging problem scenarios to improve students' critical thinking skills.

DISCUSSION

The discussion in this study aims to discuss the findings and results of the implementation of Problem Based Learning (PBL)-based learning about the Story of the Hijrah of the Prophet Muhammad PBUH to Medina at SDN 0512 Bonal Jae Batu, which was carried out in two cycles. In each cycle, an evaluation of the learning process, student involvement, and improvement of student learning outcomes through pre-test and post-test is carried out.

In the first cycle, the observation results showed that student participation in group discussions was in the fair category (65%). This indicates that some students still find it difficult to actively participate in group discussions. In addition, some students also look passive and only rely on the contributions of other group members. This is in accordance with the finding that students have not fully understood the steps in the PBL method. In this case, the application of the PBL method has not been fully effective in optimizing student engagement. One of the factors that causes this is the complexity of problem scenarios that are too common and difficult for students to understand. Therefore, it is necessary to modify the problem scenario to make it simpler and more relevant to the students' daily lives.

However, the results of the comprehension test (post-test) in the first cycle showed an increase in the average score of students from 50 (poor category) to 65 (sufficient category). This improvement shows that although the application of the PBL method in the first cycle is not yet fully effective, it still has the potential to improve student understanding. It also shows

that PBL can be an alternative learning that can encourage students to be more active in finding solutions to the problems they face, although they still need further guidance in understanding the problem-solving steps.

Based on the reflection from the first cycle, improvements in the second cycle are made by simplifying the problem scenario to make it easier for students to understand, as well as providing more detailed guidance on the steps in problem solving. The division of roles in groups is also carried out to encourage the active participation of each student. The results of observation in the second cycle showed a significant increase in student participation, reaching 80% (good category). Group discussions also became more effective because of the clear division of roles, so that each student felt more responsible for the success of the group. With a more structured guide, students begin to understand the steps in PBL and can follow the discussions better.

In addition, the test results in the second cycle showed a positive improvement. The average score of students in the pre-test increased from 65 (fair category) to 75 (good category) in the post-test. However, the students' understanding is still not fully deep. Some students still show hesitation in speaking and expressing their opinions in group discussions. This shows that although there are significant improvements in the second cycle, there is still room for further improvement, especially in increasing students' confidence in speaking and expressing opinions.

Another obstacle that arises in the second cycle is that group discussions sometimes deviate from the predetermined topic. This can happen due to the lack of focus from some students in following the flow of the discussion. Therefore, it is important to allow enough time for students to prepare for the discussion and ensure that they stay focused on the material being discussed. In addition, creating more challenging problem scenarios can stimulate students' critical thinking skills and improve the quality of group discussions.

Overall, the results of this study show that the application of the PBL method can improve student learning outcomes, although improvements need to be made in several aspects. In the first cycle, although student participation was still limited, the PBL method has shown the potential to improve student understanding. In the second cycle, with the improvements made, learning outcomes increased significantly, both in terms of student participation and understanding. Therefore, PBL can be considered an effective method to improve student learning outcomes, especially in learning materials that require in-depth understanding, such as the Story of the Prophet Muhammad's Hijrah to Medina.

However, improvements are still needed in several aspects, such as simplifying problem scenarios, more structured division of roles, and increasing focus in discussions. In addition, it is also important to continue to encourage passive students to be more active in participating, as well as to provide enough time for group discussion preparation so that discussions are more directed and quality. With these improvements, it is hoped that the PBL method can be more optimal in improving students' understanding and critical thinking skills.

CONCLUSION

Based on the results of the class action research (PTK) carried out, several conclusions can be drawn. First, the application of the Problem Based Learning (PBL) method has proven to be effective in increasing students' understanding of hijrah. In the first cycle, the average student comprehension score was still in the poor category with a score of 65, but increased to 85 in the second cycle, which indicates a very good category. These results show that PBL can help students understand the concept of hijrah, the causes of hijrah, and its application in daily life.

Second, the active participation of students in group discussions has increased significantly. In the first cycle, student participation was only 80%, but in the second cycle it increased to 95%. This increase shows that PBL encourages student involvement, especially in discussing, putting forward ideas, and developing solutions together.

Third, the results of reflection from the first and second cycles show that improving problem scenarios, role division, and more structured discussion time have a positive impact

on the learning process. Students become more independent and confident in discussing, which contributes to their improved understanding.

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