

Application of Problem Based Learning Method in Improving Learning Outcomes of Halal and Haram Definition and Legal Basis Material in Class VI SD Negeri 0511 Batang Jae

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Abstract: This study aims to analyze the application of the Problem-Based Learning (PBL) method in improving the learning outcomes of grade VI students of SD Negeri 0511 Batang Tarikh Jae on the definition and legal basis of halal and haram. The PBL method was chosen because it can encourage students to think more actively critically and independently in understanding Islamic concepts, especially related to halal and haram in daily life.

This study uses the classroom action research method (PTK) which is carried out in two cycles. Data was collected through observations, learning outcome tests, and interviews to measure the effectiveness of PBL implementation. The results of the study show that the application of the PBL method significantly improves students' understanding of the material taught. This can be seen from the increase in the average score of student learning outcomes from the first cycle to the second cycle. In addition, students become more active in discussing, asking questions, and being able to relate the material to real-life contexts.

Thus, the Problem-Based Learning method has proven to be effective in improving student learning outcomes on the definition and basis of halal and haram law. It is recommended that teachers use this method more often in learning to increase student engagement and understanding.

Keywords: Problem-Based Learning, learning outcomes, halal and haram, SD Negeri 0511 Batang Tarikh Jae.

INTRODUCTION

Islamic Religious Education in elementary schools has a strategic role in shaping students' character and understanding of the concept of halal and haram as a guideline in daily life. A good understanding of this concept can help students make decisions that are in accordance with Islamic values, especially in the era of globalization that offers a variety of lifestyle and consumption options (Rahman & Yusuf, 2021). Therefore, a learning method that is not only theoretical, but also able to relate the concepts of halal and haram to real life is needed so that students better understand and apply it.

One of the learning methods that is considered effective to improve student

understanding is *Problem-Based Learning* (PBL). This method emphasizes solving problems related to daily life, so that it can help students understand the material more deeply (Hidayat et al., 2022). In the context of learning halal and haram concepts, PBL can encourage students to think critically and actively in exploring various aspects of Islamic law related to food, drinks, and permissible and prohibited behaviors.

The purpose of this study is to apply the *Problem-Based Learning* method in improving the learning outcomes of grade VI students of SD Negeri 0511 Batang Tarikh Jae on the definition and basis of halal and haram law. With this approach, it is hoped that students will not only memorize concepts theoretically, but also be able to relate the material to the real situations they face in their daily lives (Sari & Nugroho, 2023).

In its implementation, the PBL method directs students to find solutions to problems raised by teachers in the form of case studies or real-life scenarios (Mustafa, 2021). This approach changes the learning paradigm from the previous teacher-centered to student-centered, so that students are more active in discussing, exchanging opinions, and structuring logical arguments. Thus, they not only acquire knowledge, but also develop critical and collaborative thinking skills.

However, the reality in the field shows that learning halal and haram concepts in elementary schools still tends to be conventional, where teachers use more lecture and memorization methods. As a result, students often experience difficulties in understanding and applying these concepts in their daily lives (Wahyudi, 2020). This shows the need for innovation in learning methods so that students are more actively involved in the learning process.

Previous research has shown that the application of *Problem-Based Learning* can significantly improve student learning outcomes in various subjects, including Islamic religious education (Fauzi & Nisa, 2021). By providing relevant problems, students are encouraged to explore and find solutions independently or through group discussions, which ultimately improves their understanding and memory of the material studied.

In addition to improving understanding, the PBL method also has a positive impact on students' motivation to learn. According to research conducted by Lestari and Kurniawan (2022), students who study with the PBL method tend to be more enthusiastic and motivated in participating in learning because they feel more involved in the problem-solving process. Thus, this method can be an effective alternative in improving student learning outcomes on halal and haram materials.

As a solution to existing problems, this study proposes the application of *the Problem-Based Learning* method as a more effective alternative learning strategy. This method will be applied in several cycles by measuring the increase in student understanding and involvement in the learning process. Thus, the results of this research are expected to contribute to the development of more innovative and effective learning methods in elementary schools, especially in Islamic religious education.

With this research, it is hoped that educators can consider the use of *the Problem-Based Learning* method in learning halal and haram concepts. In addition to improving students' understanding, this method also has the potential to shape students' character and critical attitudes in facing various problems related to Islamic values in daily life (Hakim, 2023). Thus, learning Islam is not only a theory, but also a guideline that can be applied in real life.

METHODS

This study uses the Classroom Action Research (PTK) approach with the aim of improving student learning outcomes through the application of the Problem-Based Learning (PBL) method to the definition and legal basis of halal and haram. The data sources in this study consist of primary data and secondary data.

Primary data was obtained directly from grade VI students of SD Negeri 0511 Batang Tarikh Jae through the results of learning tests, observations, and interviews. The test results were used to measure the improvement of students' understanding before and after the application of the PBL method, while observations and interviews were used to see students' involvement and responses in learning.

Meanwhile, secondary data was obtained from textbooks, previous research journals, and official school documents related to the curriculum and learning methods used previously. This source is used to support the analysis of the effectiveness of the implementation of the PBL method and compare it with conventional methods that have been applied previously.

The data obtained were analyzed using quantitative and qualitative descriptive analysis. Quantitative analysis was carried out by comparing the results of student learning tests before and after the application of the PBL method. The average score and percentage improvement in learning outcomes were calculated to see the effectiveness of this method. A comparison was made between the results of the pre-test and post-test given to students after the application of the PBL method in several learning cycles.

Qualitative analysis was carried out by examining the results of observations and interviews. Students' activities in discussions, participation in problem solving, and their responses to the applied learning methods were analyzed to get an idea of changes in attitudes and their involvement in learning.

The results of this analysis will be used to conclude whether the Problem-Based Learning method is effective in improving student learning outcomes in understanding the concepts of halal and haram. If there is a significant improvement, both in test results and in student involvement, then this method can be recommended as an alternative learning strategy in Islamic religious education in elementary schools.

RESULTS

The results of the study showed a significant improvement in the learning outcomes of grade VI students of SD Negeri 0511 Batang Tarikh Jae after the application of *the Problem-Based Learning* (PBL) method to the definition and legal basis of halal and haram. Data were obtained from the results of pre-test and post-test tests given to students before and after the implementation of the PBL method. In addition, observations and interviews with teachers and students were conducted to understand changes in student engagement and understanding during the learning process.

Based on the test results, the average pre-test score of students before the implementation of the PBL method was 65.2, with only 40% of students achieving a score above the Minimum Completeness Criteria (KKM). After the application of the PBL method in two learning cycles, the average post-test score increased to 82.5, with 85% of students achieving a score above KKM. This increase shows that the PBL method contributes positively to students' understanding of halal and haram concepts.

In addition, observations during the learning process showed that student involvement in discussion and problem-solving increased significantly. Before the implementation of the PBL method, only about 30% of students actively asked questions or expressed opinions in class. After this method was implemented, the participation rate increased to 75%, indicating that students were more interested and motivated in learning.

To clarify the results of the study, here is a table showing the improvement of student learning outcomes:

Table 1. Improving Student Learning Outcomes

It	Assessment Aspects	Sebelum PBL (Pre-Test)	After PBL (Post-Test)
1	Average Score	65,2	82,5

It	Assessment Aspects	Sebelum PBL (Pre-Test)	After PBL (Post-Test)
2	Students who pass the KKM	40%	85%
3	Active Participation	30%	75%

Data Result Analysis

From the table above, it can be seen that there is a significant increase in student understanding after the PBL method is applied. This improvement shows that the PBL method has succeeded in helping students understand the concepts of halal and haram better.

Before the PBL method was implemented, the majority of students only memorized concepts without really understanding their essence and application in daily life. This can be seen from interviews with several students who stated that previously they only learned passively and did not really understand the meaning of halal and haram in the context of real life.

Once the PBL method is applied, students begin to show better understanding. They asked more questions, discussed, and tried to connect the material with real situations, such as understanding halal labels on food products and the importance of choosing food that is in accordance with Islamic teachings.

Data Verification

To ensure the validity of the data obtained, several verification steps are carried out, namely:

Triangulation Source, **student learning outcome data is verified by comparing the results of pre-test and post-test tests, as well as observation of student involvement in the learning process. In addition, interviews with classroom teachers and students are used to confirm the effectiveness of the methods applied.**

Triangulation Techniques, various data collection techniques such as tests, observations, and interviews are used simultaneously to get a more accurate picture of the impact of PBL methods on student learning outcomes. Thus, the results of the research are not only based on academic grades, but also on changes in students' attitudes and involvement in the learning process.

Time Triangulation, data is collected in two learning cycles to ensure consistency of results. If the increase in learning outcomes and student participation occurs repeatedly in each cycle, it can be concluded that the PBL method does have a real positive impact on the learning of halal and haram concepts.

Implications of Research Results, the application of the PBL method not only has an impact on improving learning outcomes, but also on students' critical thinking skills. With discussion and problem-solving in groups, students learn to work together and develop logical arguments. This is in line with previous research that shows that PBL methods can improve students' critical and analytical thinking skills in various subjects (Fauzi & Nisa, 2021).

In addition, teachers involved in this study also benefited from the application of the PBL method. They stated that students became more active and enthusiastic in participating in learning, so that the classroom atmosphere became more interactive and dynamic. In other words, this method not only benefits students, but also helps teachers in delivering material more effectively.

Challenges in the implementation of PBL, although the PBL method has proven to be effective in improving learning outcomes, there are several challenges faced in its implementation. One of the main challenges is the limited time in the learning process. The PBL method takes longer than the conventional lecture method, because students have to explore the problem and find solutions independently or in groups.

In addition, not all students have the same critical thinking skills. Some students have difficulty understanding the concepts being taught, especially those who are used to passive learning methods. Therefore, teachers need to provide more intensive guidance to students who have difficulty understanding the material through the PBL method.

Based on the results of this study, it is suggested that *the Problem-Based Learning* method be applied more widely in Islamic religious education learning, especially in materials that

require in-depth understanding and application in real life. Teachers also need to be given training on PBL implementation techniques so that they can implement it effectively in the classroom.

In addition, schools need to support the application of this method by providing adequate learning resources, such as reference books and case-based learning materials that can be used in group discussions. With the support of various parties, the PBL method can be one of the effective learning strategies in improving the quality of education in elementary schools.

The results of this study show that *the Problem-Based Learning method* effectively improves student learning outcomes in understanding the concepts of halal and haram. The increase in the average score from 65.2 to 82.5, as well as the increase in the percentage of students who passed the KKM from 40% to 85%, shows that this method is feasible to be applied in learning.

In addition, the PBL method also increased the active participation of students in the classroom, from 30% before the implementation to 75% after the implementation. This shows that this method not only improves academic understanding, but also helps students in developing critical and collaborative thinking skills.

Thus, *the Problem-Based Learning method* can be used as an innovative alternative in learning Islamic religious education, especially in understanding the concepts of halal and haram. The application of this method is expected to continue to be developed and adjusted to the needs of students so that the learning outcomes achieved are more optimal.

DISCUSSION

Data validation in this study was carried out to ensure that the results obtained really reflect the impact of the application of the *Problem-Based Learning (PBL)* method on the learning outcomes of grade VI students of SD Negeri 0511 Batang Tarikh Jae. The validation process is carried out through several methods, namely:

Data Triangulation, data collected from various sources, such as pre-test and post-test test results, observations, and interviews with teachers and students, is compared to ensure consistency of results. If there is a similarity in the pattern in the various data obtained, then it can be said that the research findings are valid and accurate.

Instrument Reliability, to ensure the reliability of the research instrument, the pre-test and post-test tests are tested by reliability tests using Cronbach's Alpha method. The results show that the reliability value is above 0.70, which means that the instrument used has a good level of reliability.

Statistical Analysis, the results of the pre-test and post-test were tested with a t-test to see if the difference in student learning outcomes before and after the application of the PBL method was statistically significant. The results of the analysis showed a $p < 0.05$, which means that there was a significant difference between before and after the application of the PBL method.

Confirmation with teachers and students, teachers who teach in this study stated that after the implementation of the PBL method, students are more active in asking questions and discussing than before. Interviews with students also showed that they found it easier to understand halal and haram material with problem-based learning methods compared to conventional lecture methods.

Based on the results of the validation carried out, several important points were found that support the validity of the findings of this study:

The increase in student learning outcomes was statistically significant, which was shown by the increase in the average score from 65.2 (pre-test) to 82.5 (post-test) and the results of *the t-test* which showed a significant difference between before and after the application of the PBL method.

The consistency of data from various sources strengthens the validity of the findings. The results of tests, observations, and interviews show a similar pattern, namely an increase in

students' understanding after applying the PBL method.

The student engagement rate increased from 30% before PBL to 75% after PBL, which was supported by observation and confirmation data from teachers as well as students themselves.

The PBL method has proven to be more effective than conventional methods, both in terms of improving students' understanding and from their involvement in the learning process.

The results of this validation show that this study has a high level of credibility and can be used as a basis to recommend the *Problem-Based Learning* method as an effective approach in improving student learning outcomes, especially in learning halal and haram concepts in elementary schools.

CONCLUSION

The results of this study show that the application of *the Problem-Based Learning* (PBL) method significantly improves the learning outcomes of grade VI students of SD Negeri 0511 Batang Tarikh Jae in understanding the concepts of halal and haram. The main findings that can be concluded from this study are as follows:

Improvement of Learning Outcomes, the results of the pre-test and post-test tests showed an increase in the average score from 65.2 to 82.5, with the number of students achieving scores above the KKM increasing from 40% to 85%. The results of statistical tests show that this difference is academically significant.

Improvement of Student Engagement, observations during the learning process showed that before the PBL method was implemented, only 30% of students were active in discussions and asking questions. After the application of this method, the participation rate increased to 75%, which indicates an increase in student involvement in the learning process.

Effectiveness of the PBL Method, the PBL method has proven to be more effective than conventional methods in increasing understanding of halal and haram concepts. Students not only memorize the material, but also understand its application in daily life.

Thus, this study corroborates the findings that the PBL method is an approach that is able to improve students' understanding and learning outcomes in learning Islamic religious education, especially in halal and haram materials.

The results of this study have important implications in the world of education, especially in the teaching strategy of Islamic religious education in elementary schools. With the increase in learning outcomes and student engagement, the PBL method can be used as an alternative learning strategy that is more effective than the traditional lecture method. This is in line with previous research that shows that problem-based learning can improve students' critical and analytical thinking skills (Rahmawati et al., 2021).

In addition, this research also contributes to curriculum development. A more active and discussion-based learning approach can be part of school policies in improving the quality of learning, especially in materials that require a deep and applicable understanding such as halal and haram.

Social Contribution, In addition to having an impact on the academic world, the application of the PBL method also makes an important social contribution. With students' increased understanding of halal and haram concepts, they can apply these values in their daily lives, such as in food choices, ethics in interacting, and more responsible consumption decisions.

The PBL method also helps students develop social skills, such as group cooperation, effective communication, and the ability to solve problems independently. This has a positive impact on shaping the character of students who are more critical, independent, and able to think logically in dealing with various problems in their environment.

Overall, this study confirms that *the Problem-Based Learning* method not only improves academic outcomes, but also has a broader social impact, namely forming students who are more active, think critically, and have a better understanding of religious values in their lives. Therefore, this method can be recommended to be applied more widely in the learning of

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