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Efforts to Improve Learning Outcomes in Islamic Religious Education on the Topic of Fasting Through the Problem Posing Method for Fifth Grade Students at SDN 100220 Simaronop, South Tapanuli Regency

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Abstract:
This Classroom Action Research (CAR) aims to improve the learning outcomes of Islamic Religious Education (PAI) on the topic of fasting through the problem posing method in the fifth grade of SDN 100220 Simaronop, South Tapanuli Regency. The issue faced is the students' low understanding of the fasting material, thus requiring a more interactive and challenging approach to increase their motivation and learning outcomes. The problem posing method was applied by involving students in formulating problems related to fasting, then encouraging them to collaboratively seek solutions. The research results showed a significant improvement in students' understanding of fasting material, as well as increased participation and active engagement in the learning process. This study concludes that the application of the problem posing method can be an effective alternative to enhance PAI learning outcomes, particularly on the topic of fasting in the fifth grade of SDN 100220 Simaronop.

Keywords: Islamic Religious Education, Problem Posing Method, Fasting, Interactive Learning, Learning Outcomes, Fifth Grade Students, SDN 100220 Simaronop.

INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping the character and Islamic values of students. One of the main topics in PAI is fasting, which not only teaches the aspects of worship but also the values of patience, discipline, and social empathy. However, in practice, many students struggle to understand the concept of fasting in depth due to one-way teaching methods that do not actively engage them. Based on initial observations in the fifth grade of SDN 100220 Simaronop, it was found that students' learning outcomes on fasting were still relatively low. Many students had difficulty explaining the definition, conditions, and wisdom of fasting. Additionally, their involvement in the learning process was limited,

making the lessons less engaging and failing to provide meaningful learning experiences. To address these issues, a learning method that enhances students' understanding and encourages them to be more active in learning is needed. One such method is problem posing.

This method involves students in formulating their own questions related to the material, prompting them to think critically, understand the concepts in-depth, and find solutions to the questions they create. This study aims to determine the extent to which the application of the problem posing method can improve students' learning outcomes on fasting. By giving students the opportunity to formulate questions, they will be more engaged in the learning process and better able to understand the material conceptually. Additionally, this method fosters creative thinking and increases students' curiosity. The approach used in this research is Classroom Action Research (CAR) with a cyclical model consisting of planning, action, observation, and reflection. The data collected includes test results, observations of student engagement, as well as interviews with teachers and students.

It is hoped that the results of this study will provide a clear picture of the effectiveness of the problem posing method in improving student learning outcomes. Through this research, it is expected that the problem posing method can become an alternative approach in PAI teaching, especially on the topic of fasting. With proper implementation, this method not only improves students' understanding but also fosters an active and independent learning attitude. Furthermore, this research can serve as a reference for teachers in developing more engaging and meaningful teaching strategies for students. Thus, this study not only contributes to improving the quality of PAI learning but also supports broader educational goals, which include developing a generation with a strong understanding of religion and critical and creative thinking skills.

METHODS

This study utilized the Classroom Action Research (CAR) method, conducted in the fifth grade of SDN 100220 Simaronop, South Tapanuli Regency. The primary data source in this research is the fifth-grade students, who served as the subjects for the application of the problem posing method in Islamic Religious Education (PAI) on the fasting topic. Additionally, data was also gathered from the PAI teacher, who acted as a facilitator in the learning process and as an observer to assess student engagement during the implementation of this method.

Data in this research was collected through several instruments, including student learning outcome tests, observations during the learning process, and interviews with students and teachers. The tests were used to determine the improvement in students' understanding before and after the implementation of the problem posing method. Observations were conducted to assess the level of student engagement in learning, while interviews were used to gather feedback from students and teachers regarding their experiences in applying this method.

RESULTS

The data collected was analyzed descriptively, both qualitatively and quantitatively. The test results were analyzed by comparing the scores before and after the implementation of the problem posing method to observe the improvement in students' learning outcomes. This

improvement was measured based on the percentage of students achieving mastery learning that meets the minimum criteria.

Meanwhile, the data from observations and interviews were analyzed qualitatively by examining patterns of student engagement, their responses to the learning process, and the challenges encountered during the implementation of this method. The results of this analysis were then reflected upon to refine the learning strategy in the next cycle, ensuring that the problem posing method can be applied more effectively to improve student learning outcomes. This research was conducted in two cycles, with each cycle consisting of the stages of planning, implementation, observation, and reflection. In the first cycle, students' learning outcomes showed improvement compared to before the implementation of the problem posing method; however, some students had not yet achieved the minimum mastery level. Observations during the learning process indicated that while some students started to actively formulate questions, others still found it difficult to create in-depth questions related to the fasting material.

In the second cycle, after refining the strategy, student engagement in the learning process increased significantly. They became more confident in formulating and answering questions, and more active in discussions. The test results at the end of the second cycle showed that the majority of students achieved scores above the Minimum Mastery Criteria (KKM). Additionally, interviews with students and teachers revealed that the problem posing method made the learning process more engaging, interactive, and enhanced students' understanding of the fasting material more deeply.

The following table illustrates the improvement in students' learning outcomes before and after the implementation of the problem posing method:

Table 1. Improvement in Students' Learning Outcomes

Cycle	Number of Students	Average Score	Students Achieving Mastery (≥ KKM)	Mastery Percentage (%)
Before CAR	30	60.2	12	40%
Cycle 1	30	72.5	20	66.7%
Cycle 2	30	85.3	27	90%

From the table above, it can be seen that there was an improvement in students' learning outcomes after the implementation of the problem posing method. Before the intervention, the average student score was only 60.2, with a mastery rate of 40%. After the first cycle was implemented, the average score increased to 72.5, and the mastery rate rose to 66.7%. In the second cycle, there was a more significant improvement, with the average score reaching 85.3 and the mastery rate reaching 90%, indicating that almost all students had understood the material well.

The results of this study were verified through various data collection methods, including learning outcome tests, observations, and interviews. Each piece of data collected was analyzed to ensure its validity and to demonstrate the tangible impact of the problem posing method in teaching Islamic Religious Education (PAI) on the topic of fasting. The improvement in student learning outcomes, reflected in the average scores and mastery

percentages, serves as the primary evidence of the effectiveness of this method. In the first stage, verification was conducted by comparing scores before and after the implementation of the problem posing method. Before the study was conducted, only 40% of the students achieved the minimum mastery level. After the implementation of this method over two cycles, the mastery percentage increased to 90%, indicating that most students had a solid understanding of the material. This improvement in scores provides quantitative evidence that the problem posing method contributed to the students' learning outcomes.

In addition to the test results, observations during the learning process also showed an increase in student engagement. In the first cycle, some students were still passive in formulating questions and participating in discussions. However, after receiving further guidance in the second cycle, students became more confident in formulating and answering questions. This demonstrates that the problem posing method not only improves students' understanding but also trains their critical thinking and communication skills. Further verification was conducted through interviews with students and teachers. Most students expressed that they were more interested in learning with this method because they felt more active and were not just passively listening to the teacher's explanation. The PAI teacher, who observed the learning process, also stated that students appeared more enthusiastic and found it easier to grasp fasting concepts compared to the previous lecture-based method.

The validity of the data was also strengthened through source triangulation, by comparing the results from three different instruments: tests, observations, and interviews. If only one data collection method had been used, the research results might not have been as accurate. However, with the alignment between the improvement in test scores, observation results, and interviews, it can be concluded that the problem posing method indeed had a significant positive impact on student learning. Moreover, reflection after each cycle was also an important part of data verification. In the first cycle, it was found that some students were still confused about how to formulate relevant questions. Therefore, in the second cycle, more intensive guidance was provided with simpler examples of questions. As a result, students were better able to actively participate and understand the material more effectively. This shows that refining the strategy in each cycle helped improve the effectiveness of the method implemented.

The results of this study show that the problem posing method has a significant impact on improving students' learning outcomes in the subject of fasting. Before the implementation of this method, students tended to be passive during lessons and relied heavily on the teacher's explanations without much participation. However, after being given the opportunity to formulate their own questions, they became more active in seeking information and understanding the material more deeply. This is consistent with previous research which suggests that question-based learning can enhance students' analytical skills and understanding of a concept. In the first cycle, although there was an improvement in learning outcomes, some challenges were still encountered. Some students struggled to formulate relevant questions related to the fasting material. This indicates that their critical thinking skills still needed development. To address this issue, more intensive guidance was provided in the second cycle by offering simpler example questions and guiding them through the critical thinking process. As a result, students became more confident in formulating questions and actively participated in discussions.

In addition to improving learning outcomes, the problem posing method also contributed to enhancing students' communication skills. Prior to the implementation of this method, students mostly answered questions given by the teacher. However, after being given the chance to create their own questions, they began interacting more frequently with their

classmates and discussing their answers. This created a more interactive and enjoyable learning environment. Teachers who observed the learning process also provided positive feedback on this method. They noticed that students were more motivated to learn because they felt they had a role in the learning process. The problem posing method not only made the learning experience more engaging, but it also helped teachers assess the extent of students' understanding of the material. If students could formulate good questions, it indicated that they had a solid grasp of the concepts being taught.

From the perspective of constructivist learning theory, the findings of this study support the idea that students learn more effectively when they are actively involved in the learning process. By formulating their own questions, students are encouraged to build their knowledge independently and relate new information to what they already know. This method also aligns with differentiated learning approaches, where each student is given the opportunity to develop their understanding according to their individual thinking abilities. However, it is important to note that the implementation of the problem posing method requires preparation from both teachers and students. Teachers need to be able to guide students in formulating relevant and meaningful questions. Additionally, students need to be trained to think critically rather than simply memorizing material. Therefore, this method should be introduced gradually so that students can adjust and gain the maximum benefit. Overall, this research proves that the problem posing method can be an innovative teaching strategy in Islamic Religious Education, particularly in the topic of fasting. By increasing student participation, encouraging critical thinking, and creating a more active and interactive learning environment, this method can help students better understand the material and significantly improve their learning outcomes. It is hoped that this method will continue to be developed and applied across various subjects to enhance the quality of education in elementary schools.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the problem posing method has proven to be effective in improving student learning outcomes on the topic of fasting in Grade V at SDN 100220 Simaronop. This improvement is evidenced by the increase in the average student score from 60.2 before the intervention to 72.5 in the first cycle, and further rising to 85.3 in the second cycle. In addition, the percentage of students achieving the minimum competency level, which was initially only 40%, increased significantly to 90% by the end of the study. Apart from improving learning outcomes, the problem posing method also contributed to the development of students' critical thinking and communication skills. By being given the opportunity to formulate their own questions, students became more active in the learning process, gained a deeper understanding of the concept of fasting, and felt more confident in expressing their opinions. This shows that this method not only aids academic comprehension but also enhances students' analytical and problem-solving abilities. The teachers involved in this research also gave positive feedback on the problem posing method. They observed a change in classroom dynamics, with students becoming more enthusiastic about learning and finding it easier to understand the material being taught. Additionally, the method provided teachers with an easier way to assess students' understanding, as the questions they posed reflected their grasp of the material. Although this method has proven effective, there are some challenges to consider in its implementation. Some students initially struggled to formulate relevant questions, so there is a need for more guidance and clearer

examples from the teacher. Therefore, the implementation of this method should be done gradually and adjusted to the students' characteristics and levels of understanding to ensure optimal results. Considering the findings of this study, the problem posing method can be recommended as an innovative teaching strategy in Islamic Religious Education, especially for topics that require deep conceptual understanding. It is hoped that this method will continue to be developed and applied not only in Islamic Religious Education but also in other subjects to improve the quality of education and foster a culture of critical thinking among elementary school students.

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