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The Implementation of a Problem-Based Learning Model to Improve the Ability to Perform Wudu Practices Using Practical Methods for Religious Education Students in Grade II at SDN NO 101005 Galanggang.

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Abstract:

This research explores the implementation of a Problem-Based Learning (PBL) model to improve the ability of Grade II students at SDN NO 101005 Galanggang in performing Wudu (ablution) through practical methods in religious education classes. The study aims to enhance students' understanding and application of proper Wudu practices, an essential part of Islamic rituals. By using a hands-on approach, the PBL model engages students in real-life problem-solving scenarios, allowing them to actively participate and practice Wudu directly in class. The findings indicate that the PBL model significantly improves students' comprehension and ability to perform Wudu correctly. Observations and assessments show an increased level of student engagement and a more thorough understanding of the steps involved in Wudu after applying this method. The practical approach not only helps students grasp the theoretical concepts of ablution but also boosts their confidence in executing the practice. This research concludes that Problem-Based Learning, when combined with practical methods, is an effective instructional strategy for improving students' skills in performing religious practices, particularly in enhancing their ability to carry out Wudu in accordance with Islamic guidelines.

Keywords: Islamic Religious Education, Contextual, Problem-Based.

INTRODUCTION

National education plays a vital role in developing quality human resources with noble character and competencies in various aspects of life. The Indonesian government has established educational policies focusing on character development, enhancing 21st-century skills, and implementing competency-based curricula. One important aspect of national education is religious education, aimed at shaping students' personalities and morals. Therefore, innovative teaching methods, such as problem-based learning and practical methods, need to be applied to enhance the effectiveness of religious education in elementary schools, including in teaching the practice of wudu.

The practical method in Islamic Religious Education, particularly in teaching the proper steps of wudu, is crucial to implement in elementary schools. Many students face

difficulties in understanding the steps of wudu through theory alone. Therefore, practical learning allows students to experience the wudu process firsthand, enabling them to better memorize and apply the correct procedures. Moreover, the practical method helps improve students' motor skills, strengthens memory through direct experience, and instills the habit of proper wudu from an early age. Thus, the application of practical methods is expected to improve the effectiveness of Islamic Religious Education in elementary schools.

Islamic Religious Education plays an essential role in shaping character and enhancing students' religious understanding from an early age. One of the key aspects that elementary school students need to master is the correct way of performing wudu. Wudu is one of the fundamental subjects in Islamic Religious Education that students must grasp from an early age. In Grade II of elementary school, students should be given a solid understanding of the proper way to perform wudu so they can carry out religious practices correctly. However, in practice, many students struggle to remember the correct order and procedure of wudu. Therefore, a more effective approach is needed to teach this material. The problem-based learning (PBL) model, combined with the practical method, is considered to help students understand and directly practice the steps of wudu.

METHODS

This study is a classroom action research (CAR) using both qualitative and quantitative approaches. According to Oja and Sumarjan (in Titik Sugiarti, 1997:8), action research can be classified into four types: (a) teacher as researcher; (b) collaborative action research; (c) integrative simultaneous; and (d) experimental social administration. In this action research, the form of "teacher as researcher" is applied, meaning that the teacher is fully responsible for the research. The main objective of this action research is to improve learning outcomes in the classroom, where the teacher is fully involved in the process from planning, action, observation, and reflection. In this research, the researcher does not collaborate with anyone else, and the presence of the researcher, as the regular classroom teacher, remains as usual, so the students are unaware that they are being researched. This method is expected to obtain the most objective data possible, ensuring the validity of the required data. Research Location The research location is where the study is conducted to obtain the necessary data. This research was carried out at SDN NO 101005 Galanggang, Sipirok District, South Tapanuli Regency. North Sumatra.ResearchTime Research time refers to when the study takes place. This research was conducted in June, during the even semester of the 2023/2024 academic year.ResearchSubjects. The subjects of the research are the second-grade students of the 2023/2024 academic year, focusing on the topic "Let's Perform Wudu."

RESULTS

The observation sheet data was collected from two observations: the observation data of the management of the contextual teaching method using a problem-based teaching model, which was used to determine the impact of the application of the contextual teaching method using a problem-based model on improving student achievement, and the observation data of student and teacher activities. Formative test data was collected to determine the improvement in student achievement after the implementation of the contextual teaching method using the problem-based teaching model. The implementation of the teaching and learning activities for Cycle I was conducted

on December 7, 2023/2024 in Grade II, with a total of 5 students. In this case, the researcher acted as the teacher. The teaching and learning process referred to the lesson plan that had been prepared. Observations were carried out simultaneously with the teaching and learning activities. At the end of the teaching and learning process, students were given Formative Test I, aimed at assessing the students' level of success in the teaching and learning process that had been carried out. The research data for Cycle I is as follows:

Table 4.1. Formative Test Scores in Cycle I

No.	Score	Completed	Not Completed
1	70	√	
2	60		√
3	60		√
4	70	√	
5	75	√	

Total Score: 335
Ideal Maximum Score: 500
% Score Achieved: 67%

Explanation: Number of students who passed: 10
Number of students who did not pass: 3
Overall: Not yet passed

From the table above, it can be explained that by applying contextual learning with a problem-based teaching model, the average student achievement score was 67, with a learning mastery rate of 60%, meaning that 3 out of 5 students had achieved mastery. These results indicate that in the first cycle, students did not achieve learning mastery on a classical level, as only 60% of students scored ≥ 65, which is lower than the desired mastery percentage of 85%. This is due to the fact that students were still unfamiliar with the implementation of the contextual learning model based on problem-based teaching.

The research data for cycle II is as follows. Table 4.2. Formative Test Scores in Cycle II

No	Score	Description	
		Pass	Not Pass
1	90	√	
2	75	√	
3	75	√	
4	80	√	
5	85	√	
Total Score	406		
Maximum Ideal Score	500		
% Score Achieved	81%		

Description: Number of students who passed: 10
Number of students who did not pass: 5
Classical: Passed

Based on the table above, the average formative test score obtained was 81%, with all 5 students achieving mastery and 0 students not yet reaching the required learning mastery. Therefore, the overall learning mastery achieved was 100% (considered as mastery). The results in Cycle II showed a significant improvement compared to Cycle I. This improvement in learning outcomes in Cycle II was influenced by the increased ability of students to understand the material that had been taught. Additionally, with this teaching method, students were able to ask questions to their peers, and it turned out that through peer questioning, students found it easier to understand explanations from their friends who had a better grasp of the material. Furthermore, the implementation of the problem-based teaching strategy made it easier for students to collaborate with their peers. Student Learning Mastery The results of this study indicate that the implementation of the problem-based teaching strategy has a positive impact on enhancing students' memory retention. This is evident from the students' increased understanding and mastery of the material previously taught by the teacher (with learning mastery improving from Cycle I and Cycle II) at 67% and 81%, respectively.

In Cycle II, students' learning mastery has been achieved at a classical level.Teacher's Ability to Manage Learning Based on data analysis, it was found that students' activities during the implementation of the problem-based teaching strategy increased in each cycle. This positively influenced the students' ability to recall the material previously received, which can be demonstrated by the continuous improvement of the students' average scores in each cycle.Teacher and Student Activities in Learning Based on data analysis, it was observed that the most dominant student activities in Islamic religious education learning using the problem-based teaching strategy were working with tools/media, listening to the teacher's explanations, and discussions among students or between students and the teacher. Therefore, student activities can be categorized as active.As for the teacher's activities during the learning process, the teacher successfully carried out the steps of the problem-based teaching strategy. This was demonstrated by the teacher's activities, such as guiding and observing students during tasks, explaining/training the use of tools, providing feedback/evaluation/holding question-and-answer sessions, where the percentage of these activities was significantly high.

CONCLUSION

Based on the results of the learning activities conducted over two cycles, and from the discussion and analysis carried out, the following conclusions can be made:Learning through the implementation of the problem-based teaching strategy has a positive impact on improving students' academic performance, as indicated by the increase in student learning mastery in each cycle: Cycle I (67%) and Cycle II (81%).The implementation of the problem-based teaching strategy has a positive influence, as it enhances students' practical methods in learning the material they have received. This is reflected in the average student feedback, where they expressed interest and enthusiasm for the application of the problem-based practical method, which in turn motivated them to learn.There must be an adequate wudu (ablution) area and supporting facilities for practical learning.

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