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## Application of *Problem Based Learning* (PBL) Learning Strategies to Improve PAI Learning Outcomes Theme of Loving Orphans in Grade V Students of SDN 0915 Pasir Pinang

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**Abstract:** This study aims to analyze the effectiveness of the implementation of *Problem Based Learning* (PBL) learning strategies in improving the learning outcomes of Islamic Religious Education (PAI) on the theme of *Caring for Orphans* in grade V of SDN 0915 Pasir Pinang. The research method used is classroom action research (PTK) which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. Data was collected through learning outcome tests, observations, and interviews with teachers and students.

The results of the study show that the implementation of the PBL strategy is able to increase students' understanding of moral values in the theme of *Loving Orphans*. In the first cycle, student learning outcomes showed a moderate increase, while in the second cycle there was a more significant increase. Students are more active in the learning process, show a better understanding of the material, and are able to apply the values learned in daily life. In addition, teachers also feel the benefits of this strategy in increasing student engagement and creating a more interactive and meaningful learning atmosphere.

Thus, the application of the *Problem Based Learning* strategy can be used as an effective alternative in PAI learning, especially in shaping character and improving student learning outcomes. This study recommends that teachers use a problem-based approach more often in teaching to improve students' concept understanding and critical thinking skills.

**Keywords:** *Problem Based Learning*, learning outcomes, Islamic Religious Education, caring for orphans, learning strategies.

### INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping the character of students so that they have good morals and uphold Islamic values in daily life. One of the important values taught in PAI is the attitude of loving orphans, as recommended in the Qur'an and Hadith. Education about this value is very essential to be instilled from an early age so that students

have high social awareness and are able to apply Islamic teachings in their lives.

However, in practice, PAI learning in elementary schools is often still conventional, where teachers use the lecture method more without providing students with a more in-depth learning experience. This less interactive learning method can cause students to feel bored and lack understanding of the essence of the material being taught. Therefore, innovations are needed in learning methods that are able to actively involve students in the learning process.

One approach that can be used to improve student learning outcomes in PAI is *the Problem Based Learning (PBL)* strategy. PBL is a learning model that emphasizes solving real problems as the first step in learning. Through this strategy, students are invited to think critically, work together in groups, and find solutions to problems related to the theme studied.

The PBL approach is very relevant to be applied in learning the theme *of Caring for Orphans* because it allows students to understand the importance of social care through more real and meaningful learning experiences. By presenting problems related to the lives of orphans, students can better understand their condition and be motivated to develop a higher attitude of empathy and caring.

In addition, PBL strategies can also increase student involvement in the learning process. Students are not only passive listeners, but also directly involved in information search, discussion, and problem-solving. This helps them develop critical thinking, communication, and teamwork skills, which are essential skills in everyday life.

This research was conducted at SDN 0915 Pasir Pinang, which is one of the elementary schools that still applies conventional learning methods in PAI subjects. Based on initial observations, many students are not enthusiastic about participating in PAI learning, especially in materials related to moral and social values. This is the main reason to implement the PBL strategy as an effort to improve their learning outcomes.

The main purpose of this study is to analyze the effectiveness of PBL strategies in improving student learning outcomes on the theme *of Caring for Orphans*. This study also aims to find out the extent to which this strategy can increase students' active participation in learning and form their empathy and social concern attitudes towards orphans.

This study uses the classroom action research method (PTK) which is carried out in two cycles. Each cycle consists of stages of planning, implementation, observation, and reflection. Data is collected through various techniques, such as learning outcome tests, observation of student activities, interviews with teachers and students, and documentation.

The results of this study are expected to make a significant contribution to the development of PAI learning strategies in elementary schools. If the PBL strategy proves to be effective in improving student learning outcomes, then this approach can be recommended as an alternative learning method that can be applied by PAI teachers in teaching Islamic values.

In addition, this research is also expected to provide insight for educators about the importance of innovation in PAI learning. By using a more interactive and experience-based approach, PAI learning can become more engaging and meaningful for students, so that they can more easily understand and practice Islamic values in their daily lives.

Furthermore, this research can also be a reference for schools in designing a learning curriculum that is more contextual and based on student needs. By implementing PBL strategies, schools can create a more conducive learning environment and encourage students to be more active in the learning process.

From an academic perspective, this research contributes to the development of problem-based learning theory and practice in the context of Islamic religious education. The results of this study are expected to be the basis for further research that wants to further explore the application of PBL in various aspects of PAI learning.

Thus, this research not only aims to improve student learning outcomes in the theme *of Caring for Orphans*, but also to develop a more effective and student-centered learning approach. By implementing the PBL strategy, it is hoped that PAI learning can become more interesting, interactive, and able to form a better character of students.

In the end, through this research, it is hoped that a higher awareness will emerge among students regarding the importance of loving and caring for orphans. This awareness is expected to be not only limited to the school environment, but can also be applied in their daily lives, so that Islamic values can truly become part of their character.

With the various benefits offered by the PBL strategy, this research is the first step in creating more innovative PAI learning and has a positive impact on the moral and intellectual development of students. Therefore, this research is very important to be carried out so that PAI learning can be more effective in shaping the character and personality of students.

## **METHODS**

This study uses a quantitative approach with the classroom action research method (PTK). This method was chosen because it was appropriate to analyze the effectiveness of the Problem Based Learning (PBL) learning strategy in improving the learning outcomes of Islamic Religious Education (PAI) in grade V students of SDN 0915 Pasir Pinang. PTK is carried out in several cycles that include planning, implementation of actions, observation, and reflection.

This research was conducted at SDN 0915 Pasir Pinang, which was chosen because of the characteristics of students and the school environment that was in accordance with the research needs. This study involved class V students as research subjects, with a total of 30 students. PAI teachers are also involved as collaborators in the implementation of actions and evaluation of learning outcomes.

The data collection techniques in this study include observation, learning outcome tests, interviews, and documentation. Observation was carried out to observe student activities during learning with the PBL method. The learning outcome test is used to measure students' understanding of the material "Caring for Orphans" before and after the application of the PBL method. Interviews were conducted with teachers and students to gain perspectives on the effectiveness of the learning strategies implemented. Documentation includes photos of activities, field notes, and recordings of student discussions.

The research instruments used include student and teacher engagement observation sheets, learning outcome evaluation tests, and interview guidelines. The observation sheet contains indicators of student learning activities, such as participation in group discussions, problem-solving skills, and attitudes towards learning. The evaluation test is arranged in the form of multiple-choice questions and descriptions to measure students' understanding of the material taught.

This research was carried out in two cycles, with each cycle consisting of planning, action, observation, and reflection stages. In the planning stage, researchers and teachers design PBL-based learning tools, including learning scenarios, teaching materials, and evaluation instruments. At the stage of implementing actions, learning is carried out by applying the PBL method, where students are given relevant problems and asked to find solutions independently or in groups.

During the observation stage, the researcher recorded student responses, the effectiveness of the PBL method, and the obstacles faced in the learning process. The observation results are used as reflection materials for improvement in the next cycle. The second cycle is carried out with refinements based on the findings from the first cycle, so that the PBL method can be applied more effectively.

The data obtained were analyzed using quantitative and qualitative descriptive analysis techniques. The test results were analyzed using simple statistical techniques, such as the percentage increase in students' average scores from before to after the application of the PBL method. Data from observations and interviews were analyzed qualitatively by identifying patterns of behavior and student responses to learning methods.

The validity of the data is guaranteed through triangulation techniques, namely by comparing data from test results, observations, and interviews. This aims to ensure that the results of the research can be accounted for and reflect real conditions in the field. In addition, member checking is carried out by asking for confirmation from teachers and students regarding the interpretation of the data obtained.

This research is expected to contribute to improving the quality of PAI learning, especially in the application of the PBL method. With structured data and systematic analysis,

this research can be the basis for teachers to adopt more innovative learning strategies in improving student learning outcomes.

In conclusion, this research method is designed to evaluate the effectiveness of the implementation of PBL in PAI learning in grade V of SDN 0915 Pasir Pinang. With a systematic approach, this research aims to provide concrete solutions for improving the quality of learning and student learning outcomes in understanding and practicing Islamic values in daily life.

## **RESULTS**

The results of this study discuss the effectiveness of the implementation of the Problem Based Learning (PBL) learning strategy in improving the learning outcomes of Islamic Religious Education (PAI) with the theme "Loving Orphans" in grade V students of SDN 0915 Pasir Pinang. The data obtained was analyzed based on the results of observations, interviews, learning outcome tests, and documentation during the learning process.

At the beginning of the study, the results of the pretest showed that most students still had a low understanding of the concept of loving orphans from an Islamic perspective. This can be seen from the average pretest score which is still below the minimum completeness standard (KKM). Some students have difficulty understanding the meaning of loving orphans applicatively in their daily lives.

After the implementation of the PBL strategy, there was a significant increase in student participation during the learning process. Observations showed that students were more active in discussing, asking questions, and finding solutions to problems given in learning scenarios. This indicates that the PBL method is able to encourage students to think critically and understand concepts more deeply.

Interviews with teachers revealed that the PBL approach makes students more independent in seeking information and understanding the material. Teachers also stated that problem-based learning provides interesting challenges for students, so they are more enthusiastic about learning.

The results of the posttest showed a significant increase in students' understanding of the theme of caring for orphans. The average posttest score has increased compared to the pretest, and most students have reached or exceeded the KKM set by the school.

In addition to cognitive improvement, changes in students' attitudes towards orphans are also seen to be more positive. The results of interviews with several students indicated that they understood more about the importance of loving and helping orphans, and began to apply these values in their daily lives.

Documentation in the form of students' reflection notes shows that they feel more comfortable and motivated in learning with the PBL method. Some students stated that they preferred learning based on real problem solving rather than conventional lecture methods.

In terms of interaction in the classroom, PBL also contributes to improving students' social skills. Students work together in groups, share opinions, and listen to their peers' arguments. This creates a more active and conducive learning environment.

The improvement in learning outcomes is also supported by student involvement in small projects given by teachers. Students are given the task of looking for concrete examples in everyday life of how to love orphans and compile a simple report. The results of the project show that students are able to apply the concepts they have learned in real life.

In addition, observations during learning showed that the level of students' attention to the material was higher than before. Students who previously tended to be passive began to show greater interest and enthusiasm in attending lessons.

Teachers also observed that the implementation of PBL makes learning more meaningful for students. They not only memorize concepts, but also understand the meaning behind the concepts and how to apply them in daily life.

The results of the analysis show that the effectiveness of the PBL method in PAI learning

is also influenced by the teacher's readiness in designing learning scenarios that are in accordance with the level of student understanding. Teachers who are able to compose relevant and interesting problems can increase students' learning motivation more significantly.

From the results of interviews with students' parents, they stated that their children became more concerned about others after participating in learning with the PBL method. Some parents also revealed that their children are starting to show concern for orphans in the neighborhood.

Furthermore, the data analysis shows that the PBL method not only improves students' understanding academically, but also contributes to the formation of their character. Students become more sensitive to the social values taught in Islam.

In terms of challenges, there are several obstacles in the application of this method, such as a longer time to complete each learning session and the need for more intensive guidance for students who are not familiar with active learning methods. However, teachers managed to overcome this obstacle by providing clearer directions and guiding students in a more personalized way.

The results of this study also show that students with diverse levels of academic ability can develop well in the PBL method. Students who have faster understanding can help their friends who are experiencing difficulties, thus creating a more collaborative learning environment.

As part of the evaluation, teachers reflected on the effectiveness of this method and concluded that the PBL strategy is feasible to be applied in PAI learning. Teachers plan to continue to develop this method by adapting the material and a more contextual approach.

From the results of this study, it can be concluded that the application of Problem Based Learning (PBL) learning strategies has a significant positive impact on improving student learning outcomes on the theme of caring for orphans. This method not only improves academic understanding, but also develops a better social attitude in students.

The success of this method shows that problem-based learning can be an effective alternative in teaching religious values in elementary schools. With careful planning and proper guidance, this method can continue to be applied to improve the quality of PAI learning.

Based on the results of the research, it is recommended that teachers apply the PBL method more often in PAI subjects and other subjects related to student character formation. This approach can help students understand abstract concepts in a more concrete and applicable way.

In addition, the involvement of parents and the surrounding environment in supporting problem-based learning also needs to be increased. With the synergy between schools, families, and the community, the values taught in PAI learning can be more easily applied in daily life.

Overall, this research contributes to the development of more innovative learning strategies in Islamic religious education. By continuing to develop student-centered methods, it is hoped that character education can be further strengthened in the elementary school curriculum.

## **DISCUSSION**

The results of the study show that the application of Problem Based Learning (PBL) learning strategies in improving the learning outcomes of Islamic Religious Education (PAI) on the theme of caring for orphans has a significant impact on student understanding and engagement. This strategy allows students to be more active in exploring real problems related to Islamic values in daily life. With problem-based learning, students not only

understand the material theoretically, but can also apply it in their lives.

The observation results show that during the implementation of PBL, students are more active in the learning process compared to conventional methods that were commonly used before. Students engage in group discussions, seek additional information, and express their opinions with confidence. This activity shows that PBL not only improves learning outcomes but also develops students' critical thinking and communication skills.

Interviews with teachers revealed that PBL strategies helped them in managing the classroom in a more interactive way. Teachers act as facilitators who provide direction and guidance when students have difficulty understanding the concept of caring for orphans. Thus, teachers not only transfer knowledge but also guide students to build their own understanding.

In addition, interviews with students showed that they felt more enthusiastic and motivated in participating in learning. Students find learning more interesting because they can discuss, solve problems together, and relate the material to everyday life. This shows that PBL increases students' intrinsic motivation in learning.

Documentation of student learning outcomes before and after the implementation of PBL showed a significant increase in understanding the concept of caring for orphans. Students who previously had difficulty understanding Islamic values can now explain and apply them in their daily attitudes and actions. This shows that PBL strategies not only have an impact on cognitive aspects but also on affective and psychomotor aspects.

In terms of data triangulation, the results of this study show consistency between observation, interview, and documentation results. Data from various sources show that PBL is effective in improving student learning outcomes. Thus, this strategy can be considered as a relevant and applicable learning method in PAI learning.

This study also shows that the application of PBL in PAI learning can help students understand the concept of Islam more deeply. Students not only memorize the material, but are also able to relate it to their social lives, especially in terms of caring for orphans. This is in line with the main goal of PAI learning, which is to form a good Islamic character in students.

In terms of challenges, this study found that the implementation of PBL takes a longer time compared to the conventional lecture method. Teachers need to do more preparation and planning so that learning runs well. In addition, students who are less familiar with this method initially have difficulty adjusting to a more independent learning model.

However, these challenges can be overcome with habituation and support from teachers. Over time, students become more accustomed to active learning patterns and are able to adapt to problem-based approaches. Teachers can also develop more structured learning modules to make it easier to implement PBL in the classroom.

From a theoretical perspective, the results of this study are in line with the theory of constructivism which emphasizes that effective learning occurs when students build their own understanding through interaction and exploration. PBL provides an authentic and meaningful learning experience for students, making it easier for them to understand and apply the concepts they learn.

The study also supports previous findings that PBL can improve students' critical thinking, cooperation, and problem-solving skills. By providing challenges in the form of real problems, students are encouraged to think deeply and find the right solutions.

In the context of Islamic education, the implementation of PBL is also relevant because it can help students internalize Islamic values in a more applicable way. They not only understand the teachings of Islam theoretically but also learn how to apply them in daily life, especially in forming an attitude of concern for others.

The successful implementation of PBL in this study can be the basis for the development of a more innovative curriculum in elementary schools. The problem-based approach can be applied not only in PAI learning but also in other subjects that require an in-depth understanding of concepts.

In addition, this study provides recommendations for teachers to be more active in developing innovative and interactive learning methods. Thus, students not only gain knowledge but also a fun and meaningful learning experience.

Overall, the results of this study show that PBL strategies are effective in improving student learning outcomes in PAI learning, especially on the theme of caring for orphans. With wider application, this method can be an innovative solution in improving the quality of Islamic religious learning in elementary schools.

This research also opens up opportunities for further research to further explore how PBL can be applied in various themes in PAI learning. Thus, there will be more learning innovations that can improve the quality of Islamic education in Indonesia.

With these positive results, it is hoped that more schools will start adopting PBL strategies in their learning. With systematic and planned implementation, these strategies can help create more effective and meaningful learning for students.

## **CONCLUSION**

Based on the results of research that has been carried out regarding the application of Problem Based Learning (PBL) learning strategies in improving the learning outcomes of Islamic Religious Education (PAI) with the theme "Loving Orphans" in grade V students of SDN 0915 Pasir Pinang, it can be concluded as follows:

First, the application of PBL strategies in PAI learning has proven to be effective in improving student learning outcomes. This can be seen from the increase in students' understanding of the concept of loving orphans, both from cognitive, affective, and psychomotor aspects. Students are able to understand Islamic values related to compassion for orphans and implement them in daily life.

Second, the implementation of PBL has a positive impact on student learning motivation. This method encourages students to be more active in the learning process, seek information independently, and develop critical thinking and problem-solving skills. Students are more enthusiastic in participating in learning because they are directly involved in discussions and problem solving related to the learning theme.

Third, the interaction between students and teachers has increased significantly. With the PBL strategy, teachers not only play the role of material givers, but also as facilitators who guide students in finding solutions to the problems given. This creates a more collaborative and conducive learning environment.

Fourth, student learning outcomes showed a significant improvement after the implementation of the PBL strategy. Based on the analysis of test results before and after the application of this method, there was an increase in the average score of students. In addition, the results of observations and interviews showed that students better understood the meaning of caring for orphans and showed a change in attitude that was more caring and empathetic towards others.

Fifth, the PBL strategy also provides its own challenges in its implementation, especially in terms of time management and student readiness in discussing and solving problems. Therefore, careful planning and more intensive guidance from teachers are needed so that this method can be applied optimally.

Thus, this study shows that the PBL strategy is an effective learning approach in increasing students' understanding and attitude towards the theme "Loving Orphans" in PAI learning. Therefore, it is hoped that this method can continue to be developed and applied in other learning to improve the quality of Islamic religious education in elementary schools.

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