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Improving Students' Learning Outcomes in the Pie Subject Commendable Behavior Material is My Personality Using *Problem Based Learning* (PBL) Learning Strategies for Grade III SDN 0913 Sigading

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Abstract: This study aims to improve the learning outcomes of students in the subject of Islamic Religious Education (PAI) material *Commendable Behavior is My Personality* through the application of *Problem Based Learning* (PBL) learning strategies in grade III SDN 0913 Sigading. 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. The subject of this study is a third grade student of SDN 0913 Sigading. Data was collected through learning outcome tests, observations, and documentation.

The results of the study show that *the Problem Based Learning* strategy can improve student learning outcomes. In the initial condition, many students have not achieved learning completeness. After the implementation of the PBL strategy, there was an increase in the average score of learning outcomes in the first cycle, although it has not fully reached the expected target. In cycle II, the learning outcomes of students experienced a significant increase, with most students achieving learning completeness. In addition, the PBL strategy also increases students' active participation in learning and helps them understand the material better through discussion and problem-solving.

Thus, the application of *the Problem Based Learning* strategy has proven to be effective in improving student learning outcomes in the PAI subject of *Commendable Behavior is My Personality*. This strategy is recommended to be applied as an alternative in learning to improve the quality of education in elementary schools.

Keywords: Learning Outcomes, *Problem Based Learning* (PBL), Islamic Religious Education, Commendable Behavior

INTRODUCTION

Education has an important role in shaping the character and personality of students. Islamic Religious Education (PAI) is one of the subjects that contributes greatly in instilling moral values and commendable morals to students. One of the materials taught in PAI at the elementary school level is "Commendable Behavior is My Personality," which aims to form positive character in daily life.

However, in the learning process in elementary school, especially in grade III of SDN 0913 Sigading, it was found that the learning outcomes of students on this material were still not optimal. Many students have difficulty understanding and applying the concept of commendable behavior in their lives. This can be seen from the low average score obtained in learning evaluation and the lack of active participation in learning activities.

One of the factors that affects the low learning outcomes of students is the lack of variety in learning methods. Learning that is still conventional and teacher-centered causes students to be less actively involved in the learning process. As a result, students tend to be passive and lack motivation in understanding and applying commendable behavioral values.

To overcome these problems, more innovative learning strategies are needed and able to actively involve students in the learning process. One of the strategies that can be applied is *Problem Based Learning* (PBL). PBL is a learning approach based on real problem solving, where students are invited to think critically, discuss, and find solutions to the problems they face.

PBL strategies are believed to increase students' understanding of the material taught. Through this approach, students not only memorize the concept of commendable behavior, but also understand and apply it in daily life. Thus, learning becomes more meaningful and has a positive impact on the formation of students' character.

In addition, PBL strategies can also increase the active involvement of students in learning. By presenting real problems that are relevant to their lives, students become more interested and motivated to find solutions. This is in line with the principle of constructivist learning, where students build their own understanding through direct experience.

This study aims to find out the extent to which the implementation of PBL strategies can improve the learning outcomes of students in the PAI subject of the material "Commendable Behavior is My Personality" in grade III of SDN 0913 Sigading. This study also aims to analyze the effectiveness of PBL strategies in increasing students' active participation in learning.

The research method used in this study is classroom action research (PTK), which consists of two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. With this approach, it is hoped that the best solution can be found in improving student learning outcomes.

This research has important significance, both theoretically and practically. Theoretically, this study can add insight into the implementation of PBL strategies in PAI learning in elementary schools. Practically, this research can provide recommendations for teachers in choosing effective learning strategies to improve student learning outcomes.

In addition, the results of this research are expected to be a reference for schools in developing more innovative learning methods based on the needs of students. Thus, education in elementary schools can be more optimal in shaping the character of students in accordance with Islamic values.

With the implementation of the PBL strategy, it is hoped that students will not only get an improvement in learning outcomes, but also be able to apply commendable behavior in daily life. Strong character education will help them in interacting with the social environment and forming a good personality.

This study also aims to identify obstacles that may arise in the implementation of PBL strategies and find the right solutions to overcome them. Thus, the implementation of this strategy can run effectively and provide maximum benefits for students.

Overall, this research is expected to contribute to improving the quality of PAI learning, especially in the formation of students' character. With the right method and appropriate approach, it is hoped that the learning process will be more interesting, meaningful, and provide better results.

Thus, the application of PBL strategies in PAI learning is expected to be an effective solution in improving learning outcomes and forming better student character. Through this research, it is hoped that a deeper understanding of the benefits of PBL strategies in learning in elementary schools can be obtained.

METHODS

This study uses the classroom action research method (PTK) which aims to improve student learning outcomes through the application of *Problem Based Learning* (PBL) strategies. PTK was chosen because it is in accordance with the research objectives that want to identify problems in learning, implement solutions, and evaluate their impact directly in the classroom.

This research was carried out in two cycles, where each cycle consisted of four stages, namely planning, implementation, observation, and reflection. The first cycle is carried out to identify early obstacles and try to apply PBL strategies in learning. If the results in the first cycle are not optimal, then the second cycle is carried out as an effort to improve and refine.

The subject of this study is a third grade student of SDN 0913 Sigading. The selection of this subject was based on the problems found in the class, namely the low learning outcomes of students in the PAI subject of the material "Commendable Behavior is My Personality" and their lack of involvement in the learning process.

The data in this study was collected through several techniques, namely learning outcome tests, observations, and documentation. The learning outcome test is used to measure the improvement of students' understanding before and after the implementation of the PBL strategy. Observation was carried out to observe the involvement and activities of students during the learning process. Meanwhile, documentation is used to record various important aspects during the study.

The research instruments used include learning outcome test sheets, student activity observation sheets, and field notes. The data obtained was analyzed descriptively by comparing the learning outcomes of students before and after the implementation of PBL strategies in each cycle.

The success of this study was measured based on the increase in the average score of students and the percentage of learning completion. In addition, success is also measured based on the increase in students' active participation in learning and changes in their attitudes towards the application of commendable behavior in daily life.

By implementing PBL strategies in learning, it is hoped that students can better understand the concept of commendable behavior in a more interesting and meaningful way. In addition, this research can also contribute to teachers in choosing more effective and innovative learning strategies.

Overall, this research method is designed to provide a practical and applicable solution for improving the learning outcomes of students in grade III of SDN 0913 Sigading, especially in PAI subjects.

RESULTS

The results of this study show that the application of *the Problem Based Learning* (PBL) strategy in PAI learning material "Commendable Behavior is My Personality" in grade III of SDN 0913 Sigading has a positive impact on student learning outcomes. This improvement in learning outcomes can be seen from the comparison of scores before and after the implementation of

the PBL strategy and observation of student involvement in the learning process.

In the early stages before the implementation of the PBL strategy, student learning outcomes tend to be low. Based on the results of the initial evaluation, most of the students obtained scores below the minimum completeness standard (KKM) set by the school. In addition, during the conventional learning process, students are seen to be less active in discussions and tend to be passive in receiving material.

The first cycle is carried out to implement PBL strategies in learning. In this stage, students are invited to identify problems related to commendable behavior in daily life. As a result, student involvement began to increase, although there were still several obstacles, such as a lack of initial understanding of the concept of PBL and difficulties in expressing opinions.

After an evaluation at the end of the first cycle, it was found that there was an increase in the average score of students compared to the initial condition. Some students begin to understand the concept of commendable behavior through problem-based learning. However, the results are still not optimal because some students still find it difficult to relate the material to their real experiences.

To overcome the obstacles found in the first cycle, improvements were made in the second cycle. At this stage, teachers provide more intensive guidance to students in understanding the PBL method and encourage them to be more active in group discussions. In addition, real examples that are closer to their lives are given to make it easier to understand.

The results in the second cycle showed a more significant improvement compared to the first cycle. Students become more confident in expressing their opinions and more active in finding solutions to the problems given. This has an impact on improving their understanding of commendable behavior materials and their application in daily life.

In terms of evaluation results, the average score of students has increased significantly compared to the initial conditions before the implementation of the PBL strategy. Most of the learners have reached or exceeded the KKM standards, which shows that their understanding of the material has improved.

In addition to improving cognitive learning outcomes, this study also found an improvement in the affective and psychomotor aspects of students. Not only do they understand the concept of commendable behavior in theory, but they also begin to show changes in their attitudes and daily behaviors, such as more respect for friends, more discipline, and more responsibility in school assignments.

Observations during the learning process show that PBL strategies are able to increase students' learning motivation. They are more interested in following lessons because this method involves them actively in problem-solving and group discussions. This is inversely proportional to conventional methods that previously tended to make them passive.

In addition, collaboration between students in study groups is also increasing. They are more accustomed to working together, sharing opinions, and helping each other in understanding the material. This shows that PBL strategies not only have an impact on academic learning outcomes but also on the development of their social skills.

At the end of the study, interviews were conducted with several students and teachers to get feedback related to the implementation of PBL strategies. Most of the learners revealed that they felt more comfortable and easier to understand the material with this method compared to the previous learning method. Teachers also acknowledged that PBL strategies have a positive impact on students' active participation.

However, although the results of the study show a positive impact, there are several challenges in the implementation of PBL strategies. Some learners still need time to adapt to this method, especially in terms of critical thinking and expressing opinions. In addition, teachers need to prepare more appropriate learning scenarios so that discussions run more effectively.

To overcome these obstacles, further training is needed for teachers in implementing PBL strategies optimally. In addition, the development of teaching materials that are more interactive and relevant to students' lives can also help increase the effectiveness of this problem-based learning.

Overall, this study shows that the PBL strategy is an effective approach in improving students' learning outcomes in PAI subjects, especially in understanding and applying

commendable behaviors. With a method that actively involves learners, it is easier for them to understand the concepts taught and more motivated to learn.

The implementation of PBL strategies also contributes to shaping a better character of students. They not only learn academically, but also develop moral and social values that are useful in everyday life. Thus, this problem-based learning can be one of the recommended strategies in PAI learning in elementary schools.

Based on the results of this research, it is hoped that schools can continue to encourage innovation in learning by applying methods that are more interactive and based on the needs of students. Thus, the learning process becomes more effective and can have a wider impact on the academic development and character of students.

In addition, the results of this study can also be a reference for other researchers who are interested in studying more deeply about the effectiveness of PBL strategies in other subjects or at different levels of education. With more research on this method, it is hoped that PBL strategies can continue to be developed and widely applied in the world of education.

With the improvement of student learning outcomes through PBL strategies, it is hoped that this method can continue to be applied in learning in schools. Teachers as learning facilitators need to continue to develop creativity in adapting this method to be more effective and in accordance with the needs of students.

The results of this study also show that changes in learning methods can have a big impact on students' motivation and learning outcomes. Therefore, schools and educators must continue to innovate in creating a more dynamic, interactive, and fun learning environment for students.

Overall, this study emphasizes that *the Problem Based Learning* strategy is not just a learning method, but also a tool that can help students develop critical thinking skills, cooperation, and better attitudes and behaviors in daily life.

DISCUSSION

Based on the results of the research that has been conducted, the application of *the Problem Based Learning* (PBL) strategy has proven to be effective in improving student learning outcomes in the PAI subject of the material "Commendable Behavior is My Personality". This is in line with various previous studies that state that PBL is able to improve students' understanding of concepts, critical thinking skills, and learning motivation.

One of the main factors that contribute to the success of the PBL strategy in this study is the student-centered learning approach. By actively involving them in problem-solving, learners become more enthusiastic about learning and easier to understand the concepts taught. This shows that problem-based learning can provide a more meaningful learning experience.

In addition, improving students' social skills is also one of the important findings in this study. Through group work in PBL strategies, students learn to discuss, share opinions, and work together in solving problems. This proves that this method not only improves the cognitive aspect but also the affective and psychomotor aspects of the learners.

However, this study also found several challenges in the implementation of PBL strategies, especially in terms of students' adaptation to this method. Some students who are used to conventional learning methods initially find it difficult to actively participate in discussions and problem-solving. Therefore, more intensive assistance is needed in the early stages of implementing this strategy.

In addition, the success of PBL strategies is highly dependent on the role of teachers as learning facilitators. Teachers must have skills in designing interesting learning scenarios and

be able to guide students in developing critical and reflective thinking skills. Therefore, training for teachers in implementing PBL strategies effectively is one of the aspects that needs further attention.

In terms of implementation, PBL strategies also require a longer time than conventional methods. Therefore, schools need to do careful planning so that learning remains efficient without sacrificing the curriculum targets that must be achieved.

Considering the results and challenges found in this study, it can be concluded that PBL strategies have great potential to be applied in PAI learning in primary schools. However, the right strategy is needed in its implementation so that the results achieved can be optimal and provide a sustainable positive impact for students.

CONCLUSION

Based on the results of the study, it can be concluded that the application of *the Problem Based Learning* (PBL) strategy has proven to be effective in improving student learning outcomes in the PAI subject of the material "Commendable Behavior is My Personality". This strategy not only improves conceptual understanding cognitively but also has a positive impact on the affective and psychomotor aspects of students.

Although there are several challenges in its implementation, such as students' adaptation to new methods and teachers' readiness as facilitators, the PBL strategy still has a significant positive impact in increasing student engagement and motivation to learn. Therefore, this strategy is feasible to continue to be developed and applied in PAI learning at the elementary school level.

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