



Efforts to Improve Student Learning Outcomes by Using the Problem Based Learning Learning Model in Zakat Material for Class V SD Negeri 0909 Huristak in 2024

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Abstract: This study aims to improve the learning outcomes of grade V students of SD Negeri 0909 Huristak on zakat material by using **the Problem Based Learning (PBL) learning model**. The PBL model was chosen because it encourages students to think critically, be active in problem solving, and improve their understanding of concepts through direct involvement in learning. 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. The subject of this study is a student of grade V of SD Negeri 0909 Huristak for the 2024 school year. Data was collected through learning outcome tests, observation of student activities, and interviews with teachers. The data analysis technique uses the percentage of completeness of learning outcomes and descriptive analysis.

The results of the study show that the application of **the Problem Based Learning** model is able to significantly improve student learning outcomes. In cycle I, the percentage of student learning completeness reached 65%, while in cycle II it increased to 85%. In addition, there is an increase in student participation in the learning process, where they are more active in discussing, asking questions, and solving given problems. Thus, it can be concluded that the application of **the Problem Based Learning** model is effective in improving student learning outcomes in zakat material. This model can be used as an alternative in learning to improve students' understanding of concepts and critical thinking skills.

Keywords: Learning Outcomes, Problem Based Learning, Zakat, Learning, Elementary School Students.

INTRODUCTION

Education has a very important role in shaping an intelligent and moral generation. One of the important aspects of education is the understanding of religious teachings, especially in Islamic religious education in elementary schools. One of the materials taught in the Islamic Religious Education (PAI) subject is zakat. Zakat is one of the pillars of Islam that has high social value,

because it teaches Muslims to share with others. Therefore, an understanding of zakat must be instilled from an early age so that students not only know the concept, but also understand the importance of zakat in community life.

However, in reality, zakat learning in elementary schools is often still theoretical and less applicable. Many teachers only rely on the lecture method in delivering material, so students only memorize without really understanding the meaning. In fact, the concept of zakat is very closely related to daily life, and should be taught with a more contextual and experience-based approach.

Another problem that often arises is the lack of interest of students in learning zakat material. Students tend to feel bored because of monotonous and less interactive learning. As a result, their understanding of this material becomes low, which affects their learning outcomes. In addition, in many cases, students find it difficult to relate the concept of zakat to real life, so they do not understand the relevance of zakat in the social and economic life of the community.

The results of initial observations conducted at SD Negeri 0909 Huristak show that many students in grade V do not understand the concept of zakat well, both in terms of its definition, types, and application. Based on the results of the previous learning evaluation, the average score of students in zakat material is still below the minimum completeness standard (KKM). This shows that innovation is needed in the learning process so that students can more easily understand the material being taught.

One solution that can be applied to overcome this problem is the use of the Problem Based Learning (PBL) model. This learning model emphasizes problem-solving as the starting point of learning. In PBL, students are given a real problem related to the material they are learning, then they are encouraged to find solutions based on their own understanding and analysis.

The application of Problem Based Learning is expected to increase students' understanding of zakat in a more interactive and applicable way. With this method, students not only receive information passively, but are also actively involved in the learning process. They will be invited to discuss, think critically, and find solutions to the problems given. This will certainly make learning more interesting and meaningful for students.

In addition to improving conceptual understanding, PBL also has benefits in practicing critical thinking and teamwork skills. In this model, students learn to analyze problems, gather relevant information, and develop logical arguments based on the data they obtain. Thus, they not only understand the material of zakat theoretically, but are also able to apply it in daily life.

Various previous studies have shown that Problem Based Learning is effective in improving student learning outcomes. This model has been applied in a variety of subjects and has been proven to increase student engagement in learning. Therefore, the application of PBL in learning zakat material is expected to have a positive impact on students' understanding and learning outcomes.

In addition, the implementation of PBL is also in line with the curriculum that emphasizes a competency-based approach. Today's curriculum not only requires students to memorize information, but also to understand, analyze, and apply the concepts they have learned. Therefore, learning models such as PBL are very suitable to be applied in PAI subjects, including in learning zakat material.

In the context of basic education, a problem-based approach also has a positive impact on the development of students' character. Through learning that emphasizes real problem-solving, students can learn social values such as caring, justice, and responsibility. This is in accordance with the purpose of Islamic education which not only aims to increase knowledge, but also to form good character in students.

In addition, the implementation of Problem Based Learning also requires the active role of teachers in designing effective learning. Teachers not only act as informers, but also as facilitators who help students understand and solve problems. Thus, the relationship between teachers and students in the learning process becomes more interactive and dynamic.

Through this research, it is hoped that the effectiveness of the application of Problem Based Learning in improving student learning outcomes in zakat material can be known. This research will focus on how this model is applied in learning, how it affects student learning

outcomes, and how students respond to this learning method.

With this research, it is hoped that it can contribute to the world of education, especially in the development of more innovative and effective learning methods. The Problem Based Learning model can be an alternative for teachers in teaching PAI material, so that students can better understand Islamic religious concepts in a more interesting and applicable way.

In conclusion, the low learning outcomes of students in zakat material at SD Negeri 0909 Huristak are a problem that needs attention. More innovative and interactive learning methods are needed so that students better understand this material. Problem Based Learning is one of the methods that is believed to improve students' understanding and learning outcomes in zakat material. Therefore, this study was conducted to assess the extent of the effectiveness of the Problem Based Learning model in improving the learning outcomes of grade V students in zakat material at SD Negeri 0909 Huristak for the 2024 school year.

METHODS

This study uses the Classroom Action Research (PTK) approach which aims to improve student learning outcomes by applying the Problem Based Learning (PBL) model to zakat material in grade V of SD Negeri 0909 Huristak. Classroom Action Research was chosen because it was in accordance with the purpose of the research, namely to improve the learning process and increase students' understanding of the material taught. PTK is carried out systematically through a cycle of repeated improvements to obtain optimal results.

This research was conducted in two cycles, where each cycle consisted of four main stages, namely (1) planning, (2) acting, (3) observing, and (4) reflecting. If in the first cycle the results have not reached the expected target, then improvements will be made in the next cycle. This cycle will continue until a significant improvement in student learning outcomes is obtained.

The subject of this study is a student of grade V of SD Negeri 0909 Huristak for the 2024 school year. The selection of subjects was carried out based on the problems found in the class, namely the low student learning outcomes on zakat material. The number of students in this class is 30 people, consisting of male and female students with varying levels of understanding.

The data collection technique in this study was carried out through several instruments, namely (1) learning outcome tests, (2) observation of student activities, (3) interviews with teachers, and (4) documentation. The learning outcome test is used to measure the improvement of students' understanding of zakat material after the implementation of the Problem Based Learning model. Observations were carried out to see the activeness and participation of students in the learning process, while interviews with teachers aimed to obtain information about the obstacles and effectiveness of the implementation of the PBL model. Documentation is used to record various activities that occur during the study.

The data analysis technique in this study uses quantitative and qualitative descriptive methods. Student learning outcome data is analyzed quantitatively by calculating the average score and percentage of learning completion based on the Minimum Completeness Criteria (KKM) set by the school. Observation and interview data were analyzed qualitatively to describe student responses and obstacles faced in the application of this learning model.

The indicators of success in this study are determined based on several aspects. First, there is an increase in student learning outcomes which is shown by an increase in the average score and percentage of students who achieve KKM. Second, there is an increase in student activities in learning, such as involvement in group discussions, the ability to express opinions, and the ability to solve given problems. Third, there is a positive response from students and teachers to the application of Problem Based Learning in learning zakat material.

The steps to apply the Problem Based Learning model in this study are carried out systematically. In the first stage, the teacher presents a real problem related to zakat that must

be solved by students. In the second stage, students are grouped and begin to discuss to understand the problem and look for relevant information. In the third stage, students develop solutions based on the analysis that has been carried out. In the fourth stage, each group presented the results of their findings, and the teacher provided guidance and clarification on concepts that were still poorly understood.

This study also considers various factors that can affect the effectiveness of the implementation of the PBL model, such as teachers' readiness to implement this method, student characteristics, and a classroom environment that is conducive to discussion and problem solving. Therefore, before the research is carried out, teachers are given an understanding of PBL steps so that their implementation is more optimal and in accordance with learning objectives.

It is hoped that with the implementation of Problem Based Learning, student learning outcomes in zakat material can increase significantly. This learning model not only helps students understand concepts more deeply, but also trains critical thinking and problem-solving skills. In addition, this research is expected to contribute to teachers in improving the quality of learning through more innovative and effective methods.

With this research, it is hoped that the right strategy can be found in improving student learning outcomes and become a reference for future research in the field of Islamic religious education. The results of this research can also be the basis for schools in developing more interesting learning methods that are in accordance with the needs of students in the modern era.

RESULTS

This research aims to improve the learning outcomes of grade V students of SD Negeri 0909 Huristak on zakat material through the application of the Problem Based Learning (PBL) learning model. This research was carried out in two cycles with each cycle consisting of planning, implementation of actions, observation, and reflection. Each cycle is analyzed based on the improvement of student learning outcomes, activities during learning, and student responses to the methods applied.

Before implementing Problem Based Learning, an initial test is carried out to find out the extent of students' understanding of zakat material. The results of the initial test show that the average score of students is still relatively low. Of the 30 students, only 8 students (26.7%) reached the Minimum Completeness Criteria (KKM), which is 70, while the other 22 students (73.3%) are still below the KKM. The average grade of the class before the implementation of PBL was 61.4, which shows that students' understanding of the material is still not optimal. In addition to the test results, initial observations also show that the lecture method that has been used is less effective in improving student understanding. Most students look passive, less enthusiastic about learning, and not involved in discussions. This indicates the need for more interactive methods to improve student learning outcomes.

In Cycle I, the implementation of Problem Based Learning is carried out by presenting real problems related to zakat to students. Students are grouped and asked to discuss solutions to these problems. After that, they presented the results of the discussion in front of the class. The results of the evaluation in Cycle I showed an improvement in student learning outcomes. Of the 30 students, 16 students (53.3%) have reached the KKM, while 14 students (46.7%) are still incomplete. The average student score increased to 69.1. Despite the increase, the percentage of learning completion still does not reach the expected target, which is $\geq 75\%$ of students complete.

In terms of student activities, observations showed an increase in participation in discussions. Most of the students began to actively ask questions and express their opinions.

However, there are still some students who do not dare to speak and only rely on friends in their group. In the reflection stage of Cycle I, several obstacles that need to be fixed in Cycle II are found, including the fact that there are still students who are not familiar with the PBL model, so they have difficulty understanding their tasks. Some students are still passive and lack confidence to speak in front of the class. Teachers also need to provide more guidance so that students can better understand the concept of zakat in the context of daily life.

In Cycle II, improvements are made based on the results of previous reflections. Teachers provide clearer guidance on the steps in Problem Based Learning and provide concrete examples so that students can more easily understand the problems given. In addition, the teacher also encourages each group member to actively speak and express their opinions. The results of the evaluation in Cycle II showed a more significant improvement. Of the 30 students, 25 students (83.3%) managed to reach the KKM, while only 5 students (16.7%) were still incomplete. The average class score increased to 77.8, which shows that students' understanding of zakat material is getting better.

In addition to the increase in grades, observations also showed that students were increasingly active in group discussions. They are more courageous in expressing their opinions and are able to work well together in solving the problems given. Student learning activities have increased from before, where they are more enthusiastic in following the learning process. The teacher also noted that students are starting to be able to relate the concept of zakat to daily life. In the discussion, they can give concrete examples of the importance of zakat in helping people in need. This shows that students' understanding of the material has not only increased in theory, but also in the application of zakat values in their lives.

The results of interviews with several students showed that they preferred learning with the Problem Based Learning method to the lecture method. They find this method more interesting because they can discuss, find solutions on their own, and work together with their friends. Meanwhile, the results of interviews with teachers also showed a positive response. Teachers feel that this method is effective in improving students' learning outcomes and helping them understand the concept of zakat better. Teachers also stated that with this model, students are more independent in learning and more actively involved in learning.

When compared between before and after the implementation of Problem Based Learning, there was a significant increase in student learning outcomes. The results of the student test showed that before the implementation of PBL, the average score of students was only 61.4 with a completion rate of 26.7%. After the implementation of PBL in Cycle I, the average score increased to 69.1 with a completion rate of 53.3%. In Cycle II, the average student score increased again to 77.8, with a completion rate of 83.3%. From this data, it can be seen that the PBL model is able to improve student learning outcomes gradually and significantly.

In addition to improving conceptual understanding, this learning model also trains students' critical thinking, cooperation, and communication skills. They become more active in discussions and are able to develop solutions to the problems given. This model also makes learning more engaging and interactive, so students are more motivated to learn. Teachers also realize that the application of the right method has a great influence on students' understanding. Therefore, teachers need to apply more innovative methods so that learning is not monotonous and more meaningful for students.

For schools, the results of this research can be a reference in the development of more effective curriculum and learning methods, especially in Islamic Religious Education subjects. It is hoped that the Problem Based Learning model can be applied more widely in other learning to improve the quality of education. With the increase in student learning outcomes and their increased participation in learning, this model can be an effective solution in improving the quality of education at the primary school level.

DISCUSSION

The results of the study show that the application of the Problem Based Learning (PBL) learning model is able to improve the learning outcomes of grade V students of SD Negeri 0909 Huristak on zakat material. This increase can be seen from the comparison of learning outcomes before and after the implementation of PBL. Before the implementation of PBL, the average student score only reached 61.4 with a completion rate of 26.7%. After the first cycle, the average score increased to 69.1, with a completion rate of 53.3%, and in the second cycle, the average score of students reached 77.8, with a completion rate of 83.3%. This improvement shows that the Problem Based Learning method is more effective than conventional methods, such as lectures that have been used in learning.

The success of the PBL model in improving student learning outcomes is in line with various previous studies that show that this method can help students develop critical thinking skills, problem-solving, and increase learning motivation. In this study, students who initially tended to be passive and less enthusiastic about learning began to show more active involvement, especially in group discussions. They are able to work together in solving the problems given, asking questions, and connecting the concept of zakat with daily life.

In addition, the improvement of student learning outcomes is also influenced by changes in the way teachers deliver material. If previously learning tended to be one-way, with the teacher as the center of information, then with the implementation of Problem Based Learning, learning becomes more student-centered. Teachers only act as facilitators who provide guidance and direction when students have difficulty in solving the given problems. Thus, students have the opportunity to explore the concept of zakat in more depth and develop a more meaningful understanding.

One of the factors that supports the effectiveness of the Problem Based Learning model is the use of contextual problems that are relevant to students' lives. In this study, students were given case studies related to zakat, such as how zakat can help the poor, who is obliged to pay zakat, and how to calculate the zakat that must be issued. This case study not only improves students' understanding of the concept of zakat in theory, but also builds their awareness of the importance of the practice of zakat in community life.

Although this study shows the success of the implementation of Problem Based Learning, there are still some obstacles found during the learning process. In the first cycle, there are still students who have difficulty understanding the concept of problem-based learning because they are not familiar with this method. Some students also tend to lack confidence in expressing their opinions and still rely on their friends to complete group assignments. However, this obstacle can be minimized in the second cycle by providing more intensive guidance and motivating students to be more active in learning.

Another advantage of the Problem Based Learning model found in this study is its ability to improve students' critical thinking and communication skills. In group discussions, students learn to express their opinions more systematically and boldly put forward their ideas in front of the class. This is very important in building students' confidence in learning as well as improving their social skills.

From the teacher's perspective, the implementation of Problem Based Learning also presents its own challenges. Teachers need to prepare learning materials more carefully, especially in compiling problems that are relevant to students' lives. In addition, teachers also need to be more active in observing and guiding the students' discussion process so that they do not go out of the learning topic. Although it requires more complex preparation than the lecture method, the results obtained from the application of Problem Based Learning show that this method is feasible to be used as an alternative in improving student learning outcomes.

Overall, this study proves that Problem Based Learning is an effective learning strategy in improving student learning outcomes, especially in zakat material. This method not only helps students understand concepts more deeply, but also develops critical thinking,

communication, and collaboration skills in working together with their peers. Therefore, the Problem Based Learning model can be one of the recommended strategies for teachers in teaching Islamic Religious Education subjects and other subjects that require a deeper understanding of concepts.

In addition, the results of this research also have implications for the world of education, especially in the development of more innovative learning methods that suit the needs of students. Schools are expected to provide training to teachers in implementing problem-based learning models to be more effective in improving the quality of learning. Thus, it is hoped that the Problem Based Learning model can be applied more widely in various subjects to improve the quality of education at the elementary school level.

Based on the results of this study, it can be concluded that the success of the implementation of Problem Based Learning is highly dependent on the readiness of teachers in designing lessons, the active involvement of students in the learning process, and the support of the school environment. Therefore, collaboration between teachers, students, and schools is a key factor in ensuring the success of this method in improving student learning outcomes. With more optimal application and adequate support, it is hoped that Problem Based Learning can be one of the methods that contributes to creating more effective, fun, and meaningful learning for students.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of the Problem Based Learning (PBL) learning model is able to improve the learning outcomes of grade V students of SD Negeri 0909 Huristik in zakat material. This increase can be seen from the comparison of learning outcomes before and after the implementation of PBL, where the average score of students increased from 61.4 in the initial test to 69.1 in Cycle I and increased again to 77.8 in Cycle II. The level of student learning completeness also experienced a significant increase, from 26.7% before the implementation of PBL, to 53.3% in Cycle I, and reached 83.3% in Cycle II.

The success of the implementation of Problem Based Learning is not only reflected in the improvement of academic grades, but also in the aspect of student involvement and participation during the learning process. This model encourages students to think critically, discuss, and find solutions to the problems given. In addition, this method also improves students' communication and cooperation skills in groups, as well as helps them understand the concept of zakat more deeply and applicatively in daily life.

Although there are several obstacles at the beginning of the implementation, such as students' lack of confidence in discussing and unpreparedness in facing new learning methods, these obstacles can be overcome through more intensive guidance and encouragement for students to be more active in the learning process. The results of this study also show that the role of teachers is very important in directing problem-based learning so that it remains focused and effective.

Thus, Problem Based Learning can be used as an alternative innovative learning strategy in improving student learning outcomes, especially in Islamic Religious Education subjects. Teachers are advised to use this model more often in learning, while schools are expected to provide support in the development of more interactive and effective learning methods. With optimal application, Problem Based Learning has the potential to improve the quality of education and build a generation of students who are more critical, independent, and able to apply the knowledge they learn in real life.

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