



Improving Student Learning Outcomes Using the Problem-Based Learning Model in Grade 4 at SDN 1105 Aek Bonban

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Abstract:

Education is a fundamental aspect of human life for acquiring knowledge, insight, and enhancing dignity. One of the main challenges in learning is the low level of student engagement, especially in Islamic Religious Education (PAI) subjects. The lecture-based teaching method still dominates, making students passive, less involved in learning, and resulting in suboptimal learning outcomes. Therefore, a more innovative and interactive approach is needed in the learning process. Problem-Based Learning (PBL) is an effective alternative to improving student learning outcomes. PBL is a problem-solving-oriented learning model that encourages students to think critically, collaborate in groups, and enhance their understanding of learning materials. This research was conducted at SD Negeri 1105 Aek Bonban to analyze the effectiveness of implementing the PBL model in improving student learning outcomes in PAI subjects. The results show that the application of the PBL model significantly increases student engagement, enhances learning interest, and helps students better understand the material. Thus, the PBL model can be an alternative solution to improving the quality of learning, particularly in Islamic Religious Education subjects.

Keywords: Education, Problem-Based Learning (PBL), Islamic Religious Education, Learning Outcomes, Teaching Methods

INTRODUCTION

Education is an essential aspect needed by every human being to acquire knowledge, broaden their perspectives, and enhance their dignity in life. Every individual has the right to receive proper education according to their development. This education is obtained through a process that includes primary, secondary, and higher education. The knowledge gained through education will be highly beneficial in the future, provided that individuals can utilize and optimize the education they have received. People must understand that the education they have acquired is not merely a formality. More than that, education plays a crucial role in shaping a nation's life, which is essentially nurtured from the basic level. Education should be provided optimally, especially to elementary school students. The knowledge imparted at the elementary school level serves as a fundamental foundation for students to advance to higher levels. Education is an effort to help individuals develop their potential through the learning process. According to Law No. 20 of 2003 on the National Education System, Article 3, education aims to develop students' potential so that they become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens.

Active participation from students is essential in all subjects, including Islamic Religious Education. In practice, Islamic Religious Education in schools today often emphasizes informative teaching methods, where teachers primarily explain or lecture, while students listen or take notes. The lecture method is considered a traditional approach, as it has long been used as a verbal communication tool between teachers and students in the teaching and learning process (Syaiful Bahri Djamarah, 2006: 97). The lecture method is favored by teachers because it is the easiest to implement. The communication that occurs in this process is generally one-way, from teacher to student, making the learning process teacher-centered. Moreover, school education tends to focus mainly on intellectual abilities, often neglecting other important aspects. One way to enhance student learning outcomes in the classroom is by implementing varied learning models in the teaching process. A learning model is a structured pattern used as a guide for planning classroom learning. The use of diverse learning models significantly impacts student achievement because, with these models, the learning process shifts from teacher-centered to student-centered. Students are no longer just objects in learning but become active subjects. Teachers can apply various learning models to train students in communication and social interaction to achieve learning objectives. These models help develop students' intellectual, social, and personal skills. Learning that actively involves students makes lessons more meaningful, ensuring that the material is delivered effectively.

Problem-Based Learning (PBL) is a learning method that is triggered by real-world problems, encouraging students to work cooperatively in groups to find solutions, think critically and analytically, and identify and utilize appropriate learning resources. This method makes Islamic Religious Education more engaging, helps students develop an interest in the subject, and allows them to better understand the material presented by teachers, ultimately improving student learning outcomes. Based on observations at SD Negeri 1105 Aek Bonban, the teaching of Islamic Religious Education has not yet been optimized. Students tend to only listen and take notes from the teacher's explanation. Many students remain passive, even when they do not fully understand the material. This happens because some students do not pay attention during lessons. The learning process is still teacher-centered rather than student-centered. Teachers have also not implemented various learning models, mainly because conventional methods are considered easier for delivering lessons. The lack of an optimized learning model causes students to become bored. They are only provided with textbooks containing various materials without engaging learning techniques that encourage active participation. This is especially concerning in Islamic Religious Education, which covers a broad range of topics. As a result, only 35% of students meet the Minimum Mastery Criteria (KKM) of 75. Implementing the Problem-Based Learning (PBL) technique can make students more engaged in the learning process, making it more meaningful by ensuring their active participation. Through this technique, students are also trained to express ideas, opinions, and constructive criticisms toward others. Ultimately, this approach is expected to optimize student learning outcomes.

METHODS

The research conducted is Classroom Action Research (CAR) using a qualitative approach. Qualitative research is descriptive and tends to employ in-depth analysis, emphasizing processes and meanings based on theoretical foundations that serve as guidelines to align the research focus with real-world facts. This type of research involves the researcher directly in the studied events or situations, requiring thorough analysis during the research process to derive accurate conclusions. Generally, qualitative research aims to obtain primary data through interviews and observations.

In this study, there are two research variables: independent and dependent variables. According to Sugiyono (2009:2), a research variable is anything determined by the researcher for study to obtain information and draw conclusions. Meanwhile, according to Setyosari (2010:108), a variable is anything that serves as the object of observation in research. The independent variable in this study is the Problem-Based Learning (PBL) method (X), which is presumed to influence the dependent variable. The dependent variable refers to the learning outcomes of fourth-grade students on the topic "The Essential and Impossible Attributes of Prophets" at SDN 1105 Aek Bonban. This research is conducted at SD Negeri 1105 Aek Bonban, Aek Nabara District, Padang Lawas Regency, with the research subjects being Grade V students, consisting of 12 students (6 male and 6 female). The study will take place in March 2025, with the research timeline adjusted to the school's academic calendar, as it requires multiple action cycles in the teaching and learning process. As previously mentioned, this Classroom Action Research is conducted at SD Negeri 1105 Aek Bonban, Aek Nabara Barumun District, Padang Lawas Regency.

RESULTS

Based on the research and discussion regarding the implementation of the Problem-Based Learning (PBL) model to improve PAI learning outcomes on the topic of Obligatory and Impossible Attributes of Prophets in Grade IV at SDN 1105 Aek Bonban, Aek Nabara Barumun District, Padang Lawas Regency, several conclusions can be drawn.

First, the implementation of PBL learning media in PAI subjects facilitates teachers in achieving learning objectives, particularly in enhancing students' learning outcomes. This is evident from the increase in the percentage of classical learning mastery at each stage, from 42% in Cycle I to 92% in Cycle II. Additionally, the class average score also showed a significant improvement, rising from 67 in Cycle I to 87 in Cycle II. This indicates that the researcher's target has been achieved, aligning with the predetermined indicators, namely a classical mastery percentage of 85% and an individual Minimum Mastery Criteria (KKM) score of 70 (Arikunto et al., 2009; Dimiyanti & Mudjiono, 1999).

Second, the application of the PBL learning method in the topic "Getting Closer to the Obligatory and Impossible Attributes of Prophets" also enhances students' learning engagement. This method enables teachers to stimulate student participation through group collaboration and makes it easier to monitor their activities. Consequently, the level of difficulty and challenges faced by students can be identified and effectively addressed. The increase in student learning activity is evident from the observations in Cycle I (Djamarah, 2000; Ramayulis, 2008).

Third, the implementation of the PBL model also improves teacher activity in the learning process. This is proven by the increase in the observation results of teacher activity throughout the study. According to Yatim (2006), an effective curriculum development approach can support innovative teaching methods like PBL. Furthermore, research by Isma, Teguh Wijaksana, et al. (2022) highlights that PBL significantly enhances student learning outcomes, aligning with the improvements observed in this study.

SD Negeri 1105 Aek Bonban is strategically located in Padang Lawas Regency, Aek Nabara Barumun District, specifically in Aek Bonban Village. For teaching and learning activities, the school has six (6) classrooms, one (1) principal and teacher office, two (2) restrooms for teachers, and two (2) restrooms for male and female students, all of which are located separately. Initially, the school was built from scratch on an empty plot of land, and all educators are expected to continuously develop their competencies to create a learning environment that aligns with expectations. To enhance the quality of primary education services, the school is equipped with educational facilities as essential components of Active, Innovative, Creative, Effective, and Fun Learning (PAIKEM). These include an LCD projector and ten (10) Chromebook units to facilitate teachers in

conducting learning activities. Additionally, in terms of educational qualifications, all teaching staff hold a Bachelor's Degree in Education (Strata 1/S1). Mr. Dahron Siregar, S.Pd, as the principal, has continuously strived to develop the school in both academic and non-academic aspects. His efforts are evident in various improvements, including the addition of school boundary walls, which contribute to the school's overall development and security.

SD Negeri 1105 Aek Bonban has a vision to develop students who are intelligent, skilled, healthy, and of noble character. To achieve this vision, the school carries out various missions, including conducting active, creative, effective, and enjoyable learning and guidance to help students achieve academic excellence as well as physical and mental well-being. Additionally, the school nurtures students' potential to become outstanding, skilled, and competitive individuals, fosters an appreciation of religious teachings to enhance faith and devotion, and integrates religious values into every learning activity. To support high-quality learning, the school also strives to improve teachers' competencies and provide necessary facilities and infrastructure (Djamarah, 2006; Zuhaerini, 1983).

The primary goal of SD Negeri 1105 Aek Bonban is to produce graduates who have faith and devotion to God Almighty, possess noble character and good morals, master knowledge and skills according to curriculum requirements, have the potential to become independent individuals, and are capable of continuing their education to higher levels. The total number of educators and staff at SD Negeri 1105 Aek Bonban is 10 people, consisting of 4 males and 6 females. The current principal is Dahron Siregar, S.Pd, with several teachers holding civil servant (PNS), government contract (PPPK), and honorary positions. Meanwhile, the number of students in the 2024/2025 academic year has reached 106, comprising 56 boys and 50 girls from grades 1 to 6 (Fauzia, 2022).

In the research cycle conducted to improve learning quality, during the pre-cycle stage, the researcher observed fourth-grade students before implementing a picture-based media method in teaching the topic of Obligatory and Impossible Attributes of Prophets. The study then proceeded to Cycle I, which included planning, implementation, observation, and reflection. Observations indicated that the lecture method still dominated the learning process, resulting in suboptimal student learning outcomes. Therefore, improvements were made through the implementation of Project-Based Learning (PBL) to enhance students' engagement and understanding of the subject matter. During the implementation of Cycle I, the teacher applied various strategies, such as using audio-visual media, group work, and active discussions to increase student involvement. Observations showed that the teacher's activity in the learning process scored an average of 85 in the "Good" category, while student activity scored an average of 82, also in the "Good" category. However, the final test results of Cycle I indicated that only 42% of students achieved the minimum passing score (KKM), while 58% had not yet met the criteria. Thus, the reflection from Cycle I served as a basis for improvements in Cycle II to enhance the effectiveness of learning and student outcomes.

CONCLUSION

Based on the research and discussion on the implementation of the PBL learning model to improve PAI learning outcomes on the topic of Obligatory and Impossible Attributes of Prophets in Grade IV at SDN 1105 Aek Bonban, Aek Nabara Barumun District, Padang Lawas Regency, several conclusions can be drawn. First, the application of PBL learning media in PAI subjects facilitates teachers in achieving learning objectives, particularly in enhancing students' learning outcomes. This is evident from the increase in the percentage of classical learning mastery at each stage, from 42% in Cycle I to 92% in Cycle II. Additionally, the class average score also showed a significant improvement, rising from 67 in Cycle I to 87 in Cycle II. This indicates that the researcher's target has been achieved, aligning with the predetermined indicators, namely a classical mastery percentage of 85% and an individual Minimum Mastery Criteria (KKM) score of 70. Second, the application of

the PBL learning method in the topic "Getting Closer to the Obligatory and Impossible Attributes of Prophets" also enhances students' learning engagement. This method enables teachers to stimulate student participation through group collaboration and makes it easier to monitor their activities. Consequently, the level of difficulty and challenges faced by students can be identified and effectively addressed. The increase in student learning activity is evident from the observations in Cycle I. Third, the implementation of the PBL model also improves teacher activity in the learning process. This is proven by the increase in the observation results of teacher activity throughout the study.

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