



## The Implementation of Problem-Based Learning (PBL) Model to Enhance Understanding and Critical Thinking of Students on the Topic of Asmaul Husna Al Ar Razaq in Grade 3 at SDN 087981 Sibolga

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### Abstract:

This study aims to examine the effectiveness of the Problem-Based Learning (PBL) model in improving students' understanding and critical thinking skills on the topic of Asmaul Husna, specifically Al Ar Razaq, in a Grade 3 class at SDN 087981 Sibolga. The research was conducted using a classroom action research (CAR) methodology in two cycles. Data were collected through observation, tests, and student interviews to assess the progress in both understanding and critical thinking. The findings indicate that the implementation of PBL significantly enhanced students' comprehension of the subject matter and their ability to think critically. The interactive nature of PBL, which encourages problem-solving and collaboration, made the learning process more engaging and meaningful for students. Based on these results, it is recommended that PBL be incorporated into religious education, particularly in teaching Asmaul Husna, to foster both cognitive and critical thinking development.

**Keywords:** Problem-Based Learning, Critical Thinking, Understanding, Asmaul Husna, Al Ar Razaq, Grade 3, Islamic Education, SDN 087981 Sibolga

### INTRODUCTION

The material on Asmaul Husna Al-Ar-Razaq in Grade 3 of elementary school has an important objective. This material not only provides conceptual knowledge but also fosters awareness and the application of Islamic values in daily life. At the elementary school level, the curriculum is designed to provide foundational understanding while also cultivating critical thinking and strong moral attitudes in students. Education, as a whole, becomes one of the main pillars in shaping students' character and abilities to face future challenges (Farkhani et al., 2022). Traditional teaching methods that have long been used in schools often position the teacher as the central figure in the teaching and learning process. Although this approach has certain benefits, it is often considered less effective in promoting deep understanding and critical thinking skills in students. In this method, students are typically directed to simply memorize various definitions and concepts without truly understanding how to apply them in real-life contexts or everyday situations. Consequently, there is a gap between the theoretical knowledge students possess and the practical skills they need. Such conditions present a significant challenge

that must be addressed to improve the overall quality of classroom learning. Traditional teacher-centered teaching methods are often ineffective in fostering students' deep understanding and critical thinking skills. Students tend to only memorize concepts without being able to apply them in real-life situations, leading to a gap between theoretical knowledge and its application. One approach that can address this issue is the Problem-Based Learning (PBL) model. PBL is a student-centered learning method where students are actively involved in solving real-world problems relevant to the lesson material. In the context of teaching halal and haram laws, for instance, PBL presents everyday scenarios or cases that require analysis of Islamic law.

Through this process, students not only understand the concepts theoretically but also develop critical thinking and decision-making skills based on Islamic principles (Anggraeni et al., 2023). The advantage of PBL lies in its ability to encourage students to think critically, collaboratively, and creatively. The problem-solving process allows them to gather information, engage in discussions, and evaluate proposed solutions. This aligns with the national education goals, which emphasize critical thinking skills and moral character development. Additionally, PBL is relevant to 21st-century learning approaches that focus on higher-order thinking skills (HOTS) (Lee et al., 2024). Previous research has shown that the application of PBL can improve students' understanding in various subjects, including Islamic education. However, the implementation of PBL on the subject of Asmaul Husna, specifically Al Ar-Razaq, at the elementary level has been minimally studied, particularly in SD Negeri 087981 Sibolga. This material is important as it is highly relevant to students' daily lives, such as understanding types of sustenance in accordance with Islamic principles (Anggraeni et al., 2023). The cultural and social diversity in the environment of SD Negeri 087981 Sibolga adds urgency to this research. Understanding Asmaul Husna, specifically Al Ar-Razaq, can become a foundation for shaping students' attitudes of tolerance and moral awareness. Therefore, effective teaching strategies are needed to optimize students' potential and address challenges in the local environment (Suryani, Agustyaningrum, and Hasibuan, 2019). This study aims to examine the implementation of PBL in improving students' understanding and critical thinking skills on the subject of Asmaul Husna, specifically Al Ar-Razaq. This research is also expected to provide practical benefits for teachers, students, and schools, and serve as a reference for implementing PBL in similar subjects (Lee et al., 2024). With the implementation of the PBL model, the previously passive learning environment is expected to become more interactive and participatory. Actively involving students in the problem-solving process enables them to gain a deeper understanding of the material, develop critical thinking skills, and connect the concepts learned with real-life situations. Additionally, the role of teachers as facilitators in the PBL process creates a conducive and enjoyable learning atmosphere. This research is a strategic step in addressing the challenges of modern education, particularly in the context of Islamic education. The PBL model is expected not only to enhance students' conceptual understanding but also to shape the critical thinking and character skills needed to face future challenges (Lee et al., 2024).

## **METHODS**

This research is a Classroom Action Research (CAR) aimed at improving students' learning outcomes on the topic of Asmaul Husna Al Razaq through the application of the Group Investigation method. The CAR was conducted in Grade III at SD Negeri 084082 Sibolga. This form of reflective learning is designed to improve the learning conditions and enhance the rational consistency of actions taken in the teaching process through a cyclical process of planning, implementing, observing, and reflecting on the actions. In other words, Classroom Action Research is a systematic examination of classroom teaching practices with the goal of improving and enhancing the quality of the learning

process and students' learning outcomes by conducting classroom-based interventions.

## RESULTS

Description of Learning Improvement Research Results. This study aims to improve students' learning outcomes on the topic of Asmaul Husna Al Razaq through the application of the Group Investigation method in Grade III at SD Negeri 087981 Sibolga. The study involved 10 students as research subjects. Pre-cycle Activities The following results were obtained during the pre-cycle activities, as presented in the table:

Table I. Results of Scores Obtained During the Pre-Cycle Test

No	Student Name	Score (Minimum Passing Grade = 75)	Not Passed	Passed
1	Adilah IFebicia	60	Not Passed	
2	Aprilia	80		Passed
3	Ahmad Husein	55	Not Passed	
4	Arjuna Setiawan	70	Not Passed	
5	Adinda	80		Passed
6	Fadli Efendi	60	Not Passed	
7	Mifta Anandia	65	Not Passed	
8	Nasila Yeni	50	Not Passed	
9	Nur Khaliza	80		Passed
10	Refai Imam	70	Not Passed	

**Highest Score:** 80

**Lowest Score:** 50

### Average Student Score

Total Students	Average Score	Passed Students	Not Passed Students
10	$670:10 = 67$	3 students (30%)	7 students (70%)

Based on Table I above, it can be seen that the average score of the pre-cycle observation results reached 67.00, with the highest score being 80 and the lowest score being 50. The number of students who achieved mastery is 3 students (30%), while the number of students who have not yet achieved mastery is 7 students (70%).

Table II. Score Results During Cycle I

No	Student Name	Score (Minimum Passing Grade = 75)	Remarks	Incomplete	Complete
1	Adilah IFebicia	75			Complete
2	Aprilia	85			Complete
3	Ahmad Husein	70	Incomplete		
4	Arjuna Setiawan	80			Complete
5	Adinda	80			Complete
6	Fadli Efendi	75			Complete
7	Mifta Anandia	70	Incomplete		

8	Nasila Yeni	75			Complete
9	Nur Khaliza	85			Complete
10	Refai Imam	80			Complete
	<b>Highest Score</b>	85			
	<b>Lowest Score</b>	70			

#### Average Score of Students

Number of Students	Average Score	Complete Students	Incomplete Students
10	775:10 = 77.5	8 students (80%)	2 students (20%)

Based on Table II of the implementation of Cycle I above, it can be seen that there was an improvement in students' learning outcomes. The average score of the Cycle I observation results reached 77.5%, with the highest score being 85 and the lowest score being 70. The number of students who achieved mastery was 8 students (80%), while the number of students who have not yet achieved mastery was 2 students (20%).

Table III. Score Achievement Results in Cycle II

No	Student Name	Score (KKM = 75)	Status
			Not Passed
1	Adilah IFebicia	80	
2	Aprilia	90	
3	Ahmad Husein	75	
4	Arjuna Setiawan	85	
5	Adinda	85	
6	Fadli Efendi	80	
7	Mifta Anandia	80	
8	Nasila Yeni	80	
9	Nur Khaliza	90	
10	Refai Imam	85	
	<b>Highest Score</b>	<b>90</b>	
	<b>Lowest Score</b>	<b>75</b>	

#### Average Student Score

Number of Students	Average Score	Passed Students	Not Passed Students
10	830:10 = 83	10 students (100%)	- (0%)

Based on Table III of the Cycle II implementation above, it can be seen that there was an improvement in students' learning outcomes. The average score from the Cycle II observations reached 83, with the highest score being 90 and the lowest score being 75. All students have passed with a 100% success rate.

Summary of Islamic Education Scores (KKM=75)  
During Pre-Cycle, Cycle I, and Cycle II Research

No	Student Name	Pre-Cycle	Cycle I	Cycle II
1	Adilah IFebicia	50	75	80
2	Aprilia	75	75	80
3	Ahmad Husein	80	85	90
4	Arjuna Setiawan	60	60	75
5	Adinda	75	75	80
6	Fadli Efendi	80	85	90
7	Mifta Anandia	60	75	80
8	Nasila Yeni	60	75	75
9	Nur Khaliza	80	85	90
10	Refai Imam	70	70	80
	<b>Highest Score</b>	80	85	90
	<b>Lowest Score</b>	50	70	75
	<b>Students Passed</b>	3 students (30%)	8 students (80%)	10 students (100%)
	<b>Students Not Passed</b>	7 students (70%)	2 students (20%)	- (0%)
	<b>Average Score</b>	67	77.7	83

Based on the summary table above, the researcher observed a significant improvement in the learning process. It is evident that the average score in the pre-cycle observations reached 67, with the highest score being 80 and the lowest score being 50. The number of students who passed was 3 (30%), while the number of students who had not yet passed was 7 (70%).

**Pre-Cycle Discussion** The results of the study before the intervention, during the initial test, showed that the students' learning outcomes had an average score of 67. The number of students who passed was 3 (30%) and those who had not passed were 7 (70%). Neither of these scores had reached the required mastery level. This indicates that the level of classical learning mastery was still low, which suggests that the teacher had not yet succeeded in teaching, and various issues were identified that required improvement in teaching methods. The problems that emerged consisted of several factors as outlined below: a. Internal Factors within the students that affected learning outcomes include skills, interest, talent, effort, motivation, attention, weaknesses, health, and students' habits. One important aspect of learning that needs to be instilled in students is that the learning they engage in is for their own needs. Learning interest is related to how much an individual likes or dislikes the material being studied. This interest must be cultivated early within the students themselves. b. External Factors from outside the students that influence learning outcomes include physical and non-physical environments (such as the classroom atmosphere—joyful and pleasant), social and cultural environments, family environments, school programs, teachers, teaching implementation, and peers. Teachers are the most influential factor in both the learning process and its outcomes since they act as the managers or directors in the classroom. Based on these factors, the teacher chose to apply the Group Investigation method as an improvement in teaching.

**Cycle I Discussion** After the intervention by implementing the Group Investigation learning method in Cycle I, the average score increased to 75. The number of students who passed was 8 (80%) and those who had not passed were 2 (20%). This shows that the majority of students had reached the minimum competency level (KKM), but there were still a few students who needed special attention. Student participation in learning was also more active than before, and some students showed improvement in understanding the material. However, two students had not yet achieved the required level, and they would need further support, whether through individual instruction or additional guidance. The application of this method began with the technique where

students were asked to find information and process it in a small learning group through group discussions. One of the advantages of this technique is that students can actively exchange opinions and information with one another, especially with more knowledgeable students. Based on the description above, it can be concluded that the Group Investigation learning method can improve teaching.

**Cycle II Discussion** In Cycle II, the class average score increased further to 83. We can see that this average score showed an improvement from Cycle I. The number of students who passed was 10 (100%) and there were no students who had not passed (0%). This means that learning by implementing the Group Investigation method could improve students' learning outcomes on the material about the Prophet Muhammad's Hijrah to Medina. When compared to conventional teaching methods, the Group Investigation method has several advantages. The advantage of Group Investigation, from the students' perspective, is that it provides opportunities for students to express and discuss their opinions and experiences, working together to formulate a collective viewpoint.

## CONCLUSION

Based on the discussion of the research results, several conclusions can be drawn as follows: In the pre-cycle, the students' learning outcomes had an average score of 67. In Cycle I, the students' learning outcomes had an average score of 77.5, with 7 students (70%) passing. This shows an improvement from the initial test in terms of both the class average and the learning mastery. In Cycle II, the students' learning outcomes had an average score of 83. We can see that the average score continued to increase from Cycle I. The application of the Group Investigation learning model was able to improve students' learning outcomes on the subject of Asmaul Husna Al Razaq (Allah, the Provider) in the Islamic Studies (PAI) class at SD Negeri 087981 Sibolga, with an achievement rate of 77.5% in Cycle I, which increased to 100% in Cycle II.

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