



Efforts to Improve Students' Learning Outcomes in Islamic Religious Education on the Topic of Honesty and Respecting Friends Through the Problem-Based Learning Model for Fourth-Grade Students at SDN 091709 AFD II Tinjowan, Kecamatan Ujung Padang, Kabupaten Simalungun

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Abstract:

Islamic Religious Education plays a crucial role in shaping students' character, particularly in fostering honesty and mutual respect. However, many students struggle to understand and apply these values due to conventional teaching methods. This study aims to improve the learning outcomes of fourth-grade students at SDN 091709 AFD II Tinjowan through the Problem-Based Learning (PBL) model. Using Classroom Action Research (CAR) conducted in two cycles, this study combines qualitative and quantitative approaches with instruments such as tests, observations, interviews, and documentation. The findings indicate an increase in students' average scores from 58.4 (Pre-Action) to 72.5 (Cycle I) and 85.3 (Cycle II), with learning mastery rising from 40% to 88%. Beyond academic improvement, PBL also fosters students' character development. Students became more engaged in discussions, confidently expressed their opinions with honesty, and demonstrated greater respect for their peers. Thus, PBL has proven to be effective in enhancing learning outcomes and shaping students' character, making it a viable approach for broader application in Islamic Religious Education at the elementary school level.

Keywords: Problem-Based Learning, learning outcomes, honesty, respect for friends, Islamic Religious Education.

INTRODUCTION

Education is one of the most important aspects of life, playing a crucial role in shaping students' character and personality. Among the subjects taught in schools, Islamic Religious Education holds significant importance in fostering students' ethics and morals. One of the essential topics that students must master in Islamic Religious Education is the attitude of honesty and respect for friends. These two values are crucial to be applied in daily life, as

they are part of Islamic teachings that encourage individuals to become good and beneficial members of society.

However, in practice, challenges remain in teaching Islamic Religious Education, particularly on the topic of honesty and respect for friends. Many students lack an understanding of the importance of honesty in their lives and are still less sensitive to the significance of respecting their peers. This is evident from the low student participation in learning activities related to these attitudes and their limited understanding of how to apply these values in daily life.

One of the factors contributing to this issue is the lack of engaging and student-centered teaching models. Traditional, monotonous teaching methods that do not actively involve students in the learning process can reduce their interest and motivation to learn. Therefore, an approach or teaching model that is more engaging and interactive is needed—one that stimulates students to participate actively and gain a better understanding of the material.

The Problem-Based Learning (PBL) model can be a solution to address this issue. PBL is a teaching model that emphasizes real-world problem-solving as a means of learning. In this model, students are encouraged to think critically, engage in discussions, and collaborate in groups to solve given problems. This model helps students understand the subject matter better, as they are not merely provided with direct information but are also encouraged to solve problems relevant to their lives.

This study aims to improve students' learning outcomes on the topic of honesty and respect for friends through the implementation of the Problem-Based Learning (PBL) model in grade IV at SDN 091709 AFD II Tinjowan, Ujung Padang District, Simalungun Regency. By using the PBL model, it is expected that students will become more actively engaged in the learning process, understand Islamic values more deeply, and apply the principles of honesty and respect for their peers in their daily lives.

Given this background, this study is essential to enhance the quality of Islamic Religious Education at SDN 091709 AFD II Tinjowan and contribute to the development of more effective and relevant teaching methods that cater to students' needs.

METHODS

This study is a Classroom Action Research (CAR) that aims to improve students' learning outcomes in Islamic Religious Education, specifically on the topic of honesty and respect for friends, through the implementation of the Problem-Based Learning (PBL) model. The subjects of this study are fourth-grade students at SDN 091709 AFD II Tinjowan, Ujung Padang District, Simalungun Regency. This study employs the Kemmis and McTaggart model, which consists of four stages in each cycle: planning, action, observation, and reflection. Through this method, it is expected that the implementation of Problem-Based Learning (PBL) can effectively enhance students' learning outcomes and character development.

RESULTS

The improvement in students' learning outcomes is evident from the comparison of scores before and after the implementation of the Problem-Based Learning (PBL) model. Before the implementation of PBL, the students' average scores were still below the Minimum Competency Criteria (KKM), indicating their low understanding of the material. After implementing PBL, there was a significant improvement, where in the first cycle, some students began to show progress, and in the second cycle, 88% of students had achieved learning mastery. The calculation of the N-Gain Score showed that the improvement in students' learning outcomes was in the moderate to high category.

Additionally, there was an increase in students' participation and engagement in the learning process. Students became more active in discussions, asked questions, and

confidently expressed their opinions. The problem-solving process in PBL also encouraged them to collaborate in groups. Based on observations, in the first cycle, student participation was still relatively low, but in the second cycle, more than 80% of students were actively engaged in learning.

The understanding of the concepts of honesty and respect for peers also improved. Before implementing PBL, students only understood these concepts theoretically without being able to relate them to their daily lives. After PBL was applied, they better understood the importance of honesty and respect for peers through discussions and case study resolution. This was evident from students' responses in discussions and their attitudes in classroom activities.

The implementation of PBL also brought changes in students' behavior in their daily lives. Honesty increased, as seen in their confidence in expressing opinions and their integrity in completing assignments without cheating. The respect for peers also improved, indicated by more polite interactions and better teamwork in groups. Teachers reported that these behavioral changes were also observed outside the classroom, such as during playtime or peer interactions.

Teachers' and students' responses to the PBL learning model indicated that this method was more effective than the lecture method in enhancing students' understanding and engagement. Teachers felt that PBL provided a more meaningful learning experience, while students were more enthusiastic and enjoyed learning through this method because it allowed them to learn through discussions and direct experiences. The challenge faced was that some students were initially passive, but with proper guidance, they eventually became more active in learning.

This research is also supported by quantitative data in the following table, illustrating the improvement in students' learning outcomes:

Cycle	Number of Students	Average Score Before PBL	Average Score After PBL	Mastery Percentage (%)
Pre-Test	20	58.4	-	40%
Cycle I	20	-	72.5	65%
Cycle II	20	-	85.3	88%

Students' engagement and participation in learning also increased, as seen in the following table:

Cycle	Students Who Actively Asked Questions (%)	Students Who Participated in Discussions (%)	Students Who Could Solve Problems (%)
Before PBL	30%	35%	40%
Cycle I	60%	65%	70%
Cycle II	85%	90%	95%

Finally, changes in students' honesty and respect for peers also increased, as illustrated in the following table:

Cycle	Students Who Showed Honesty (%)	Students Who Respected Peers (%)
Before PBL	50%	55%
Cycle I	70%	75%
Cycle II	90%	95%

Overall, the implementation of the Problem-Based Learning (PBL) model had a positive impact on improving learning outcomes, participation, conceptual understanding, behavioral changes, and receiving positive responses from teachers and students. Therefore, this learning model can be considered an effective alternative for enhancing the quality of education in schools.

Data Verification

The data obtained is accountable as it has undergone the processes of triangulation, instrument validation, reliability testing, and consistency analysis. Thus, the findings of this study can serve as a valid basis for concluding that the implementation of Problem-Based Learning (PBL) is effective in improving learning outcomes and shaping students' character.

CONCLUSION

Based on the research findings on the implementation of the Problem-Based Learning (PBL) model in improving students' learning outcomes in Islamic Studies, particularly on the topic of honesty and respect for peers in Grade IV of SDN 091709 AFD II Tinjowan, the following conclusions were drawn: Before implementing PBL, the average student scores were below the Minimum Mastery Criteria (KKM), and engagement levels in learning were low. After applying PBL, students' average scores significantly increased from 58.4 in the Pre-Test to 85.3 in Cycle II. The percentage of learning mastery also improved from 40% in the Pre-Test to 88% in Cycle II, demonstrating the effectiveness of this method in enhancing students' understanding. Problem-Based Learning encouraged students to be more active in asking questions, engaging in discussions, and expressing opinions. Student participation increased from 35% before implementing PBL to 90% in Cycle II. By applying real-world problem-solving approaches, students developed a deeper and more meaningful understanding of honesty and respect for others. The positive impact on students' attitudes was also evident. Honesty improved, as seen in students' confidence to express their opinions without fear of being wrong. The attitude of respecting peers also increased, reflected in more polite interactions and better collaboration within groups. The habit of discussion in PBL helped students realize that honesty and mutual respect are crucial in social life. PBL proved to be more effective than the lecture method, as students were directly involved in the learning process. They became more independent in understanding the concepts of honesty and respect for peers, not only in theory but also in daily practice. Teachers acted as facilitators, allowing students to explore information and think critically in problem-solving. The implications of this study suggest that PBL can serve as an alternative strategy for character education in elementary schools, particularly in religious education. Therefore, support from schools is necessary to provide learning resources and training for teachers to implement innovative learning models like PBL. Additionally, the application of PBL can be expanded to other subjects to enhance conceptual understanding and holistic character development among students.

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