



Problem Based Learning to Improve Student Learning Outcomes in Islamic Religious Education Subjects in Class V UPT SDN 8 Pinrang

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Abstrak

Penelitian ini bertujuan untuk mengetahui model Problem Based Learning (PBL) dapat meningkatkan hasil belajar siswa kelas V pada mata pelajaran Pendidikan Agama Islam di UPT SD Negeri 8 Pinrang tahun pelajaran 2023/2024. Penelitian ini merupakan penelitian tindakan kelas yang dilakukan pada dua siklus, setiap siklus terdiri dari empat tahapan yaitu: perencanaan, pelaksanaan/tindakan, observasi dan refleksi. Metode penelitian yang digunakan adalah kualitatif dan kuantitatif, subyek penelitaian ini adalah siswa kelas V UPT SD Negeri 8 Pinrang semester genap tahun pelajaran 2023/2024 yang berjumlah 28 orang. Instrumen yang digunakan dalam penelitian ini adalah tes dan observasi. Pada siklus I ketuntasan klasikal 52% pada siklus II 100%. Berdasarkan hasil penelitian disimpulkan bahwa dengan model Problem Based Learning (PBL) pada pelajaran Pendidikan Agama Islam dapat meningkatkan hasil belajar siswa.

Kata Kunci: *Problem Based Learning*, Hasil Belajar

Abstrack

This study aims to determine the Problem Based Learning (PBL) model can improve student learning outcomes of class V Mala Hayati in the subject of Islamic Religious Education at SD Negeri No. 2 New Villages for the 2023/2024 academic year. This research is a classroom action research conducted in two cycles, each cycle consisting of four stages: planning, implementation/action, observation and reflection. The research method used is qualitative and quantitative, the subject of this research is students of class V Mala Hayati SD Negeri No. 2 New Villages in the even semester of the 2023/2024 school year, with a total of 27 people. The instruments used in this study were tests and observations. In the first cycle of classical completeness 52% in the second cycle 100%. Based on the results of the study it was concluded that the Problem Based Learning (PBL) model in Islamic Religious Education lessons could improve student learning outcomes.

Keywords: *Problem Based Learning, Learning Outcomes*

Introduction

Learning outcomes are in the form of knowledge, behaviour, skills and abilities obtained by students after receiving the learning process and learning experiences and being able to implement them in everyday life (Harefa, 2020). Learning outcomes are a benchmark for determining the level of success of students in understanding concepts in learning, where these

learning outcomes can be seen from the ability of students to understand the material conveyed by the teacher in learning, which is manifested through changes in attitudes, social, and emotional, students (Nh & Hd, (2021). According to Brahim (in Susanto, 2013) learning outcomes can be interpreted as the level of student success in learning subject matter at school which is

expressed in scores obtained from test results knowing a certain amount of subject matter. It can be concluded that learning outcomes are knowledge, behaviour and skills obtained by students after the learning process and are a benchmark for knowing the success of students expressed in the form of scores obtained from test results. In reality, the learning outcomes of Islamic Religious Education (PAI) in class V Mala Hayati UPT SD Negeri 8 Pinrang on formative scores are still below the Minimum Completion Criteria (KKM). Of the 28 students there are 11 students who are still below the completeness of the average value can only reach 65 with the category less while the KKM of Islamic Religious Education 70. With this phenomenon, educators realise that the lecture method applied is not interesting and very boring so that students' attention to the learning process is not focused and not eager to learn. Islamic Religious Education Teachers (GPAI) need to choose and apply learning methods that make students actively involved, namely using the Problem Based Learning (PBL) learning model.

The Problem Based Learning (PBL) learning model is a learning model that uses real-world problems as a basis for students to learn critical thinking and problem-solving skills and gain essential knowledge and concepts from the subject matter (Karmana, 2020). Problem-based learning is a learning model, in which students work on authentic problems with the aim of compiling their own knowledge, developing inquiry and higher-order thinking skills (Burhan et al., 2021). Cahyo (2013) said that problem-based learning (PBL) is a learning model based on the principle of using problems as a starting point for the acquisition and integration of new knowledge. Using the Problem Based Learning (PBL) model, students can think critically to solve a problem and can find out new knowledge. The experts' explanation of the Problem Based Learning (PBL) model is very suitable for stimulating the enthusiasm and creativity of class V UPT SD Negeri 8 Pinrang students in learning activities, because if this problem is not resolved, education in this school in the future will result in lagging behind compared to other elementary schools.

Method

This class action research was conducted at UPT SD Negeri 8 Pinrang, Sawitto Village, Watang Sawitto District, Pinrang Regency, South Sulawesi. The

research subjects were Mala Hayati's fifth grade class of 28 people consisting of 11 boys and 17 girls. The research was conducted from April to May 2023 even semester of the 2023-2024 academic year. The classroom action research design used refers to the Kemmis and Taggart model. The cycles carried out in this study will form steps namely planning, implementation / action, observation and reflection, the end of the cycle is marked by the achievement of the expected target. This classroom action research was designed to consist of two cycles. The object of research is the use of the Problem Based Learning (PBL) model in Islamic Religious Education lessons.

The data collection tool used was a questionnaire in the form of multiple choice questions consisting of 10 different numbers each cycle. Test questions are used to measure and determine student learning outcomes after carrying out the learning process. The research methods used are qualitative and quantitative. The data analysis process begins with reviewing all available data from various sources, namely from observations and tests which are then processed based on the results of data analysis and grouping. The data collection technique used is to calculate the total score for each indicator based on the scoring guidelines, the scores that have been obtained are then calculated using the formula. After obtaining the scores of all students, then classical completeness was sought.

Result and Discussion

Cycle I

The research results described in this section are related to student learning outcomes for each cycle of class action research. In cycle I, it was found that lesson planning had not been carried out optimally. These results show that student activeness and student attention are still lacking so that they have not been able to maximally apply the Problem Based Learning (PBL) model. This can affect student learning outcomes. Cycle I learning outcomes can be seen in the following table. Writing results and discussion needs to be equipped with photos, tables, graphs, charts, images, etc. The discussion is sequential according to the order in the objectives, and has been explained beforehand.

Table 1. Student Learning Outcomes Cycle I.

No	Indikator	Jumlah
1	Jumlah Siswa	28
2	Nilai Tertinggi	100
3	Nilai Terendah	50
4	Rata-Rata	71
5	Siswa Tuntas	14
6	Siswa Tidak Tuntas	13
7	Ketuntasan Klasikal	52%

From the table above, it can be seen that the total number of students is 28 people, the highest score is 100, the lowest score is 50, the average is 71, the complete students are 14, the incomplete students are 13, the classical completeness is 52%. This result shows that classical completeness has not been achieved.

Cycle II

Cycle II learning outcomes show that there is an increase can be seen in the following table: From the table above, it can be seen that the total number of students was 28 people, who reached individual learning completeness in accordance with KKM as many as 28 people and who had not reached learning completeness with $KKM \leq 70$ as many as 0 so that classical completeness obtained 100%. So that it has met the target criteria.

Table 2. Student Learning Outcomes Cycle II.

No	Indikator	Jumlah
1	Jumlah Siswa	28
2	Nilai Tertinggi	100
3	Nilai Terendah	50
4	Rata-Rata	71
5	Siswa Tuntas	14
6	Siswa Tidak Tuntas	13
7	Ketuntasan Klasikal	52%

Comparison of student learning outcomes during the action process can be seen in the following table: Table 3. Comparison of Student Learning Outcomes Cycle I and Cycle II.

No	Indikator	Siklus I	Siklus II
1	Siswa Tuntas	14	28
	Ketuntasan Klasikal	52%	100%

Based on the results of research conducted in cycle I, it was found that student learning outcomes were still below the KKM. This has not met the desired expectations, where the total number of students is 28

people, the highest score is 100, the lowest score is 50, the average is 71, the complete students are 14, the incomplete students are 13, the classical completeness is 52%. This happened because students were not focused and did not really follow the material, playing around and telling stories with their group friends, the time was not maximized. With the discovery of the causes of cycle I action, in cycle II improvements were made, which included dividing the group, which originally consisted of 5-6 people, in cycle II one group consisted of 3-4 people. Not only that, the teacher encourages and arouses students to complete tasks in this activity so that students can be motivated so that they focus on learning.

Based on research on student learning outcomes achieved in cycle II, it can be seen that student learning completeness has increased. The highest score was 100, the lowest score was 70, the average was 83, 28 students completed, 0 students did not complete, 100% classical completeness. The results of this study indicate that, with the Problem Based Learning (PBL) model can improve student learning outcomes, this can be seen from the increase that occurred from the aspect of classical completeness in cycles I and II, the increase occurred because the application of the Problem Based Learning (PBL) model in cycle II could improve student learning outcomes because the teacher controlled and motivated students when doing assignments this is in line with research by Irnawati et al. (2021) which states that teachers continue to control the learning outcomes obtained by students in order to improve their abilities. Teachers also need to motivate students to be actively involved in the learning process. Not only that, teachers also need to direct students to have confidence in learning, and help students to be able to draw conclusions on problems related to learning material.

Research conducted previously said that the Problem Based Learning (PBL) model is a learning model that involves students to solve a problem through scientific methods so that students gain knowledge have problem solving skills (Ningsih 2018) Student responses to the learning model applied by Problem Based Learning (PBL) researchers show that students feel happy they are actively involved in the subject matter, the learning atmosphere

according to students, with the Problem Based Learning (PBL) learning model more enthusiasm is more meaningful than the lecture and question and answer methods. Another supporting opinion is Primadoniati (2020) who says the Problem Based Learning (PBL) learning model is more effective than delivering lessons using the lecture and question and answer method because the selection of problems presented is tailored to the material that is suitable for students to study.

Research that has been conducted previously states that the Problem Based Learning (PBL) model is learning that has the essence of presenting various problematic situations that are authentic and meaningful to students. (Arends, 2008). In PBL, the teacher's role is to present various authentic problems so that it is clear that student activeness is required to be able to solve these problems. Thus, the implementation of learning improvement actions through classroom action research through the Problem Based Learning (PBL) model has been able to improve student learning outcomes so that the improvement objectives are achieved optimally. The application of the Problem Based Learning (PBL) model really helps improve student learning outcomes, this is because students are more active and enthusiastic about completing tasks.

Conclusion

Based on the results of research and discussion, it is concluded that the Problem Based Learning (PBL) model can improve student learning outcomes in the subject of Islamic Religious Education (PAI) Semester 2 of the 2023/2024 academic year. The increase can be seen from the acquisition of students' average scores and the level of classical completeness in each cycle. In cycle I the average value of students was only 52 and in cycle II it reached an average of 100, this indicates an increase of 48. With the completeness of 14 students in cycle I (52%) and in cycle II the completeness of 28 students (100%). From the above analysis, it can be concluded that the Problem Based Learning (PBL) model can improve student learning outcomes in class V Mala Hayati in Islamic Religious Education (PAI) subjects.

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