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BOOSTING ELEMENTARY STUDENTS' LEARNING OUTCOMES THROUGH THE PROBLEM-BASED LEARNING: LESSON FROM AL-HUJURAT VERSE 13 AND RELATED HADITH

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ABSTRACT

This classroom action research (CAR) seeks to improve the learning results of fourth-grade students at SDN 9 Jangka Elementary School by utilizing the Problem-Based Learning (PBL) model and Al-Hujurat verse 13 and related hadith. The primary issue addressed in this study is how the use of Problem-Based Learning (PBL) to the content of Al-Hujurat: 13 and associated hadith improves student learning results at UPTD SDN 9 Jangka. The two-cycle action research method is used in this study. Each cycle includes four stages: preparation, activity and observation, contemplation, and revision. The participants in this study were fourth-grade students at UPTD SDN 9 Jangka, Bireuen Regency. Data were gathered using tests, observation sheets, and interviews. The results showed that there was a considerable rise in the second cycle after enhancements were implemented, reaching 72%. This improvement in learning outcomes was followed by a rise in student engagement in the learning process. Several challenges emerged during the first cycle, including a lack of student involvement. However, in the second cycle, after enhancements were implemented, student involvement and comprehension of the material rose. The PBL paradigm has proven to be helpful in motivating students to think critically and actively, as well as improving their capacity to voice viewpoints and solve problems.

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1. INTRODUCTION

Education is a complex and multidimensional process, covering various interrelated aspects. Experts define education from different perspectives, but basically complement each other. Education is not only a transfer of knowledge from educators to learners, but also an effort to shape individuals holistically (Korthagen, 2004). In the process, education includes cognitive, emotional, social, and moral development, so that learners not only become academically

intelligent individuals, but also have a strong character and are able to contribute positively to society (Elias, 2009).

In its implementation, learning must be designed in such a way as to stimulate the creativity and independence of learners. The curriculum should not only focus on academic achievement, but also on character development and learners' ability to think critically and work together in groups (Yang & Wu, 2012). With the right approach, the learning process can run more effectively and produce graduates who are ready to face future challenges.

However, in practice, students' learning outcomes in Islamic Education subjects are still less than optimal. The low-test scores and the lack of student participation in learning indicate that the teaching methods used have not been fully effective. Passive learning tends to make it difficult for students to understand the material deeply (Ostrovski et al., 2021). Therefore, a more interactive approach based on direct experience is needed so that students can better understand and internalize the values taught.

To improve the effectiveness of learning, innovation is needed in the teaching model applied (Somayana, 2020). One method that can be used is Problem-Based Learning (PBL). This approach encourages students to be active in learning through exploration of real problems, group discussions, and problem solving that requires critical and creative thinking (Ariyani & Kristin, 2021; Wells et al., 2009; Ni'mah et al., 2024; Tabakwan & Talakua, 2022).

Compared to traditional learning methods that are more one-way, PBL provides more space for learners to actively participate. This model also allows them to develop social and communication skills, which are needed in the world of work and community life. By applying PBL in PAI learning, it is expected that learners not only gain a deeper understanding of the material, but also become more engaged and motivated in learning.

Realizing the need for innovation in learning, a study was designed to improve the learning outcomes of students at UPTD SD Negeri 9 Jangka. This research is entitled "Improving Learning Outcomes of Grade IV Students of UPTD SD Negeri 9 Jangka with a Problem-Based Learning Model Using Al-Hujurat verse 13 and Related Hadith." This study aims to explore the effectiveness of Problem-Based Learning (PBL) in Islamic education learning.

By applying the PBL model, learners will be involved in problems related to the teaching materials, so that they can experience learning directly and applicative (Allen, Donham & Bernhardt, 2011). This approach is expected to improve learners' understanding of Islamic values while developing the 21st century skills they need. In addition, this method also aims to increase learners' involvement in the learning process, strengthen their character, and provide a more enjoyable and meaningful learning experience. Through this research, it is hoped that a more effective strategy will be found in teaching Islamic Education, which not only improves academic learning outcomes (Robiyanto, 2021; Ulfiah et al., 2024), but also shapes learners' personalities who have high morality and are ready to face global challenges.

1.1 Literature Review

In the modern era, education is required to continue to develop in order to meet the needs of a dynamic and challenging era. Along with the rapid development of technology and globalization, the education system must be able to adapt to these changes. The learning model applied must be able to equip students with 21st century skills, so that they are ready to face future challenges (Fadhillah et al., 2024).

Social and economic changes triggered by technological advances have changed the demands in the world of work. Today, success depends not only on how much information a person has mastered, but more on how individuals are able to apply their knowledge to solve problems effectively. Therefore, learners need to be equipped with 21st century skills, which include critical thinking, problem solving, creativity, innovation, communication, and collaboration.

In the context of the Industrial Revolution 4.0, automation, artificial intelligence and digitalization play an important role in various sectors. This requires individuals to not only have technical skills, but also flexible and adaptive thinking abilities. Without these skills, learners will find it difficult to compete in an increasingly competitive world of work. Therefore, education systems around the world need to adapt their curricula and teaching methods to prepare learners for global challenges.

Education has a central role in the progress of a nation. A country with a good education system will be able to produce quality human resources, which in turn can encourage economic growth, social stability and technological progress. Education also plays a role in creating a society that is more aware of its rights and obligations, so that it can actively participate in national development.

Along with the times, innovations in various fields, especially in technology, have brought major changes in the world of education. Technology is now not just a tool, but has become an integral part of the learning process. Therefore, educational institutions need to adopt more innovative approaches in teaching and learning methods. By making optimal use of technology, education can produce graduates who not only have broad insights, but also have skills that are relevant to the needs of the world of work and social life in the era of globalization.

The Indonesian government has set national education standards to ensure that every educational institution organizes effective and efficient learning (Ilham et al., 2024). Based on Government Regulation (PP RI) Number 19 of 2005 concerning National Education Standards, Article 19, each education unit is responsible for designing, implementing, assessing and supervising the learning process. The purpose of this policy is to create a learning environment that is interactive, fun, challenging and motivates students to develop optimally.

2. METHOD

In this study, researchers used Classroom Action Research with the Kemmis and McTaggart model (Kemmis et al, 2014). This model was chosen because it provides a systematic approach in identifying learning problems and designing corrective actions iteratively through cycles of planning, implementation, observation, and reflection (Zainuri et al., 2024; Supriatna, 2020). In this study, researchers sought to improve student learning outcomes by applying the Problem

Based Learning (PBL) method, which emphasizes problem solving as the main way of learning.

The PBL method was chosen as an alternative action because this approach encourages students to think critically, actively discuss, and understand the material more deeply. By using PBL, students do not only memorize the material of QS. Al-Hujurat and related hadith, but also able to understand its meaning and application in everyday life (Wildan, 2019). In addition, this method is also designed to increase student involvement in learning (Lastri, Kartikowati, & Sumarno, 2020), so that they are more motivated and enthusiastic in participating in the teaching and learning process (Syifa, Zakiyah & Fattah, 2023).

This research was conducted in class IV UPTD SD Negeri 9 Jangka, with the main focus on improving student learning outcomes in understanding QS. Al-Hujurat and related hadith. Through the application of PTK with the PBL method, it is expected that students can show improvement in both cognitive, affective, and psychomotor aspects. Thus, this research not only contributes to the improvement of student learning outcomes (Larisa et al., 2023), but also to the development of more innovative and effective learning strategies in the elementary school environment (Ilham et al., 2023).

3. RESULT AND DISCUSSION

3.1 Pre-Cycle

Pre-cycle is a stage where students have not received classroom action research treatment, and the learning process in the classroom still uses conventional methods without the application of the Problem Based Learning (PBL) model. Before carrying out the research, researchers first made observations of the condition of the class, students, and teachers during the learning process. The results of the observation showed that some students paid less attention to the lessons delivered by the teacher, only a few were active in the discussion, as well as the lack of enthusiasm of students when learning took place. The method used at that time was still conventional, where the teacher acted as the main source of information while students acted more as passive listeners.

Based on the data obtained, the learning outcomes of students in class IV UPTD SD Negeri 9 Jangka in the subject of Al-Qur'an Hadith are still relatively low. The average student score only reached 44 out of a maximum score of 100, with a percentage of students who completed learning of 36%, while those who did not complete reached 64%. This shows that the pre-cycle learning results are still not optimal. Therefore, research is needed with the application of the Problem Based Learning (PBL) learning model to improve student learning outcomes, encourage active participation, and increase student understanding in the learning process.

3.2 Cycle I

In the planning stage, the author prepares research tools that cover various important aspects in the learning process. These devices include a Learning Implementation Plan (RPP) consisting of basic competencies, learning outcomes, indicators, learning objectives, learning materials, learning methods, learning steps, tools and resources/materials, and assessment or

scoring. In addition, the author also compiled student observation sheets and student learning outcomes sheets as evaluation instruments. Furthermore, various learning media were applied sequentially to support the effectiveness of learning. The teacher also gave students the opportunity to answer questions verbally in order to increase their interaction and understanding of the material being taught.

In the implementation stage, the lesson plan that has been prepared previously is fully implemented in the classroom. The learning process begins with opening activities which include greetings, prayers, apperception, and motivating students. In the core activities, problem-based learning begins with the teacher asking questions to orient students to the problems to be discussed. Furthermore, the teacher forms heterogeneous groups consisting of several students to encourage cooperation in learning. Teachers also guide individual and group investigations, support students in developing and presenting their work, and assist in the process of analyzing and evaluating the problem solving that has been done. Finally, in the closing activity, the teacher evaluates the entire learning process and draws conclusions with students about the material that has been learned.

Observations were conducted thoroughly from the beginning to the end of the learning process in Cycle I. This observation aims to record various aspects of student participation in learning, such as the level of concentration, enthusiasm in participating in lessons, responsibility in doing assignments, and students' courage in asking and answering questions. The data obtained from these observations became the basis for assessing the effectiveness of the application of the Problem Based Learning (PBL) learning model and for determining improvement steps in the next cycle.

In the reflection stage, analysis was carried out based on student learning outcomes obtained through formative sheets in Cycle I. From the data collected, it is known that there is an increase in student learning outcomes. A total of 43% of students were in the “Very Good” category, 43% were in the “Good” category, while 7% of students were in the “Fair” category, and another 7% were in the “Poor” category. These results indicate that most students have achieved a better understanding of the material taught through the application of the problem-based learning model (Priyanti, & Nurhayati, 2023).

Based on the results of observation and reflection, it can be concluded that the application of the Problem Based Learning model in Cycle I had a positive impact on improving the quality of learning. The improvement of students' learning outcomes seen from the category shift to a higher level shows the effectiveness of this method in improving students' understanding of the material. Therefore, this learning model can continue to be developed and refined so that student learning outcomes are optimized in the next learning cycle.

3.3 Cycle II

In the planning stage of Cycle II, the steps taken were basically the same as the action planning in Cycle I. However, in this cycle there were additional actions in the form of providing solutions for students whose learning outcomes were still in the “Poor” or “Fair” category. The purpose of this additional action was to improve their learning outcomes to reach the “Good”

or “Very Good” category. The approach used includes more intensive guidance, using more varied methods, and providing additional motivation to students who need more support in understanding the material.

At the implementation stage, the previously designed lesson plans were fully implemented in the learning process. Learning activities began with an opening that included greetings, prayers, apperception, and motivating students. Furthermore, in the core activities, the teacher asks questions to students to orient them to the problems to be discussed. The teacher then forms heterogeneous groups so that students can learn collaboratively in small groups. In this stage, the teacher also guides students in conducting investigations, assists them in developing and presenting work, and directs them in analysing and evaluating the problem-solving process. The learning process ends with a closing activity, where the teacher evaluates the students' learning outcomes and draws conclusions together.

Observations were made from the beginning to the end of the learning process in Cycle II to record the level of student participation in learning activities. The aspects observed included students' concentration, enthusiasm in participating in learning, responsibility in completing tasks, and courage in asking and answering questions. This observation aims to evaluate the effectiveness of the method applied as well as to assess the extent to which the students' learning outcomes have improved after the corrective action is given.

After the implementation of the actions in Cycle II, students' learning outcomes obtained through formative sheets were analysed. Based on the data collected, there was a significant increase in student learning outcomes. Out of a total of 14 students, 72% were in the “Very Good” category, 21% in the “Good” category, while the “Fair” category did not exist, and only 7% of students were still in the “Poor” category. Comparison with Cycle I learning outcomes shows a clear improvement, where in Cycle I only 43% of students reached the “Very Good” category.

To determine the improvement in student learning outcomes from Pre-Cycle to Cycle II, a quantitative data comparison analysis was conducted. In the Pre-Cycle, only 14% of students were in the “Very Good” category, while in Cycle I it increased to 43%, and in Cycle II it reached 72%. Meanwhile, the “Good” category decreased from 57% in Pre-Cycle to 43% in Cycle I, and decreased again to 21% in Cycle II. The absence of students in the “Fair” category in Cycle II indicates an improvement in learning quality, while students in the “Poor” category remained at 7%.

The results of classroom action research in order to improve the learning outcomes of fourth grade students of UPTD SD Negeri 9 Jangka with Problem Based Learning Model on the material QS. Al-Hujurat: 13 and related Hadiths showed significant changes. Since the implementation of this model in cycle I, there has been an increase in student participation and understanding of the material taught. Although there were still some students who had not achieved maximum results, overall, the application of this learning model began to have a positive impact in increasing students' active involvement in the learning process.

The improvement in the quality of learning was increasingly visible in cycle II, where all students managed to achieve good and very good learning outcome categories. This shows that the problem-based approach is able to help students develop a deeper understanding of the material QS. Al-Hujurat: 13 and related Hadiths. In addition, students also become more independent in finding solutions and understanding concepts more applicable. With more active interaction between students and more structured guidance from the teacher, their learning outcomes have increased significantly compared to the previous cycle.

Thus, it can be concluded that the application of the Problem Based Learning Model is effective in improving the learning outcomes of students in class IV UPTD SD Negeri 9 Jangka on the material QS. Al-Hujurat: 13 and related Hadiths. This model not only helps improve students' understanding of the material, but also trains critical thinking and problem-solving skills that are indispensable in learning. The success of this classroom action research shows that innovative learning strategies can have a positive impact on the overall quality of learning.

4. CONCLUSION

The implementation of the Problem Based Learning Model (PBL) on the material from Al-Hujurat verse 13 and related Hadiths proved to be able to improve the learning outcomes of students in class IV UPTD SD Negeri 9 Jangka. Although initially the increase in learning outcomes was not significant, the application of this model gradually showed a positive impact, especially from cycle I to cycle II, where the percentage of students who achieved excellent scores increased from 43% to 72%. In addition, the PBL model also increased students' activities in problem solving and their involvement in the learning process. However, for more optimal results, further development is needed, especially in the use of more varied and interesting learning media, as well as longer time to see the long-term impact of the implementation of this model.

ETHICAL CONSIDERATIONS

Students have the liberty to select their objectives and engage in activities as part of their educational experience, and their participation in the study was entirely voluntary. The instructor or student is provided with a thorough explanation of the study's objectives, methodology, and potential hazards prior to the commencement of the research project. In order to ensure the privacy of the participants and disseminate information to broader educational communities, the results of this study will be published in an academic setting. This study adhered to the ethical principles that were established to ensure the reliability and objectivity of the research procedure.

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