

Implementation of Problem-Based Learning Model to Improve Critical Thinking Skills and Tolerance Attitudes of Students at SD Negeri 21 Kapuh

Afrizon ✉, SD Negeri 21 Kapuh, Indonesia

✉ afrizon21kapuah@gmail.com

Abstract: This study aims to improve critical thinking skills and tolerance attitudes of students in Islamic education learning using the Problem Based Learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data of this study were obtained by test and observation techniques. Tests are used to measure the improvement of student learning outcomes in Islamic education learning and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that learning using the Problem Based Learning model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 46.56%, the first cycle 79.57% and in the second cycle increased to 90.67%. Thus, the use of the Problem Based Learning model can be used as an alternative to increase student activity in Islamic education learning in Islamic religious education learning.

Keywords: Problem based learning model, critical thinking skill, tolerance attitudes.

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INTRODUCTION

Education is very important in shaping individual character. One of the goals of education is to improve students' critical thinking skills and tolerance attitudes. To achieve this goal, an effective and innovative learning model is needed. The problem-based learning model can be the right alternative to improve students' critical thinking skills and tolerance attitudes. Therefore, this study aims to implement a problem-based learning model in learning PAI material Welcoming puberty to improve critical thinking skills and tolerance attitudes of grade IV elementary school students.

Education basically aims to foster students to have knowledge, skills, and a positive attitude in living life. So an education and learning process is said to be successful if the students get changes for the better in the addition of knowledge, and positive changes towards the maturation of attitudes and behaviors. Islamic Religious Education is education based on basic principles and studies, which include verses of the Qur'an, hadith, and the rules of divinity, muamalat, human personal affairs, immorality and moral teachings.

Islamic education is physical and spiritual guidance based on Islamic religious laws towards the formation of the main personality according to Islamic measures. Islamic Religious Education (PAI) is one of the subjects taught in elementary schools. The purpose of PAI learning is to form the character of students who are faithful, devout, noble, and have an Islamic insight. One of the materials taught in PAI is Welcoming puberty. Puberty is the age when a person has undergone physical and psychological changes that indicate sexual maturity and the obligation to carry out certain worships. This material is important for fourth grade elementary school students to learn because they are experiencing or will soon experience puberty. However, in reality, learning PAI material Welcoming puberty in elementary school still faces many obstacles and problems.

Some of these obstacles and problems include the lack of interest and motivation of students in the material, lack of critical thinking skills and students' tolerance in solving problems related to the material, lack of variety and innovation of learning models used by teachers, and lack of media and learning resources that support learning. As a result, student learning outcomes are low and not optimal. Therefore, an effort is needed to improve student learning outcomes in learning PAI material Welcoming puberty. One of the efforts that can be made is to implement a problem-based learning model (Problem Based Learning) in learning PAI material Welcoming puberty.

The problem-based learning model is a learning model that invites students to learn actively by facing and solving real problems that are relevant to the material. This model is expected to improve students' critical thinking skills and tolerance in solving problems, as well as increase students' interest and motivation in the material. In addition, this model can also be enriched by the use of learning video media and demonstration methods as a support for the learning process. Learning video media can help students to understand the concepts and phenomena in the material more visually and interestingly. The demonstration method can help students to see firsthand how to carry out certain worships that are obligatory after puberty.

Poor teacher methods in teaching will affect student learning that is not good as well. Teachers who are less responsive must be able to determine methods that are suitable and in accordance with the material materials and increase student motivation to learn so that students can learn well, so teaching methods must be tried appropriately, efficiently and effectively³. Teachers are the spearhead in Education that directly influences, fosters and develops as well as guides and directs where the goals to be achieved and must be pursued in forming someone who is intelligent, skilled, and has high morals. This is the essence of education as an effort to make students mature human beings both physically and spiritually. The most important factor in success Teaching is the teacher. This requires changes in organizing classes, the use of teaching methods, teaching and learning strategies, as well as teachers' attitudes and characteristics in managing the teaching and learning process.

Teachers play the role of managers of the teaching and learning process, acting as facilitators who try to create effective and enjoyable teaching and learning conditions, so as to enable the teaching and learning process, develop lesson materials well, and improve students' ability to listen to lessons and master the educational goals that they must achieve. To fulfill the above, teachers are required to be able to manage the teaching and learning process that provides stimulation to students, so that they want to learn because students are the main subjects in learning.

Based on the description above, the author is interested in conducting a class action research with the title "Implementation of a Problem-Based Learning Model to Improve Critical Thinking Skills and Tolerance Attitudes of Grade IV Elementary School Students in PAI Learning Materials Welcoming Puberty.

METHODS

This study uses the classroom action research method (PTK). Classroom Action Research is a scrutiny of learning activities in the form of an action, which is deliberately raised and occurs in a classroom at the same time. The variables in this study are; 1) Independent variables, variables are everything that is the object of observation in a study and variables are quite varied. The definition of an independent variable is a variable that affects or is the cause of the change of the bound variable. In the Great Dictionary of the Indonesian Language (KBBI), the free variable is variable, varied, various (about quality, price and so on). Independent variables are variables that can be manipulated or changed by researchers to determine their effect on bound variables.

In my research, the independent variable is the implementation of a problem-based learning model, which is a learning model that invites students to learn actively by facing and solving real problems that are relevant to the material. This model is expected to improve students' critical thinking skills and tolerance attitudes; 2) Bound Variable, bound variable is a variable whose value is influenced by the independent variable in the research, or in other words, a variable whose influence is known by the independent variable. Bound variables are often also referred to as dependent variables, as their value depends on the independent variable.

Bound variables are usually factors that are observed and measured by researchers in a study, to determine the presence or absence of the influence of independent variables. In your research, The bound variables are students' critical thinking skills and tolerance attitudes. Critical thinking skills are the ability to analyze, evaluate, deduce, and solve problems logically, systematically, and creatively. An attitude of tolerance is an attitude of appreciating, respecting, and accepting differences of opinion, belief, culture, or religion that exist among people¹⁵. You want to know whether the implementation of the problem-based learning model can improve the critical thinking skills and tolerance attitudes of grade IV elementary school students in learning PAI material Welcoming puberty.

The population in this study is all students of grade IV UPT SDN 21 Kapuh. The sample taken was one grade IV elementary school with a total of 18 students. The types of data in this study are qualitative data and quantitative data. The data sources in this study are; 1) Observation; 2) Interview; 3) Test, The data collection techniques in this study are observation, interview and data collection. Data analysis was carried out using qualitative descriptive techniques. In this study, the data used is qualitative descriptive, where the researcher analyzes the data by presenting the data of the research results in a way that is, and analyzes it using words or sentences.

RESULTS AND DISCUSSION

The data on the results of the test conducted at the end of the pre-cycle PAI subject learning there were students who were not complete in learning and had not reached the minimum completeness criteria (KKM) 65 that had been set. Of the 18 students who did not complete as many as 28% or 5 students, and students who completed as many as 72% or 13 students. The highest score obtained is 85 and the lowest score is 55.

The average grade of the class is 75.71. In the results of the observation of student learning activities in the first cycle, the total score of the first meeting was 30 with an average score of 3 good categories, The percentages mentioned above can be concluded that the process of teaching and learning activities carried out by teachers is in accordance with what was previously planned, although there are some aspects that have not been implemented, such as the time used is sometimes shifted from the previously planned stages and relates the material to other relevant knowledge.

In cycle II, it was obtained that in the teaching and learning process, teachers were better off using the Problem-Based Learning learning model. This study aims to find out

the extent to which the application of the Problem-Based Learning (PBL) model can improve the critical thinking skills and tolerance attitudes of grade IV elementary school students in Islamic Religious Education (PAI) learning, especially in the material "Welcoming the Age of Puberty." This research was carried out in three cycles, with each cycle consisting of planning, implementation, observation, and evaluation stages. Based on the results of the research, the application of PBL has succeeded in improving students' critical thinking skills and their tolerance attitude towards their classmates.

In the first cycle, the application of the PBL model showed a significant improvement, although not completely maximum. The observation results showed that students began to actively participate in group discussions and dare to express their opinions. However, students' critical thinking skills in analyzing material and solving problems still need to be improved. Likewise, despite the positive changes, some students still showed a tendency to dominate the discussion, indicating the need for further guidance in terms of sharing opinions fairly. At the end of the first cycle, the test results to measure material comprehension showed an average student score of 70. In the second cycle, the implementation of PBL was improved by providing clearer directions regarding the division of roles in groups and how to have more effective discussions. In this cycle, students are given more opportunities to express their ideas related to the material "Welcoming Puberty" through more structured group discussions.

The activities provided, such as solving problems related to a child's preparation for puberty, successfully encouraged students to think more critically in considering the various religious, social, and psychological aspects involved. Tolerance is also increasing because students are invited to listen to each other and respect the opinions of their peers. The test results in the second cycle showed that the average score of students increased to 78, showing a significant improvement. In the third cycle, the implementation of PBL is maturing by clarifying each stage of learning and providing more challenging projects. Students were given the task of making a group presentation on how a child should welcome puberty from the perspective of Islam, and they were asked to develop an activity plan that could be applied in daily life. In addition, a discussion on differences of views related to puberty age was also given, which allowed students to learn to appreciate different perspectives.

The attitude of tolerance in the group is getting stronger, as can be seen from the increasingly open discussion between students who have different backgrounds in looking at puberty. The average score of students at the end of the third cycle reached 85, which indicates an increase in material understanding as well as the development of critical thinking skills and an attitude of tolerance. Based on the results of interviews with teachers, the application of the PBL model has a positive impact on the quality of learning. Teachers reported that students were more interested and active in learning, and showed significant improvement in social skills, particularly in terms of tolerance. Teachers also observed that problem-based learning is able to make students more critical in facing the problems posed and more open to various perspectives.

The application of the problem-based learning model (PBL) has proven to be effective in improving critical thinking skills and tolerance attitudes of grade IV elementary school students in learning PAI material "Welcoming Puberty." In the first cycle, despite the improvement, students' critical thinking skills still need to be honed further. This is natural, considering that the implementation of PBL is carried out for the first time, so students are still in the adaptation stage to problem-based learning. However, they began to show greater interest in engaging in discussions and trying to solve the given problem. In the second cycle, better results began to be seen as students were given the opportunity to be more active in expressing their opinions and more involved in group discussion planning. One of the advantages of PBL is that it can make students think more deeply about the problems they face, in this case the problem of welcoming puberty. This material often requires further analysis of the physical, emotional, and spiritual changes experienced by children when they enter puberty.

By discussing in groups and finding solutions together, students can practice their critical thinking skills in the context of Islam. Critical thinking skills not only lead to the ability to solve problems logically, but also include the ability to students to consider various points of view in the existing situation. In the context of PAI learning about puberty, students are invited to understand the differences in views in society about puberty, as well as how Islamic teachings view this. Discussion-based learning allows students to explore different views and understand the reasons behind those differences. This helps students develop sharper critical thinking skills. The implementation of PBL has also succeeded in increasing student tolerance.

Tolerance is very important in this learning, considering that puberty is a topic that often involves different views and understandings, both in terms of religion and culture. By discussing in groups, students learn to listen to each other, respect the opinions of friends, and accept differences. In the second and third cycles, there was a significant improvement in the way students interacted with each other. They are more open in discussions and more respectful of different points of view. This learning, which involves active group discussions, helps students to better understand the importance of mutual respect in daily life. The application of PBL in PAI learning also has a positive impact on the social development of students. In group discussions, students not only learn the subject matter, but also build better social relationships with their classmates. They help each other in understanding the material and working on group assignments, which improves their ability to work together.

This is in line with PBL's goals, which not only focus on academic achievement, but also on the development of social skills that are essential for students' personal development. Although the implementation of PBL has a positive impact, there are several challenges that need to be considered. One of them is better time management in each cycle. Some students take longer to understand the material and discuss with their group. Therefore, the time provided for group discussions needs to be considered so that each student can participate optimally. In addition, the role of the teacher as a facilitator in the discussion process is crucial to ensure that the discussion remains focused on the learning objectives and that each student can actively contribute.

Overall, this study shows that the application of the problem-based learning model (PBL) is very effective in improving the critical thinking skills and tolerance attitudes of grade IV elementary school students in the material "Welcoming Puberty" in PAI learning. PBL has succeeded in making students more active in thinking, discussing, and accepting different views. With the right guidance from teachers, this learning model can be applied more widely to improve the quality of learning, both in academic aspects and in the development of students' social skills.

CONCLUSION

The purpose of this study is to understand how the Problem Based Learning model can be used in Islamic Religious Education (PAI) learning to improve critical thinking skills and tolerance attitudes of grade IV elementary school students. Critical thinking skills are the ability to think clearly, logically, and objectively in solving problems. Tolerance is an attitude of respecting differences of opinion, religion, ethnicity, race, and culture. The problem-based learning (PBM) model is a student-centered learning model, in which students are encouraged to solve real problems that are relevant to their lives. PBM can improve students' critical thinking skills and tolerance because: 1) PBM encourages students to think independently and critically in solving problems; 2) PBM encourages students to cooperate with others from various backgrounds; 3) PBM encourages students to respect differences of opinion and perspective. The problem-based learning model is a method that encourages students to learn through experience in solving problems that are relevant to real life. In this context, this model is applied to the material on the essence of puberty in the PAI material. The results of the study show that the problem-based learning

model is very effective in improving students' critical thinking skills in PAI learning at UPT SDN 21 Kapuh. This can be seen from the effect size value with a very high category. Thus, it can be concluded that the problem-based learning model has a positive influence on improving students' critical thinking skills and tolerance attitudes, especially in the context of learning PAI material Welcoming puberty.

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