

Efforts to Improve Student Learning Motivation in Islamic Education Learning through the Problem Based Learning Model at SD Negeri 10 Lundar

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Abstract: This study aims to improve student learning motivation in Islamic education learning with the problem based learning 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 for 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 through problem based learning learning model can improve student learning motivation 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 47.56%, the first cycle 75.67% and in the second cycle increased to 88.77%. Thus, the use of the problem based learning learning model can be used as an alternative to increase student motivation in Islamic education learning in Islamic religious education learning.

Keywords: Problem based learning model, learning motivation, islamic education.

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INTRODUCTION

Learning motivation is a drive or drive from oneself in the learning process to get optimal learning results. Motivation is closely related to the learning outcomes achieved by students, the higher the motivation, the higher the learning outcomes achieved, on the other hand, if the learning motivation is low, the learning outcomes achieved are also low. One of the subjects that needs more attention is Islamic Religious Education. Islamic Religious Education (PAI) has an important role in shaping the character and personality of students. One of the materials taught in PAI is reading the Qur'an, including the letter Ad-Dhuha. This letter not only contains a deep meaning, but also has a reading law that needs to be understood by students, such as the law of reading tafkim and tarqiq.

However, in practice, many students have difficulty understanding and applying the reading law, which has an impact on their interest in learning. The problems that the researcher found in the PAI lesson on QS Reading material. Ad-Dhuha with the correct

law of reading tafkim and tarqiq in grade VI of SD Negeri 10 Lundar after making observations in class it was seen that the students of class VI totaling 20 people, only 8 of them were active and had high motivation to learn, while the rest still had low enthusiasm or motivation to learn, as seen from the attitude of students who often threw out meaningful words that were easy to give up and pessimistic before learning began and when given assignments in class.

Student learning motivation in PAI subjects is often influenced by the learning methods used. Conventional learning methods, such as lectures, often make students feel bored and less involved in the learning process. Therefore, a more interactive and interesting approach is needed, one of which is the Problem-Based Learning (PBL) model. This model encourages students to actively participate in learning by solving problems that are relevant to the material being studied.

By implementing PBL, it is hoped that students can better understand the law of reading tafkim and tarqiq in reading the letter Ad-Dhuha, as well as increase their interest in learning so that their learning outcomes will increase. The application of the PBL model in PAI learning is expected to create a more dynamic and fun learning atmosphere. Students not only learn theory, but can also directly put it into practice in a real context. This is important to improve students' understanding of the material being taught, as well as foster their interest and motivation to learn more deeply. Thus, this study aims to explore the effectiveness of the PBL model in increasing students' interest in learning about reading Ad-Dhuha letters with the law of tafkim and tarqiq reading.

METHODS

This type of research is Class Action Research (PTK) which aims to increase the learning motivation of grade VI students in reading Q.S. Ad-Dhuha with the law of reading tafkim and tarqiq through the application of the Problem-Based Learning (PBL) learning model. This study uses a qualitative approach to obtain in-depth data and measure the effectiveness of the implementation of the learning model. The PTK model used is the Kemmis and McTaggart model, which consists of four stages, 1). Planning; 2). Implementation of actions (acting); 3). Observing; 4). Reflecting. This research consists of two variables, namely free and bound variables.

The population in this study is all grade VI students of SD Negeri 10 Lundar for the 2024/2025 school year which is 24 students. The sample of this study uses a total sampling technique, where the entire population (20 students) is used as a research subject. This is done to obtain comprehensive data on student learning motivation in the context studied. The data used in this study are two, namely qualitative and quantitative. Data sources consist of primary data sources and secondary data sources. Primary data is data obtained directly from grade VI students of SD Negeri 10 Lundar through observations, questionnaires, interviews, and learning evaluation results. Secondary data is data obtained from school documents, such as student attendance lists, previous academic grades, as well as literature related to Q.S. Ad-Dhuha and PBL learning models. The data collection techniques carried out in this research are observation, LKPD, evaluation sheets/tests.

Bodgan, Biklen said data analysis is the process of systematically tracking and organizing transcripts, interviews, field notes and other materials collected to improve understanding of these materials so that they can all be presented to others. Because this study uses naturalistic research steps, data analysis is carried out directly in the field along with data collection. Data analysis is data from all respondents or other data sources collected. Data analysis is carried out qualitatively and quantitatively at the end of each learning cycle as well as student learning outcome data, the data analyzed includes data on

the results of student activity observations. Where the data from the observation of student activities includes several components that will be observed or assessed from student activities during learning. The criteria used are very active (SA), Active (A), Less Active (KA), and Inactive (TA).

RESULTS AND DISCUSSION

In this study, the research process was carried out for 2 cycles. And each cycle is carried out during one meeting or three hours of lessons. The stage in cycle I has 4 stages in carrying out the research process, namely (1) planning, (2) implementation, (3) observation, (4) reflection. At this planning stage, there are several things that need to be prepared by the researcher, namely the researcher prepares a learning implementation plan, prepares teaching materials about the law of reading tafkīm and tarqīq, determines the appropriate learning method where in cycle 1 the researcher uses the Problem Based Learning method then added to preparing lecture learning methods, demonstrations, and individual exercises to provoke students' critical thinking in the PBL learning process, prepare learning media, prepare Student Worksheets (LKS) related to the practice of reading Surat Ad-Dhuha, then prepare assessment instruments and evaluation instruments in the form of reading tests and observation sheets. The preparation of the teaching module is carried out by improving according to the input and suggestions from the supervisor and pamong teacher.

Based on the results of research conducted at SD Negeri 10 Lundar in the 2023/2024 school year, it can be concluded that the application of the Problem Based Learning (PBL) learning model is effective in increasing the learning motivation of grade VI students, especially in QS reading materials. Ad-Dhuha with the correct recitation of tafkīm and tarqīq. Before the implementation of PBL, most students showed low interest in learning the Qur'an, especially in learning the law of proper reading. However, after the implementation of the PBL model, students showed a significant increase in their motivation and liveliness during learning. The PBL model succeeded in creating a more interactive and collaborative learning environment, where students worked in groups to solve problems related to the application of tafkīm and tarqīq reading laws. With this model, students not only listen to explanations from teachers, but they also actively seek solutions and discuss existing problems. This encourages them to understand the material more deeply, and improve their critical thinking skills in solving problems related to the recitation of the Qur'an. In addition, the implementation of PBL increases students' confidence in reading QS. Ad-Dhuha. When students work in groups and give each other feedback, they feel more comfortable making corrections to their reading.

This reduces fear or embarrassment when reading and improves reading, which was previously an obstacle in the learning process. By participating more actively, students feel more responsible for their own learning progress and that of their classmates. The application of the PBL model also allows students to be more open in asking questions and expressing the difficulties they face in reading the Qur'an. Students feel that they not only rely on the teacher as a source of information, but can also learn more independent with the support of classmates. This shows that the PBL model not only improves material comprehension, but also improves students' social skills, such as communication and cooperation. However, although PBL has proven to be effective in improving student motivation and learning outcomes, challenges related to time management are still a factor that needs to be considered. Discussion-based and collaborative learning requires enough time for all students to be actively involved and gain optimal understanding. Therefore, teachers need to do careful time planning so that the process of discussion, problem solving, and reflection can run effectively. In addition, the results of this study show that although most students have shown improvement in their understanding of the laws of tafkīm and tarqīq reading, some students still face difficulties in applying the correct laws of reading consistently. This shows that the PBL

model, although effective, still needs further reinforcement in some aspects, such as more intensive practice and learning that focuses more on the application of reading laws in different contexts.

The application of the PBL model in learning the Qur'an at SD Negeri 10 Lundar has succeeded in increasing students' motivation and understanding in QS reading material. Ad-Dhuha. Therefore, it is recommended that this model can be applied sustainably in other schools to improve the quality of PAI learning. With a more interactive and collaborative approach, students can gain a better understanding and more easily internalize religious teachings in daily life. Overall, this study provides evidence that the application of the PBL learning model can increase student motivation and learning outcomes in reading the Qur'an with correct reading laws. By paying attention to the aspects of time management and improving practice for students who experience difficulties, the PBL model can be an effective method to advance the quality of Islamic religious education, especially in improving the correct reading skills of the Qur'an.

Preparing an observation sheet of student activities is designed to observe and assess student involvement, student attention, student interest and teacher activities. The actions taken in the learning process refer to the planning of actions that have been made. The implementation in cycle I was carried out for 1 meeting or three hours of lessons, which was carried out on Friday, December 20, 2024 at SD Negeri 10 Lundar. The researcher's observations include related to students' readiness to participate in learning, focus on learning, active in participating in learning using the Problem Based Learning model, the ability to conclude the material and all the facts that occur during the learning process.

The research on classroom actions in cycle II was carried out according to the solutions obtained from the reflection stage in cycle I and then applied according to actions to overcome problems in the implementation of the PBL method in PAI learning class VI QS reading material. Ad-Dhuha with tartil in accordance with the law of tafkim and tarqiq reading faced in cycle I. At this planning stage, there are several things that need to be prepared by the researcher, namely the researcher prepares a learning implementation plan, prepares teaching materials about the law of tafkim and tarqiq reading, determines the appropriate learning method where in cycle II the researcher uses the Problem Based Learning method then added to preparing a group discussion learning strategy, and individual exercises to provoke students' critical thinking in the PBL learning process, preparing learning media, learning resource videos, compiling Student Worksheets (LKS) related to the practice of reading Surat Ad-Dhuha, then compiling assessment instruments and evaluation instruments in the form of reading tests and observation sheets.

The preparation of the teaching module is carried out by improving according to the input and suggestions from the supervisor and teacher as well as the results of reflection from cycle I. Preparing an observation sheet of student activities is designed to observe and assess student involvement, student attention, student interest and teacher activities. The actions taken in the learning process refer to the planning of actions that have been made. The implementation in cycle II was carried out for 1 meeting or three hours of lessons, which was carried out on Monday, December 23, 2024 at SD Negeri 10 Lundar. In cycle II, learning has been carried out using the Problem Based Learning motto on QS Reading material. Ad-Dhuha with tartil according to the law of reading tafkim and tarqiq, the learning outcomes of students increased compared to the first cycle even though they had used the Problem Based Learning model, namely the condition in the first cycle of 50% of students completed and 50% of students who did not complete, and after maximizing the use of the Problem Based Learning method with a group discussion strategy in the second cycle so that it increased to 80% of students who completed and 20% of students who did not complete.

Thus, the application of learning to QS Reading material. Ad-Dhuha with tartil according to the law of reading tafkim and tarqiq using the Problem Based Learning motto

in cycle II can be categorized as good in increasing students' learning motivation, and has been maximized, and can improve student learning outcomes with a very good category.

The research conducted at SD Negeri 10 Lundar in the 2024/2025 school year aims to increase the learning motivation of grade VI students in QS reading materials. Ad-Dhuha with the correct law of reading tafkim and tarqiq through the Problem Based Learning (PBL) learning model. The results of the study showed an increase in student motivation in participating in learning. Before the implementation of the PBL model, most students showed a lack of interest and activity in learning to read the Qur'an, especially in understanding the laws of proper reading.

However, after the implementation of the PBL model, students are more enthusiastic and actively involved in learning. They are more enthusiastic in learning the laws of tafkim and tarqiq readings and are more confident in reading correctly. The application of the PBL model also shows a positive impact on students' understanding of the law of reading tafkim and tarqiq. In each learning session, students are given the opportunity to solve problems related to the application of the right reading law to QS. Ad-Dhuha. This model encourages students to work in groups, discuss the problems they face, and help each other to find solutions, so that they can better understand the correct reading concepts. In addition, students are more open to asking questions and expressing difficulties they face, which was previously difficult to do without learning methods that encourage active interaction. Application of the Problem Based Learning (PBL) model in learning QS reading material. Ad-Dhuha has been proven to increase student motivation in learning. One of the important aspects of PBL is the active involvement of students in the learning process that begins with the provision of problems that must be solved.

In this context, the problem given focuses on the application of the correct law of tafkim and tarqiq reading. With this approach, students not only receive information passively, but also actively engage in the problem-solving process, which makes learning become more interesting and fun. Students who previously found it difficult or not interested in the law of reading the Qur'an, are now beginning to show a better understanding and a desire to learn more deeply. By discussing in groups, students can exchange knowledge and deepen their understanding of tafkim and tarqiq. They also feel more confident because they can give each other corrections to their classmates' readings, which improves the quality of learning collectively. In this case, the PBL model not only improves students' comprehension, but also helps them develop social skills, such as communication and cooperation.

In addition, the implementation of PBL provides space for students to be more active in asking questions and correcting the mistakes they make in reading QS. Ad-Dhuha. Learning becomes more interactive because students are given the opportunity to identify errors in reading laws and find solutions together with their peers. This process not only makes students better understand how to read correctly, but it also encourages them to learn in a more in-depth and thorough way. However, the challenge faced during the implementation of PBL is time management. This discussion-based and collaborative learning requires more time to ensure that each student is actively involved and acquires optimal understanding.

Therefore, teachers need to plan the right time allocation so that every part of the learning process, from problem solving to reflection and evaluation, can be carried out effectively. Nonetheless, these challenges can be overcome with good management and flexible time adjustments. Overall, this study shows that the application of the Problem Based Learning (PBL) model is able to increase students' motivation and understanding in QS reading material. Ad-Dhuha with the correct recitation of tafkim and tarqiq. Students' activeness in group discussions and problem-solving has a positive impact on their learning outcomes. Therefore, PBL can be an effective model to be applied in learning the Qur'an, especially in improving motivation and reading skills correctly.

CONCLUSION

Based on the results of research and discussion, the use of the PBL method can increase the motivation to learn PAI of grade VI students of SD Negeri 10 Lundar, Panti District. The increase in student learning motivation is characterized by the success criteria that have been determined, namely $\geq 75\%$ of students who get the same or more KKTP scores, the KKTP applied for PAI subjects at SD Negeri 10 Lundar, Panti District is 75. After maximizing the use of the PBL method, students become more motivated so that it is evident in the PAI learning outcomes that increase in the summative test at the end of learning, where out of 10 students there are 8 (80%) students who have scored above KKTP while in cycle 1 only 5 students have scored above KKTP, then there are 2 (20%) more people who have not scored below KKTP, while in the first curriculum there were 5 students who received grades below KKTP. The average score of learning outcomes from cycle I to cycle II also increased, from 72 to 83.

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