

Improving Students' Interest in Islamic Education Through Problem-Based Learning: A Case Study of Grade IV at SDN 262 Panyilekan

Ihsan Malik Amrullah

UIN Sunan Gunung Djati Bandung, Indonesia

Email: ihsanmalikamrullah@gmail.com

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Abstract

This research is motivated by the low interest of students in Islamic Religious Education (PAI) caused by conventional teaching methods and a lack of relevance between materials and real-world contexts. Moral and character issues among the youth have created an urgency for educators to optimize PAI as a foundation for character building. This study employs Classroom Action Research (CAR) with a cycle model consisting of planning, acting, observing, and reflecting. The subjects were fourth-grade students at SDN 262 Panyilekan Bandung for the 2023/2024 academic year. Results indicated a significant increase in learning interest following the implementation of the Problem-Based Learning (PBL) method. In Cycle I, the student success rate reached 63% with an average score of 75. After refinements in Cycle II, the success rate surged to 92% with an average score of 88.65. Based on questionnaire results, students felt more enthusiastic, focused, and found the material easier to understand through a problem-solving approach supported by audiovisual media. In conclusion, the PBL method is effective in increasing students' interest and active participation in PAI learning.

Keywords

Learning Interest; Islamic Education; Problem-Based Learning; Classroom Action Research

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INTRODUCTION

In the contemporary era, the crisis of morality and the degradation of character among the younger generation have become deeply concerning global issues, and Indonesia is no exception. Various negative phenomena such as bullying, free association, and sexual violence often involve minors as both perpetrators and victims. Within the scope of education, Islamic Religious Education (PAI) plays a crucial role as the front guard in shaping the morality and character of students to possess noble manners and ethics (akhlak). However, reality in the field shows that the effectiveness of PAI learning is often hindered by low student learning interest. This decline in interest is triggered by various systemic factors, one of which is the traditional, monotonous teaching methods used by teachers, which focus excessively on lectures and textual memorization without active student involvement.

Teaching methods that lack interactivity cause students to feel bored, unmotivated, and prone to passivity during the learning process. A dense but inflexible curriculum adds psychological pressure on students, leading them to view religious material merely as memorization without practical relevance in their daily lives. The ideal condition expected in PAI learning is the creation of a learning environment where students feel actively engaged through an interesting, enjoyable, and meaningful process. Therefore, an innovation in learning methods is required to stimulate student curiosity and provide real world experience in problem solving. The Problem-Based Learning (PBL) method emerges as a strategic solution to improve the quality of interaction and student learning interest through an authentic problem solving approach relevant to modern developments.

RESEARCH METHOD

This study is a Classroom Action Research (CAR) conducted at SDN 262 Panyilekan, Bandung, West Java. The subjects in this study were all fourth-grade students for the 2023/2024 academic year. This location was chosen due to unique phenomena regarding student characteristics that require a more modern and interactive learning approach to balance the development of information technology. The study began on Monday, May 20, 2024, and proceeded in cycles according to the needs for data improvement in the field.

The research stages followed the standard CAR flow consisting of planning, acting, observing, and reflecting. Data collection techniques used included both test and non test techniques. The research instruments consisted of a set of test questions to measure cognitive understanding levels at the end of the cycle, interview guides to deepen the perspectives of teachers and students, as well as observation sheets and learning interest questionnaires via Google Forms to assess student activity and responses to the methods used. The criteria for successful action were determined based on the increase in student learning outcomes exceeding the minimum mastery standard (KKM) and positive changes in learning interest during the process.

RESEARCH RESULT AND DISCUSSION

In the initial condition before the action was taken, the learning interest of fourth-grade students at SDN 262 Panyilekan was classified as low. This was evident from the students' lack of enthusiasm in understanding PAI material and pre-test results showing student discomfort with conventional lecture methods. Teachers rarely provided interactive communication, leading students to feel no desire to deepen material considered boring. As an initial improvement step, Cycle I was conducted with planning including the creation of a problem-based lesson plan (RPP), determination of learning objectives, and preparation of audiovisual media.

The implementation of Cycle I focused on introducing the PBL method through visual media demonstrations and identifying student needs regarding the problems presented. Observations during this cycle showed initial improvement, but it had not yet reached the expected target. The class average score in Cycle I reached 75 with a success rate of 63%, where only 15 out of 24 students reached mastery. The lowest score remained at 50, indicating that several students still struggled to adapt to the problem-solving model. Reflection on Cycle I found weaknesses in the learning video content, which was deemed less engaging, as well as technical glitches during the presentation of material, which then became the basis for improvements in the next cycle.

Cycle II was conducted on Monday, May 27, 2024, with more effective strategies and optimization of multimedia facilities. Improvements focused on providing stimuli in the form of simple questions that triggered student curiosity and the use of higher-quality audio-visual media and interactive games to support PBL implementation. In this cycle, the interaction between students and the teacher became far more communicative. Students were no longer passive; instead, they were active in asking questions and providing opinions regarding solutions to the problems discussed in groups.

Quantitative data in Cycle II showed a very satisfying surge in achievement. The students' average score increased sharply to 88.65, with the lowest score rising to 70 and the highest score remaining at 100. The learning success percentage reached 92%, where 24 out of 26 students succeeded in exceeding the KKM. Furthermore, the learning interest questionnaire results supported these data; 100% of students stated they were more enthusiastic when the teacher used videos or games in explaining material, and 96.2% of students felt happy learning using video/animation/ice breaking. Although students' questioning ability still required further stimulus (only 38.5% asked questions frequently), the level of focus and understanding of material was much better compared to learning using text-books alone. Overall, the improvements in Cycle II successfully overcame technical and psychological barriers, creating a cheerful, competitive, yet meaningful learning atmosphere.

CONCLUSION

Based on the entire series of classroom action research conducted, it can be concluded that the application of the Problem-Based Learning (PBL) method has a very significant positive impact on increasing student learning interest in PAI subjects in Grade IV at SDN 262 Panyilekan. This is empirically proven through the increase in the class average score from 75 in Cycle I to 88.65 in Cycle II, as well as the increase in classical mastery from 63% to 92%. The use of audiovisual media and a problem-solving approach made students feel comfortable, happy, and motivated because they were directly involved in the process of discovering knowledge. PBL successfully changed the religious learning paradigm from passive to communicative and interactive, so that PAI material is not only understood cognitively but also desired affectively by the students.

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