

The Application of Problem-Based Learning Model to Improve Learning Outcomes of Hindu Religious and Character (*Budi Pekerti*) Education of Fifth-Grade Students at SD Mahardika

I Kadek Sudiarta¹, Ni Rai Vivien Pitriani²

¹Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, Indonesia

²Sekolah Tinggi Agama Hindu Negeri Mpu Kuturan Singaraja, Indonesia

¹sudiarta.spdh@gmail.com

Abstract

The Hindu religious education learning process should be designed systematically to achieve the objectives (1) to develop and improve the quality of *Sraddha* (belief) and *Bhakti* (piety) of the people through providing, emphasizing, appreciating, and practicing the Hindu religious teachings, and (2) building a Hindu society that can realize the *Moksartham Jagathita* values in its life. Based on the pretest results in October on the student learning outcomes of Hindu religious and character (*Budi Pekerti*) education of fifth-grade students at SD Mahardika Denpasar, it showed that the level of student learning completeness was still below the Minimum Completeness Criteria (KKM). The cause of the low learning completeness values of students was that it was below the Minimum Completeness Criteria (KKM). It can be identified from most students who still have difficulty and often forget to understand the subject matter provided. The reason was that the teacher still functions as the primary source of learning that provides knowledge to students instead of being a student facilitator. Students only pay attention to explanations, accept the teacher's examples, and are never directly involved in solving problems. This study aimed to determine how the best implementation of applying the Problem-Based Learning model improves the learning outcomes of Hindu religious and character (*Budi Pekerti*) education in fifth-grade students at SD Mahardika Denpasar. The research method used in this study was the Classroom Action Research (PTK) method. The research was conducted in several stages or cycles. Reflection on cycle I was carried out to determine the steps for improvement in cycle II. Based on the evaluation data of student learning outcomes that have been carried out from activities in cycle I and cycle II showed a significant increase. The evaluation results of the learning outcomes of fifth-grade students at SD Mahardika Denpasar in the 2022/2023 academic year showed an increase in the student learning outcomes in Hindu religious and character (*Budi Pekerti*) education lessons.

Keywords: Improvement; Learning Outcomes; Problem-Based Learning

Introduction

Hindu religious education is one of the lessons that must be learned as a requirement in completing education at all levels of education, namely elementary, junior high, and high school levels. Hindu religious education is designed for students, especially Hindus, to develop students' religiosity (Sudiani et al., 2019). Hindu religious education aims to develop and improve human quality in terms of *Sraddha* (belief) and *Bhakti* (piety), students toward God Almighty through training, appreciation, and practice of Hindu religious teachings so that they become dharmic Hindus and they can realize the noble ideals of *Moksartham Jagadhita* (Sudiani et al., 2019).

Creating a conducive and pleasant learning environment (condition) system is necessary to achieve the objectives of Hindu religious teachings. The teaching and learning process is conducive if all students can be actively involved mentally, physically,

and socially. Therefore, the teacher is assumed to be the motor of the educational journey, and the learning facilitator of students who are expected can see the level of deficiencies experienced by students. In addition, supporting efforts to foster students' *Sraddha* and *Bhakti* in practicing Hindu religious values to become a dharmic Hindu society also requires professional and competent educators in their fields. A competent teacher is a teacher who masters and understands learning materials, the student's character, learning can educate students intellectually, and has a dynamic and intelligent personality in making decisions, planning, and implementing learning activities.

In the learning process, students freely explore themselves to find and solve faced problems and can work together with their groups. It will be more interesting for students to direct their attention rather than listen to information provided by the teacher. Therefore, it is necessary to innovate by creating a conducive and attractive learning environment in Hindu religious learning so that students can develop Hindu values and apply them in society. It will indirectly improve the learning outcomes of these students.

Based on the initial evaluation results on the learning outcomes of Hindu religious education and character (*Budi Pekerti*), especially fifth-grade students at SD Mahardika in Denpasar, it shows that the level of student learning completeness is still below the Minimum Completeness Criteria (KKM) value determined by the school. The cause of students' learning completeness is still below the KKM value can be seen from the fact that most students still find it difficult and often need to remember to understand the given subject matter. It is because the teacher functions as the primary source of learning, not a facilitator. In addition, the teacher tends only to present knowledge to students, and students only pay attention to the explanations and examples the teacher gives without being directly involved in problem-solving and constructing their knowledge. Learning activities still need to be improved in developing the interaction process between students and students, between students and teachers, and between students and the learning environment.

Based on the problems found, the researcher applies the learning model Problem-based learning to improve the learning outcomes of Hindu religious education and character (*Budi Pekerti*) of fifth-grade students at SD Mahardika Denpasar. According to Hosnan (2014), Problem-Based Learning is learning that uses real (authentic) problems that are ill-structured and open-ended as a context for students to develop problem-solving and critical thinking skills and build new knowledge. By solving these problems, students acquire or build specific knowledge and, at the same time, develop critical thinking and problem-solving skills. Therefore, the researcher chose the Problem-Based Learning method to improve student's learning outcomes at SD Mahardika Denpasar.

Several researchers have researched applying the Problem-Based Learning method in the learning process. One of them is entitled application of Problem-Based Learning Model at SDN Wonorejo 01, which shows that the application of the Problem-Based Learning learning model can improve the mathematics learning outcomes of second-grade students of SDN Wonorejo 01 (Sukmawati, 2021). Other studies have also obtained positive results, namely Problem-Based Learning can improve science learning outcomes during the COVID-19 Pandemic (Mulyani, 2020). In addition, several related studies also show that applying Problem-Based Learning can make students interested and motivated to participate in learning (Astuti, 2019). Teachers are essential in preparing and implementing this learning method in this research. Therefore, a plan is needed in the form of appropriate learning syntax and includes appropriate teaching materials.

Method

Classroom action research is research carried out by a teacher to overcome problems that occur in the class during learning. It was carried out to improve the learning process in their performance as teachers. Hence it is expected can improve student learning outcomes. Classroom Action Assessment is the right way for teachers to improve their educational services to students and the community in terms of learning in the classroom. It aligns with the characteristics of class action research: teachers' effort to improve the learning process towards a more effective and innovative direction to improve student learning outcomes. This study was located at SD Mahardika Denpasar, located at Bypass Ngurah Street No. 32 Tohpati Sanur. This study was conducted three months in the first semester, from October to December. The study subjects were 15 fifth-grade students of SD Mahardika Denpasar, consisting of ten male students and five female students. Data related to the research results used in this study was in the form of data expected to provide an overview of the successes and shortcomings of a study. Data collected in the study were as follows:

1. Score or the sum of the work results carried out individually or in groups on assignments and practice questions that have been done;
2. Statements from teachers and students obtained in the learning process and understanding of the material provided;
3. Observation results made through direct observation by teachers of learning activities carried out by teachers and students through prepared observation instruments;
4. Field notes from a series of students' learning processes carried out during the study.

Data sources of this study were secondary and primary data. Primary data is sourced from informants who provide accurate and valid information and data on the research object under study. The study informants were 15 fifth-grade students at SD Mahardika Denpasar, namely five females and ten males. It was a consideration to be the basis of the study to determine the extent of the student's success in following the learning process carried out by applying the Problem-Based Learning learning model in learning Hindu religious and character (*Budi Pekerti*) education. Secondary data is data from student learning outcomes collected by other people or researchers who become supporting data for a study. This study's secondary data was data from the Principal of SD Mahardika Denpasar as supporting data. Other types of secondary data used were activities, location-related data, and other documentation.

This study used the research model of Kemmis and McTaggart. In this model, there were four crucial component stages, including the planning stage, the action stage, the observation stage, and the reflection stage. In the implementation process, this learning model combined the action and observation stages into one action process because action and observation can be carried out simultaneously at the implementation stage. The components in the learning model were one stage of the action cycle carried out in one learning process.

The study started with the planning stage, which departed from the researcher's initial reflection results by drafting and determining the core of the problems of the learning situation at hand. Furthermore, it continued designing observation instruments to record the facts that occurred during the action process. As well as a) preparation of learning activities by making a Lesson Plan (RPP) formulating the learning material to be given; and b) compiling assessment instruments in the form of tests and non-tests and attitude observation instruments.

The next stage was to carry out actions in learning which was the design implementation process and, at the same time, the stage of carrying out the observation stage of the running learning process. During the activity, students were given the

freedom to solve the problems given in discussing unsolved problems. After the learning process was completed, students were invited to conclude the learning activity results discussed and ended by carrying out tests as a form of evaluation. At this stage, observations were carried out in the context of collecting data needed to find out how the learning process results were carried out in the cycle using observation instrument sheets, both attitude and skill observation. At this stage, it was also necessary to carry out an assessment that included students' understanding of the material given and various obstacles that arose in learning activities.

At the end of the stage, reflection was carried out on applying actions implemented in learning. Reflection is a review of the performance of the cycle, the strengths or successes that have been achieved, and the shortcomings or weaknesses that still exist in implementing actions in each cycle to determine steps as an improvement effort for the next cycle. Before the reflection stage was carried out, it was necessary to analyze the data to be used as a reference basis for the reflection process. All stages carried out in this study were components in compiling a cycle of classroom action research.

The thing that underlies the use of the classroom action research research model from Kemmis and McTaggart was that the research stages were straightforward actions that allowed it to be understood easily. Another reason was that this research model was related to problems faced in a class that required a solution through classroom action research. Therefore, a research model was needed suitable for the problems or obstacles faced in the learning process the description of Kemmis and McTaggart's classroom action research model can be seen as follows.

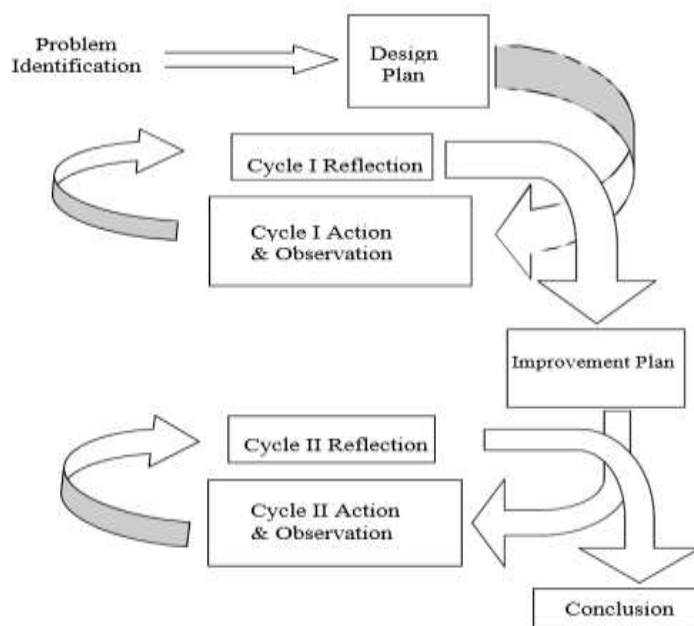


Figure 1. Basic Model of the Classroom Action Research Cycle
(Source: Kemmis and McTaggart (Kasbolah, 1998))

Data collection techniques in this research used test and non-test techniques. Tests related to Hindu religious and character (*Budi Pekerti*) education subjects could be in written form. It was used to determine how the improvement occurred regarding student learning outcomes. Non-test techniques could be carried out by observing, recording documentation, and recording field studies. In non-test techniques, observations were carried out to find information related to the students' attitudes and the activities of teachers in the learning process of Hindu religious and character (*Budi Pekerti*) education. The technique of analyzing data used related to this study was quantitative and qualitative data analysis techniques. Qualitative data were obtained by analyzing data

from observations, field studies, and documentation in three stages. According to Miles and Huberman (Sugiyono, 2013), these three stages were data reduction, data presentation (data display), and conclusion (verification). These three components were interrelated in unity and influenced each other. The researcher carried out observations. Field studies and documentation collection were called the data collection stage because it was collected a lot of data was collected; it was necessary to carry out a reduction stage to sort out the data to be used. It continued with the data presentation after the reduction process. If all these stages have been carried out, then the data verification or conclusion stage was carried out. To conclude, the grouped data must be presented in sentences explaining the teacher's attitudes, skills, and activities.

Quantitative data was obtained from the data analysis results through assessment in the form of evaluation of student learning outcomes in Hindu religious and character (*Budi Pekerti*) education by applying the Problem-Based Learning model in fifth-grade students of SD Mahardika Denpasar. The formulas used in processing quantitative data could be explained as follows.

Quantitative data were obtained from data analysis through assessment in the form of learning outcomes tests of Hindu religious education and character (*Budi Pekerti*) carried out by applying the Problem-Based Learning model for fifth-grade students of SD Mahardika Denpasar. The formulas used in processing quantitative data in numbers could be explained as follows.

How to determine student learning evaluation results, namely as follows.

$$NA = \frac{\sum X}{M}$$

Where:

NA = Final Value

$\sum X$ = Total score obtained

M = Total maximum score (Djamarah, 2015)

By using qualitative techniques. The calculation results of the student learning outcomes test could be classified using the score guidelines and the completeness of the predetermined learning outcomes as follows:

Table 1. Categories and Criteria for Student Learning Completeness

Criteria	Classification	Value Range	Learning Completeness
A	Very Good	92 - 100	Completed
B	Good	83 - 91	Completed
C	Sufficient	75 - 82	Completed
D	Less	0 - 75	Not Completed

Indicators of student learning outcomes in fifth-grade students at SD Mahardika Denpasar in Hindu religious and character (*Budi Pekerti*) education through the Problem-Based Learning learning model can be said to be completed if the minimum achievement is 75 or 75% individually and reaches 85% classically.

Results and Discussions

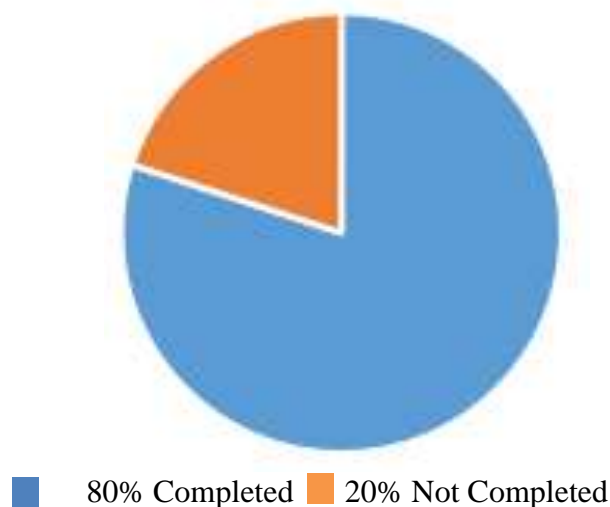
In the preparation stage, the teacher prepares a Lesson Plan (RPP) aligned with the learning model applied in Problem-Based Learning. In addition, the teacher also requires to prepare Student Worksheets (LKPD) and prepare observation instruments to observe teacher and student activities. Furthermore, the teacher prepares evaluation sheets for tests and non-tests to determine the student's learning outcomes. Before the classroom action implementation, the teacher coordinates the use of observation instruments with the observer.

The action stage of the cycle was carried out on Tuesday, December 6, 2022, starting at 10.20 to 12.05 wita. The learning process was carried out under the Lesson Plan (RPP), consisting of three stages: preliminary activities with an allocation of 15 minutes, core activities with an allocation of 70 minutes, and closing activities with 20 minutes. The preliminary activities began with several activities, such as 1) giving greetings, prayers, and checking the students' attendance; 2) ice breaking; 3) exploring students' knowledge and linking it to the material that will convey; and 4) conveying the objectives, benefits, and learning and assessment methods. In this activity, the teacher designs learning activities centered on students. It means that students play a more active role in the learning process, and the teacher is only a facilitator, where students are invited to explore and solve problems and be able to explain them.

In this learning process, the teacher divided and explained the tasks to students to avoid any confusion in the learning process or discussion. During the discussion activities, the teacher played an important role in monitoring and supervising the course of the discussion and guiding each group through input or advice. Furthermore, student representatives from each group presented their discussion results in front of other groups. In contrast, other groups listened and asked questions if the material could not be understood. If there are errors or questions, the presenting group will provide responses related to the problems or questions raised. For groups that carried out presentations well, they received rewards in the form of praise and applause, while groups that were still lacking and not maximized were given reinforcement and motivated.

In the last activity of the cycle 1 stage, an evaluation of assignments/exercises was carried out to find out how the level of student achievement related to the learning that had been carried out, in this case, the application of the Problem-Based Learning learning model. Furthermore, students carried out a reflection of learning and closed with the teacher and students clapping together to motivate themselves for the success of the learning process. Based on the student observation results related to learning Hindu religious education and characters in cycle 1 by applying the Problem-Based Learning model, there was an increase even though some obstacles and problems arose during the learning process. From the existence of these problems, the researcher held a reflection to be improved in the next cycle to maximize the student's achievement. The improvement in student learning outcomes can be seen in the following diagram, where 12 out of 15 students (80%) have reached completeness, three students (20%) have not completed, 84.5% of the classical completeness value.

Graph 1. Student Completeness

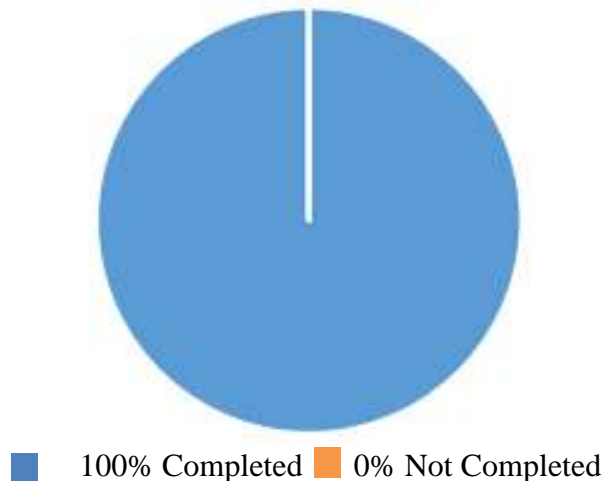


The observation results of all teacher activities in the learning process carried out through various indicators, which included lesson planning, preliminary (starting the lesson, motivating, apperception and delivering learning methods), core activities (learning presentation with the suitable model, evaluation), and closing activities (reflection, conclusion). The suitability of use in the use of learning media timeliness, which shows the teacher's process of implementing learning, was quite good. However, the teacher still needed to improve the material preparation, material presentation, and implementation of the observation. The next stage after the implementation of the action was a reflection on the learning activity process that have been carried out in cycle 1. Many things could have been improved, such as students' lack of understanding of the material presented. It was because many students needed to be more focused on participating in learning and working on the Student Worksheets (LKPD) given, and some groups needed to be able to carry out discussions properly. Only a few students were active in discussions, and others were passive. From these problems, the researcher planned new actions to overcome these problems, which would be applied in the next cycle. The action plans that would be implemented were 1) the researcher gave concrete problems in the field to be solved in discussions to increase students' understanding of the material presented, 2) in filling out student worksheets (LKPD), the researcher divided students into their respective groups in working on LKPD, and 3) after the material presentation and discussion was completed, students were invited to conclude the results of the learning process and to reflect on the process of activities that take place so that each student knows their shortcomings.

At the research stage of cycle II, the teacher began by preparing a lesson plan (RPP) that had made improvements related to the shortcomings that arose in cycle I. In addition, the teacher also prepared observation instruments for observing the learning process and activities and assessment instruments to determine student learning outcomes. The implementation of actions in cycle II was carried out on Monday, December 12, 2022, from 10.20 to 12.05 wita. Learning activities were carried out through three stages: preliminary activities with an allocation of 10 minutes, core activities for 50 minutes, and closing activities for 15 minutes. In the preliminary activities, several activities were carried out: the teacher greetings, motivating students, conveying apperceptions, and explaining the learning methods applied. In the core activities, the teacher divided students into several groups. Then, the teacher distributed student worksheets (LKPD) that each group must do. Previously, the teacher also explained how to technically work on student worksheets (LKPD) so that students did not get confused during the discussion. The teacher monitors and observes the implementation of activities during learning by going around to each group and providing occasional guidance. The next stage was that students (groups) presented their discussion results in front of other groups while other groups provided responses related to group presentations. If there were problems discussed, the teacher first allowed fellow students to respond and made improvements. Then, the teacher would add or correct if there were still shortcomings. Students with good presentation and discussion results would get appreciation and praise, while groups whose percentage was still lacking would be motivated and given reinforcement.

The final activity of cycle II was carried out with evaluation activities to find out how the achievement of student learning outcomes, carried out reflections and conclusions and closed learning activities by clapping together to motivate themselves. There was a remarkable increase based on the observation results of student learning outcomes carried out in cycle II. It could be seen from the learning outcomes with an average score of 89.3% with 100% classical completeness.

Graph 1. Student Completeness



The observation results of teacher activities during learning also showed an increase in the preparation of the learning process, material presentation, selection of methods used, carrying out evaluations was good, and guidance to students related to the implementation of the learning process was also in the good category. It significantly affected the student learning outcomes, so there was an increase.

Conclusions

Based on the research and data analysis results, the model application can improve the learning outcomes of fifth-grade students at SD Mahardika in Denpasar. The results showed a Minimum Completeness Criteria (KKM) of 75 with the previous class average value of 79 with classical completeness of 46.7% with a category of less before the implementation of the action. However, after implementing the action in cycle I experienced an increase of 4.5%, namely with an average value of 84.8 with a good category, and classical completeness reached 80% in the cycle. Furthermore, it also increased significantly after implementing improvements in cycle II where the average value of student learning outcomes reached 89.3 with a good category, and the classical completeness achieved was 100%. The problem-Based Learning model provides opportunities for students to learn actively in the learning process. It can be seen that students were enthusiastic about discussing during learning. Students exchanged opinions, hence could build a pleasant learning situation, and students took part in the learning process not only as listeners.

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