Analysis of The Use of Problem-Based Learning Model in Improving Learning Outcomes of Hindu Religious Education in Grade V Students of UPT SD Negeri 6 Arawa Sidrap

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Abstract

The learning process does not teach students to work together in groups, resulting in less active learning. Students also lack the critical thinking skills required to solve problems. This issue arises due to teachers' lack of knowledge and the absence of innovative learning models. Consequently, it leads to low student learning outcomes, necessitating research to examine this matter. The objective of this study is to analyze the implementation of a problem-based learning model in improving the learning outcomes of Hindu religious education in grade V students of UPT SD Negeri 6 Arawa, Sidrap Regency. The research approach employed is qualitative research with the type of library research. Data sources include books, scientific journals, magazines, newspapers, and other relevant information. The informants were selected based on their relevance to the topic under study. Research instruments comprised books, scientific journals, and other relevant documents. The data collection technique employed was documentation study, while qualitative content analysis was used for data analysis. The findings indicate that the problem-based learning model is an appropriate choice for teachers who wish to develop students' analytical abilities, enable them to apply existing knowledge in new situations, and encourage independent and responsible problem-solving skills. This model enhances students' critical, analytical, systematic, and logical thinking abilities, enabling them to find alternative solutions to problems through empirical data exploration, ultimately fostering a scientific attitude. In conclusion, the use of problem-based learning models can improve learning outcomes in Hindu religious education in grade V students of UPT SD Negeri 6 Arawa Sidrap.

Keywords: **Problem-Based Learning; Qualitative Research; Library Research**

Introduction

The problem-based learning (PBL) model is a learning approach that places a problem at the center of the learning process. In this model, students engage in a project or activity to create a product. According to John Dewey, a social critic and education philosopher, problem-based learning involves a process of interaction between stimuli and responses, where students and the environment interact with each other. The environmental conditions provide students with assistance and problems, while students utilize cognitive processes to effectively interpret the assistance and investigate, assess, analyze, and find solutions to the problems they face (Saputra & Sudarsana, 2023). This strategy utilizes real-life problems to enhance critical thinking, problem-solving skills, and the acquisition of essential concepts.

The organization of the learning process by adults primarily focuses on activities led solely by the teacher, resulting in passive students who are not actively engaged in the learning process. Students learn individually without collaborative group work, leading to a deficiency in creative and innovative thinking when it comes to problem-

solving. Therefore, the implementation of the problem-based learning model becomes crucial in a contextual manner. In reality, many educational outcomes do not equip students with the ability to independently solve problems. Instead, they often become part of the problem itself. The problem-based learning strategy is suitable for development when teachers aim to cultivate students' skills in analyzing situations, applying existing knowledge in new contexts, and solving problems independently and responsibly.

Problem-based learning is rooted in the theory that learning is an active process in which learners construct knowledge. Modern cognitive psychology asserts that learning occurs through the actions of learners, with teaching playing a facilitative role in supporting learners' knowledge construction activities. Teachers should focus on assisting learners in acquiring self-directed learning skills. Problem-based learning addresses this need by presenting problems as learning stimuli, placing learners in problem-solving situations, and assigning the teacher the role of facilitating the learning process and monitoring problem-solving activities. Problem-based learning is an instructional approach that utilizes real-world problems as a context for students to develop critical thinking and problem-solving skills, as well as to acquire essential knowledge and concepts in a subject area. It aims to stimulate higher-order thinking in problem-oriented situations, enabling students to learn how to learn.

Methods

The research method used is qualitative with the type of library research, that is looking for literature data related to the use of problem-based learning models. Data sources come from books, scientific journals, magazines, newspapers, and other sources of information. The technique of determining informants used is selection based on relevance, means that choosing informants who are in accordance with the topic being studied. The research instruments used were books, scientific journals and other documents. The data collection technique used is documentation study, then analyzed using qualitative content analysis. The research object used is the use of the Problem Based Learning model. While the research subjects are grade V students of UPT SD Negeri 6 Arawa, Sidrap Regency who are Hindu and involved in the application of the Problem Based Learning model in Hindu religious education learning.

Results and Discussion

This learning model aims to encourage students to learn through a variety of real problems in everyday life that are related to the knowledge they have or will learn (Jutawan & Sudarsana, 2024). The problems posed in the Problem Based Learning model, are not "ordinary" problems or not just "exercises". Problems in PBL demand an explanation of a phenomenon. The focus is on how students identify learning issues and then find alternative solutions. The use of the Problem Based Learning (PBL) Learning Model can improve student activity and learning outcomes in Hindu religious education subjects at the elementary level. Previous research has shown that the application of the PBL model in Hindu religious education learning can have a positive impact on student learning outcomes.

The same thing is also found by researchers in a study that the application of the PBL model in learning Hindu religious education at SDN 2 Bukian has also been carried out and shows an increase in student learning outcomes. This shows that the PBL model can be applied effectively in the context of Hindu religious education. In this study, the research subjects were grade V students of UPT SD Negeri 6 Arawa, Sidrap Regency. This study aims to analyze the use of the PBL model in improving student learning outcomes in Hindu religious education subjects at that level. The research data obtained through literature study are as follows:

1. Problem Based Learning Model

Problem in essence, the learning program aims not only to understand and master what and how something happens, but to provide an understanding of "why it happens". Based on this problem, problem-based learning is very important to be applied. Basically, the ultimate goal of learning is to produce students who have the knowledge and skills to solve problems faced in their lives, both problems within themselves and problems in social life. To produce students who have reliable competence in problem solving, a series of problem-solving learning strategies are needed that can be applied in learning.

The problem-based learning model is a learning approach where students work on authentic problems with the intention of compiling their own knowledge, developing inquiry and thinking skills, developing independence, and self-confidence (Fachrurazi, 2011). Problem-based learning in English can be termed problem-based learning is a learning approach by confronting students with open-ended practical problems through stimulus in learning (Santyasa, 2008).

Problem-based learning is often called problem solving method, reflecting thinking method or scientific method. Other terms that are essentially the same, but have been developed in different forms and ways are called the project method, discussion method with various types, discovery method with various types, and experimental method. all of these methods start from a problem, thus, there will be many similarities in all these methods.

There are some problems that can be used as learning models. Problems can occur due to gaps or shortcomings between what is expected and reality, or between theory and practice. For example, in theory, if someone studies hard, they will get a hightest score. But on the contrary, a student has studied hard, but the results are still low. The difference between what should be and what happens in reality raises questions to find answers and at the same time solutions. According to Wena (2011) said that problem-based learning is a learning strategy by exposing students to practical problems as a foothold in learning or in other words students learn through problems, meaning that problem-based learning is learning that gives students problems to make learning more challenging and make students' minds more creative and more active.

2. Basic Concepts and Characteristics of Problem Based Learning Model

a. Basic Concepts of Problem Based Learning (PBL) Model

Problem-Based Learning model is known by various names such as Project Based-Learning, Experience Based Education, Authentic Learning, Anchored Instruction, Problem Based Learning, and so on. Broadly speaking, PBL consists of activities that present students with authentic and meaningful problem situations that can make it easier for students to conduct investigations (Ibrahim, 2005).

Hmelo Silver (Savery, 2006) is more inclined to describe problem-based learning as a learning method (for teachers), while students learn through problem solving on a complex or ill-structured problem, which does not only have one kind of solution. In this model, students work in groups collaboratively to identify what they need to learn to solve the problem, direct their independent learning, apply their new knowledge to the problem, and reflect on what they have learned and the effectiveness of the strategies they have used. European psychologists Jean Piaget and Lev Vygotsky are leaders in the development of the concept of constructivism. It is on this concept that problem-based learning is based. Piaget's research, which studied how children think and the processes associated with the development of intelligence, explained that children carry the potential for curiosity from birth and are constantly trying to understand the world around them. Curiosity motivates children to actively construct true images of their environment.

At all stages of development, however, children's need to understand their environment motivates them to investigate and construct theories that explain that development (Arends, 2008).

b. Characteristics of Problem Based Learning Model

Problem-based learning is the use of a wide range of intelligences needed to confront real-world challenges, the ability to deal with novelty and complexity (Tan, 2000). The characteristics of problem-based learning model, including:

1) Problems become the starting point for learning.
2) The problems raised are problems that exist in the unstructured real world.
3) Problems challenge students' existing knowledge, attitudes and competencies, requiring the identification of learning needs and new areas of learning.
4) Problems require multiple perspectives
5) Self-directed learning is paramount
6) Utilization of diverse sources of knowledge, use, and evaluation of information sources is an essential process in PBL.
7) Learning is collaborative, communication, and cooperative
8) The development of inquiry and problem-solving skills is as important as the mastery of content knowledge to find a solution to a problem.
9) The openness of the process in PBL includes the synthesis and integration of a learning process and
10) PBL involves evaluation and review of student experiences and learning processes.

According to Arends, the problem-based learning model has the following characteristics:

1) Question or problem posing, means that problem-based learning organizes teaching around questions and problems that are both socially important and personally meaningful to students. According to Arends, the questions and problems posed must meet the following criteria:
   a) Authentic, means that the problem must be more rooted in the real world life of students than rooted in the principles of certain disciplines.
   b) Clear, means that the problem is formulated clearly, in the sense that it does not create new problems for students.
   c) Easy to understand, means that the problems given should be easy to understand and made according to the level of student development.
   d) Broad and in accordance with learning objectives, means that the problem covers all subject matter to be taught in accordance with the time, space and resources available and is based on predetermined learning objectives.
   e) Helpful, means that the problems that have been compiled and formulated must be useful, that is, they can improve students' problem-solving thinking skills, and generate student learning motivation.
2) Focusing on interdisciplinary linkages, means that although problem-based teaching may be centered on a particular subject (science, mathematics, social sciences), the problem to be investigated has been chosen to be real so that in solving it students review the problem from many subjects.
3) Authentic Inquiry, means that problem-based teaching requires students to conduct authentic investigations to find real solutions to real problems. They must analyze and define the problem, develop hypotheses and make predictions, collect and analyze information, conduct experiments (if needed), make inferences and formulate conclusions.

4) Produce products / works and exhibit them, means that problem-based teaching requires students to produce certain products in the form of real works or artifacts and demonstrations that explain or represent the form of problem solving they find.
5) Collaboration, means that problem-based learning is characterized by students working with each other, most often in pairs or small groups.

c. Nature of Problem in Problem Based Learning Model

The problem used in this learning model is open-ended problems. This means that the answer to the problem is not certain. Every student, even the teacher can develop possible answers. Thus, PBL provides opportunities for students to explore collecting and analyzing complete data to solve the problem at hand. The goal achieved by PBL is the ability of students to think critically, analytically, systematically, and logically to find alternative solutions to problems through empirical exploration of data in order to foster a scientific attitude. The nature of the problem in PBL is the gap between the real situation and the expected conditions, or between the reality that occurs and what is expected. The gap can be felt by unrest, complaints, concerns, or anxiety, therefore the subject matter or topic is not limited to subject matter sourced from books only, but can also be sourced from certain events in accordance with the applicable curriculum.

3. Steps of Problem Based Learning Model

John Dewey (Sanjaya, 2006) explains 6 steps of PBL which is then called the problemsolving method, they are:

a. Formulate the problem
   The first step is to realize that there is a problem that needs to be solved. The teacher introduces a problem or situation that attracts students' attention and triggers curiosity, then students determine the problem to be solved in the form of an interrogative sentence. Students formulate questions or problem statements that are specific and related to the context of the given problem.
b. Analyze the problem
   This is a step where learners critically review the problem from various points of view. Students can conduct group discussions to clarify their understanding of the problem and develop solution steps.
c. Formulate a hypothesis
   Students formulate hypotheses or predictions about possible answers or solutions to the problem at hand. This hypothesis is based on students' prior knowledge and understanding of the problem. In this stage there are various possible solutions according to their knowledge.
d. Collecting data
   Students collect relevant data and information to support or test their hypothesis. They can use various sources of information such as books, journals, the internet, or conduct interviews and observations.
e. Testing the hypothesis
   Students analyze the data they have collected to test the correctness of their hypothesis. They compare the data with the hypothesis that has been formulated and evaluate whether the hypothesis is acceptable or needs to be revised. Then, they draw or formulate conclusions according to the acceptance and rejection of the proposed hypothesis.

4. Advantages and disadvantages of Problem Based Learning

Aripin (2015) in his writing provides several advantages of problem-based learning, including:

a. Realistic to students' daily real life.
b. The learning concepts obtained by students are in accordance with their daily needs.
c. Develops students' curiosity.
d. Students' ability to remember the subject matter longer because it is based on students' own findings.
e. Increase students' ability to find solutions to problems encountered.

In this case, Aripin also provided several things or obstacles faced in problem-based learning, including:

a. It takes a long time to prepare the tools, problems, and concepts to be learned.
b. It takes the teacher's foresight to find problems that are relevant to students' daily lives.
c. There are times when there is a misunderstanding of the concept being studied.
d. It takes a long time to prepare the learning process from the initial stage to the presentation stage.
e. For some students who are less active, or who do not like to face problems will experience boredom with this learning model.

Conclusions

Based on the results and discussion, it can be concluded that the use of problem-based learning model can improve student learning outcomes in Hindu religious education subjects at the elementary school level, including grade V students of UPT SD Negeri 6 Arawa, Sidrap Regency. This is evidenced through documentation studies conducted and seeing various impacts that are the result of empirical activities.

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