

ABSTRAK

Aida. NIM. 240211020059, *Pengembangan Model Problem-Based Learning Berbasis Digital pada Pembelajaran PAI untuk Sekolah Dasar*, Pembimbing I: Dr. M. Ramli, M.Pd dan Pembimbing II: Dr.Hj.Norlaila, M.Ag., M.Pd., pada program studi Pendidikan Agama Islam Pascasarjana UIN Antasari Banjarmasin.

Kata Kunci: *Problem-Based Learning*, pembelajaran berbasis digital, Pendidikan Agama Islam, sekolah dasar, hasil belajar.

Penelitian ini dilatarbelakangi oleh belum optimalnya pembelajaran Pendidikan Agama Islam pada sekolah dasar yang masih berpusat pada guru dan belum memanfaatkan teknologi digital secara maksimal. Penelitian ini bertujuan untuk: (1) menganalisis kebutuhan pengembangan model Problem-Based Learning berbasis digital (PBL-D), (2) mengembangkan model PBL-D pada pembelajaran Pendidikan Agama Islam di sekolah dasar, (3) mengetahui kelayakan dan implementasi model yang dikembangkan, serta (4) menguji efektivitas model terhadap hasil belajar siswa. Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model ADDIE yang meliputi tahap *analysis, design, development, implementation, dan evaluation*. Subjek penelitian adalah siswa kelas IV SDIT Al Ihsan Banjarmasin yang terbagi menjadi kelas eksperimen dan kelas kontrol. Teknik pengumpulan data menggunakan observasi, wawancara, angket, validasi ahli, serta tes hasil belajar (*pretest* dan *posttest*). Analisis data dilakukan secara kualitatif dan kuantitatif melalui uji validitas, uji prasyarat, *paired sample t-test*, *independent samples t-test*, dan perhitungan N-Gain.

Hasil penelitian menunjukkan bahwa: (1) analisis kebutuhan menunjukkan bahwa pembelajaran PAI masih didominasi oleh guru, partisipasi siswa relatif rendah, dan pemanfaatan media digital belum optimal sehingga diperlukan model pembelajaran yang lebih interaktif dan kontekstual; (2) model PBL-D berhasil dikembangkan melalui tahapan ADDIE dengan mengintegrasikan video pembelajaran, LKPD digital, dan media visual interaktif yang sesuai dengan karakteristik siswa sekolah dasar; (3) model yang dikembangkan dinyatakan valid dan layak digunakan berdasarkan hasil validasi ahli serta dapat diimplementasikan dengan baik dalam pembelajaran sehingga siswa lebih aktif dalam kegiatan diskusi dan pemecahan masalah; dan (4) model PBL-D terbukti efektif meningkatkan hasil belajar siswa. Nilai rata-rata *pretest* kelas eksperimen sebesar 65 meningkat menjadi 87 pada *posttest*. Hasil *paired sample t-test* menunjukkan terdapat perbedaan yang signifikan antara nilai *pretest* dan *posttest* (Sig. < 0,05). Hasil *independent samples t-test* menunjukkan nilai rata-rata *posttest* kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Selain itu, nilai rata-rata N-Gain kelas eksperimen sebesar 0,65 (kategori sedang), sedangkan kelas kontrol sebesar 0,10 (kategori rendah).

ABSTRACT

Aida. NIM. 240211020059, *Development of Digitally Problem Based Learning Model in Islamic Education (PAI) for Elementary Schools*, Supervisor I: Dr. M. Ramli, M.Pd and Supervisor II: Dr.Hj. Norlaila, M.Ag., M.Pd., Master's Program in Islamic Education, Postgraduate Program, UIN Antasari Banjarmasin.

Keywords: Problem-Based Learning, digital-based learning, Islamic Education, elementary school, learning outcomes.

This research was motivated by the suboptimal implementation of Islamic Education (PAI) learning at the elementary school level, which remains predominantly teacher-centered and has not fully utilized digital technology in the learning process. The objectives of this study were to: (1) analyze the need for developing a digital-based Problem-Based Learning (PBL-D) model, (2) develop a PBL-D model for Islamic Education learning in elementary schools, (3) examine the feasibility and implementation of the developed model, and (4) investigate its effectiveness in improving students' learning outcomes. This research employed a Research and Development (R&D) approach using the ADDIE model, which consists of the phases of analysis, design, development, implementation, and evaluation. The research participants were fourth-grade students of SDIT Al Ihsan Banjarmasin, who were assigned to an experimental class and a control class. Data were collected through observations, interviews, questionnaires, expert validation, and learning achievement tests (pretest and posttest). Data were analyzed qualitatively and quantitatively using validity testing, prerequisite tests, paired-samples *t*-test, independent-samples *t*-test, and N-Gain analysis.

The findings revealed that: (1) the needs analysis indicated that Islamic Education learning was still largely teacher-centered, student participation was relatively low, and the use of digital media had not been optimized, highlighting the need for a more interactive and contextual learning model; (2) the PBL-D model was successfully developed through the ADDIE stages by integrating instructional videos, digital student worksheets (*LKPD*), and interactive visual media tailored to the characteristics of elementary school students; (3) the developed model was found to be valid and feasible based on expert validation results and was successfully implemented in classroom learning, resulting in greater student engagement in discussions and problem-solving activities; and (4) the PBL-D model proved effective in improving students' learning outcomes. The mean pretest score of the experimental group increased from 65 to 87 in the posttest. The paired-samples *t*-test indicated a statistically significant difference between the pretest and posttest scores ($p < 0.05$). Furthermore, the independent-samples *t*-test showed that the mean posttest score of the experimental group was higher than that of the control group. In addition, the experimental group achieved an average N-Gain score of 0.65 (moderate category), whereas the control group obtained an average N-Gain score of 0.10 (low category).