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# Improving Student Learning Outcomes in Islamic Religious Education (PAI) Learning Through Problem-Based Learning (PBL) Model in Class IV Public Elementary School 05 Lubuk Gadang in The 2024/2025 Academic Year

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**Abstrac**

This study aims to improve student learning outcomes in Islamic Religious Education using the Problem-Based Learning (PBL) model in grade IV students at SDN 05 Lubuk Gadang. The research was conducted in two cycles, with cycle II as a follow-up to cycle I. The results of cycle II showed a significant improvement in student activity, including involvement, understanding of the material, and response to learning media. However, the learning completeness in cycle II only reached 70%, indicating the need for a subsequent cycle to achieve 100% completeness. The study concludes that the PBL model can enhance learning outcomes, but further improvements are necessary to ensure optimal success in the learning process.

***Abstrak***

*Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa dalam pembelajaran Pendidikan Agama Islam dengan menggunakan model Problem-Based Learning (PBL) di kelas IV SDN 05 Lubuk Gadang. Penelitian dilakukan dalam dua siklus, dengan siklus II sebagai tindak lanjut dari siklus I. Hasil siklus II menunjukkan adanya peningkatan yang signifikan pada aktivitas siswa, baik dalam keaktifan, pemahaman, maupun pemahaman. Hasil siklus II menunjukkan peningkatan aktivitas siswa yang signifikan, baik dalam keterlibatan, pemahaman materi, maupun respon terhadap media pembelajaran. Namun, ketuntasan belajar siswa pada siklus II hanya mencapai 70%, sehingga diperlukan siklus lanjutan untuk mencapai ketuntasan 100%. Penelitian ini menyimpulkan bahwa model PBL dapat meningkatkan hasil belajar, namun perlu dilakukan perbaikan lebih lanjut untuk menjamin keberhasilan yang optimal dalam pembelajaran.*

## INTRODUCTION

The Qur'an is the main source of Islamic teachings that every Muslim must learn. As a guide to life that contains revelations from God, the Qur'an guides Muslims to live life with full faith and piety. Apart from being a guide to faith, the Qur'an also teaches moral values and behaviors that must be applied in everyday life, including in carrying out worship and social interactions. Therefore, a deep understanding of the Qur'an is very important to develop a commendable personal character.

One of the surahs in the Qur'an that has an important meaning is QS. At-Tin. This surah not only contains moral and spiritual messages, but also contains teachings that can help a person in developing faith and piety. Memorizing and understanding this surah is expected to strengthen one's aqidah and behavior as a Muslim. Therefore, it is important for students to learn this surah well, so that they can implement the values contained in it in their lives.

However, in practice, the learning process of Islamic Religious Education (PAI) in schools often faces challenges, especially in understanding and teaching materials related to the Qur'an, including certain chapters such as QS. At-Tin. Students often find it difficult to understand the meaning and message contained in this surah due to the lack of appropriate and interesting learning methods. This makes the learning process less effective and does not have the maximum impact on the development of students' faith and piety.

Therefore, it is important for a teacher to choose learning methods and models that can stimulate students' thinking and make learning more fun. One of the learning models that can be used to improve student understanding is Problem Based Learning (PBL). This model emphasizes on providing problems relevant to the subject matter, which are then solved by students through discussion and exploration. PBL can improve students' critical thinking skills, as well as help them relate theory to real-life situations.

The PBL model is also very suitable to be applied in PAI learning, especially in Al-Qur'an material. By providing problems related to the values contained in the surah QS. At-Tin, students can more easily understand and internalize the moral messages in the surah. In addition, PBL encourages students to be more active in the learning process and develops their ability to work together with classmates.

Islamic Religious Education (PAI) in schools has a very important role in shaping the character and personality of students. Through this subject, students are expected to understand the teachings of Islam well, as well as practice the values contained therein in everyday life. However, in order to achieve these goals, a learning method is needed that is in accordance with the characteristics of the students and the material being taught. The use of appropriate methods will make it easier for students to understand PAI materials and achieve optimal learning outcomes.

In reality, many teachers still have difficulties in choosing the right models and methods to teach PAI material, especially Qur'anic material. Many students find it difficult to understand the material because the methods used do not suit their needs. Therefore, it is important to conduct research that can identify existing problems in PAI learning, as well as find effective solutions to improve student learning outcomes.

One way to find a solution to this problem is to conduct Classroom Action Research (CAR). PTK is an approach used to improve the learning process through actions taken by teachers in the classroom. Through PTK, teachers can identify problems that occur in learning, design and implement corrective actions, and evaluate the impact on student learning outcomes.

Based on this background, this study aims to improve student learning outcomes in PAI learning through the application of the Problem Based Learning (PBL) model in class IV SDN 05 Lubuk Gadang in the 2024/2025 academic year. It is expected that with the application of PBL, students can be more active in learning, better understand the material taught, and improve their learning outcomes in understanding the surah QS. At-Tin and its application in everyday life.

Through this research, it is hoped that a more effective learning method can be found to improve student learning outcomes in PAI learning. In addition, this research is also expected to contribute to the development of PAI learning in schools, especially in teaching Al-Qur'an material that is more interesting and easily understood by students.

## METHODS

This research uses the Classroom Action Research (PTK) method which focuses on improving student learning outcomes through the application of the Problem Based Learning (PBL) model. PTK was chosen because this method can provide direct solutions to problems faced in learning. The research process consists of several cycles, each of which includes planning, implementation, observation, and reflection. Each cycle is carried out in stages to evaluate the effectiveness of the application of the PBL model in improving students' understanding of Islamic Religious Education material, especially in memorizing and understanding QS. At-Tin.

In the planning stage, researchers develop a lesson plan that refers to the PBL model which has been adapted to the characteristics of students and learning objectives. This plan includes the preparation of materials, learning media, and strategies that will be applied in the learning process. In the implementation stage, learning activities are carried out in accordance with the plan that has been prepared. Students are given tasks to solve problems related to learning materials collaboratively, which encourages them to think critically and actively in the learning process.

Observations were made during the implementation of each cycle to see how students responded to the PBL model. Researchers recorded various aspects that occurred in the classroom, such as interactions between students, their success in completing tasks, as well as their involvement in group discussions. This observation data is very important to assess the extent to which the PBL model can improve students' understanding and their skills in applying the subject matter in real life.

After each cycle, a reflection is conducted to evaluate the learning process that has taken place. This reflection aims to analyze whether the learning objectives are achieved or there are obstacles that need to be improved in the next cycle. Based on the results of the reflection, the researcher will plan the corrective steps to be taken in the next cycle. This process is repeated continuously to ensure continuous improvement in learning.

This research was conducted at SDN 05 Lubuk Gadang, Nagari Lubuk Gadang, Mapat Tunggul District, Pasaman Regency, West Sumatra Province. The selection of this location is based on the consideration that this school needs improvement in the quality of PAI learning, especially in terms of teaching the Qur'an. This research was conducted in the even semester of the 2024/2025 academic year, starting from December to February 2025. The specified research time allows researchers to conduct all stages of research thoroughly, from planning to preparing research reports.

The subjects of this study were fourth grade students of SDN 05 Lubuk Gadang, totaling 10 people, consisting of 2 male students and 8 female students. The selection of these subjects was based on the consideration that grade IV students have sufficient ability and level of development to follow the problem-based learning model. In addition, these students also need a more creative and innovative approach in learning PAI in order to understand the Qur'an material better.

Data collection is done through observation during the implementation of learning, interviews with students and teachers, and learning outcomes tests given after each cycle. The data obtained will be analyzed qualitatively and quantitatively to evaluate the effectiveness of the PBL model in improving student learning outcomes. The results of this analysis will be used to determine whether the PBL model can be applied more widely to improve the quality of PAI learning in the school.

By using PTK, this research is expected to make a significant contribution to the development of PAI learning at SDN 05 Lubuk Gadang, especially in improving students' understanding of Al-Qur'an material. Through the application of the PBL model, students are expected to be more active in learning, have a better understanding, and be able to apply the values contained in the surah QS. At-Tin in their daily lives.

## RESULT AND DISCUSSION

### *RESULT*

The results of cycle I showed a significant improvement in several aspects of learning, although there were still a number of obstacles that needed to be corrected. In the pre-cycle implementation, the average student score was 59, with the percentage of completeness only reaching 30%. This shows that most students have not mastered the material optimally. Therefore, in cycle I, the application of the Problem Based Learning (PBL) model is expected to improve the quality of learning and student learning outcomes, especially in understanding Islamic Religious Education material related to QS. At-Tin.

In cycle I, lesson planning was carried out by preparing various teaching materials, modules, and learning media relevant to the topic to be studied. One of the main media used was PowerPoint accompanied by a learning video. The video was intended to trigger discussion and problem solving in class, focusing on the question "Why are humans said to be ahsani takwin?" raised from QS. At-Tin. Through the PBL model, students are expected to be more active in finding solutions to the problem, as well as understanding the meaning contained in the surah.

The implementation of cycle I was conducted in one face-to-face meeting on December 23, 2024. At this meeting, students were divided into small groups, consisting of 3 to 4 people per group. Each group was given the opportunity to discuss and solve problems presented through the media that had been prepared. Students are also invited to relate the material taught to everyday life, which is expected to help them understand the concepts more deeply.

After the learning activities were completed, a formative test was conducted to measure students' understanding of the material that had been taught. From the test results, there was an increase compared to the pre-cycle scores. Nevertheless, the percentage of student completeness in cycle I only reached 60%, namely 6 out of 10 students, while 4 students still did not reach the minimum completeness set, namely 70. This shows that although the application of the PBL model has a positive impact, there are still some students who have not fully understood the material well.

When viewed from the distribution of scores, there are 2 students who get very good scores, 1 student with good scores, and 3 students with fair scores. However, there are 4 students who are still in the poor category, which shows that some students still have difficulty in understanding the material even though they have participated in learning with the PBL model. This data becomes an evaluation material for improvement in the next cycle.

Observations of student activities during the implementation of cycle I showed progress in student engagement. Most students began to actively interact with classmates and showed a positive response to the learning media used. However, there were some students who still lacked focus, were distracted by other things, or did not participate optimally in group discussions. This is a challenge to improve students' motivation and concentration in the next cycles.

Observations also showed that although the PBL model succeeded in increasing students' involvement in discussions, there were still some students who tended to talk to friends outside the group or did not listen to explanations from friends who were presenting the material. This indicates that classroom management and discussion timing need to be improved to ensure all students are actively involved in the learning process.

In the reflection stage, the researcher analyzed the results of the tests and observations during the first cycle. Although there was an increase in learning outcomes, some students still struggled to absorb the material well. This could be due to several factors, such as lack of focus during learning or inability to understand the material in depth. Therefore, some improvements are needed in cycle II, such as increased interaction between students, the use of more varied media, and more efficient time management.

During cycle I, some emerging problems were also noted, such as the inactivity of some students in listening to the teacher's explanation or reading the prepared reading materials. This indicated that not all students were fully engaged in the learning process. Therefore, in cycle II, the researcher planned strategies to overcome this problem, such as increasing students' involvement through individual tasks or emphasizing supervision of their activities during discussions.

In cycle II of this study, lesson planning was carried out by taking into account the reflection from cycle I. In planning cycle II, researchers decided to use two types of assessment: process assessment that observed students' activities during learning and learning outcome assessment in the form of tests to assess students' understanding of the material taught. With this approach, it was expected to improve the quality of learning that had been implemented in cycle I. The reflection results showed that there were some areas that needed improvement, such as students' active involvement in discussions and understanding of the material.

The implementation of actions in cycle II was carried out by adapting the problem-based learning (PBL) model, with material on the Law of Tajweed in the Qur'an Surah At-Tin. The learning this time involved students in making projects related to the laws of tajweed, where students were asked to be more involved in learning independently and in groups. The researcher used various media, including PowerPoint and videos, interspersed with lectures to deliver the material in a more interesting and interactive way. At the end of the lesson, a test was conducted to measure students' learning outcomes after learning with the PBL model.

The test results in cycle II showed a significant improvement compared to cycle I. In cycle II, the average score of students increased from 67 to 75. In cycle II, the average score of students increased from 67 to 75. Although there was good progress, there were still some students who had not reached the predetermined minimum completeness score of 70. Three students were not yet complete in learning, while seven other students had reached learning completeness. This shows that despite the improvement, not all students can master the material well.

In cycle II, the distribution of student scores showed an improvement. Of the 10 students tested, 4 students scored in the excellent category, 2 students in the good category, 1 student in the fair category, and 3 students in the deficient category. This data indicates that although most students showed improvement, there were still some students who needed more attention to achieve optimal learning completeness.

Observations during cycle II learning showed that most students were more actively involved in learning compared to cycle I. Students' engagement in listening and paying attention to the material increased, with 60% of students showing active engagement. In addition, students' responses to the media used were also more positive, with 70% of students showing good responses, such as through questions and answers and discussions. Understanding of the material also improved, with 80% of students able to relate the material taught to the PBL model used.

Interaction between students was also seen to increase in cycle II. Students more often discussed and asked classmates after seeing the PBL model used in learning. Students' activeness in asking questions also increased, with 40% of students actively responding or asking about material they did not understand. This shows a positive change in students' attitude and behavior during the learning process.

However, despite the significant increase in student engagement and activeness, some problems still arose in cycle II. Some students were still not listening to their friends' explanations and did not take the initiative to ask questions when their friends were presenting the material. In addition, there were also students who were less active in asking friends or

teachers about material they did not understand. This problem is a concern for improvement in the next cycle.

Reflection from the implementation of cycle II showed that although there was progress, learning had not yet reached the desired level of success. Students who completed the learning process only reached 70%, while the target completeness was 80%. Therefore, the researcher suggested continuing to cycle III to overcome the existing problems and ensure that all students can achieve the expected learning completeness.

In an effort to improve the quality of learning, the researcher received input from the observer (class teacher) who gave advice to deepen the material taught, so that students better understand the material they will explain. In addition, teachers are expected to be more active in managing the class, controlling each group, and giving reprimands to students who are less active. This is expected to increase student participation and improve their learning outcomes.

## *DISCUSSION*

The results of cycles I and II showed significant progress in terms of increasing student engagement, understanding of the material, and learning outcomes, although not yet reaching 100% completeness. In cycle I, the test results showed that many students had not reached the minimum completion score (KKM), with an average score of 67. In cycle II, the average score increased to 75, which showed positive progress, although there were still 30% of students who were not complete. This indicates that although the learning model used has a positive impact, there are still aspects that need to be improved to achieve maximum results.

Constructivism theory proposed by Piaget and Vygotsky explains that learning occurs when students construct knowledge through experience and interaction with the environment. In cycle II, the application of problem-based learning (PBL) model allows students to actively build their own knowledge through discussion and project creation. PBL facilitates students in linking the material learned with real situations, which improves their understanding and critical thinking skills. The observation results showed that students' engagement increased, which is in line with the principle of constructivism that emphasizes the importance of social interaction and active learning.

However, despite the improvement, not all students managed to reach the expected level of understanding. This can be analyzed with the zone of proximal development (ZPD) theory proposed by Vygotsky. The ZPD explains that the most effective learning occurs when students work in the area between what they can master on their own and what they need help with. In this case, although the PBL model supports independent learning, some students still need further guidance to achieve deeper understanding. This can be seen from the test results in cycle II, where there were students who were not yet complete.

In addition, the results of cycle II observations showed an improvement in student interactions, both with classmates and with the teacher. Bandura's social learning theory states that students learn through observation, imitation and modeling. More active social interaction in class, both in discussion and question and answer, provides opportunities for students to learn from their classmates. The PBL model provides space for students to collaborate and exchange information, which enriches their learning experience. This increased interaction supports a better understanding of the material among students.

However, despite the improvement in some aspects, there are some problems that still need attention. Some students were still not actively listening to their friends' explanations and did not ask questions when they had difficulties. This shows that not all students feel comfortable to actively participate in the discussion. According to the self-determination

motivation theory proposed by Deci and Ryan, students' intrinsic motivation to engage in learning is strongly influenced by a sense of autonomy, competence and social connectedness. Perhaps some students did not feel confident or comfortable enough to ask questions, so classroom management and approaches that are more supportive of students' confidence need to be improved.

In addition, social construction-based learning theory is also relevant to analyze the results of cycle II. Problem-based learning that emphasizes collaboration and discussion helps students to construct their understanding collectively. The observation results showed that although most students showed a positive response to the media used, some students were still not active enough in asking questions or interacting. This could be influenced by students' psychological factors, such as shyness or lack of confidence, which could hinder their active involvement in group discussions.

In cycle II, although there was a significant increase in student engagement, there were still challenges in ensuring that all students could play an active role. For example, some students did not listen to their friends' explanations and did not ask questions. To overcome this, the researcher can adopt a differentiation strategy in learning, which allows adjusting learning according to the needs of different students. By giving more attention to students who are struggling or less active, it is expected that they can feel more involved and gain better understanding.

On the other hand, the observation and test results show that the use of diverse media, such as PowerPoint and video, is quite effective in improving students' response to the material. The multimedia theory proposed by Mayer explains that the use of visual and audio media can improve students' understanding by providing a richer learning experience. In cycle II, the use of these media proved to attract students' attention and help them understand the material better. Therefore, it is important to continue to develop the use of more varied media in the learning process.

## CONCLUSION

This research shows a significant improvement in the learning process of Islamic Religious Education in class IV SDN 05 Lubuk Gadang after the application of the Problem-Based Learning (PBL) learning model. In Cycle II, it was seen that most students showed an increase in engagement and understanding of the material, although classical learning completeness had not reached 100%. The observation results showed that the majority of students were active in learning activities and showed a positive response to the media used. However, there were still some students who were less active in asking questions or listening to friends' explanations. This study suggests that the research be continued in Cycle III to achieve better completeness, by paying special attention to improving interaction between students and deepening the material.

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