



## Enhancing Learning Outcomes in Elementary School Islamic Religious Education through Problem-Based Learning in Zakat Materials

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**Abstract** : This study aims to determine the improvement of learning outcomes of grade V students of SD Negeri Sronдол Wetan 06 Semarang on zakat material in Islamic Religious Education learning through the application of the Problem Based Learning (PBL) method, as well as describe the increase in student activity and cooperation in the learning process. This study uses the Classroom Action Research (PTK) method which is carried out in three cycles, with stages of planning, implementation of actions, observation, and reflection. The research subjects consisted of 23 students in grade V of SD Negeri Sronдол Wetan 06 Semarang. Research data was collected through observations, learning outcome tests, documentation, and field notes. The data analysis techniques used are quantitative descriptive analysis to determine the improvement of student learning outcomes and qualitative descriptive analysis to describe the increase in student activity and cooperation during the learning process. The results of the study showed that before the action was taken, the average student learning outcome only reached 73.7 with a completeness rate of 40%, still below the KKTP of 80. After the application of the Problem Based Learning method to zakat materials, student learning outcomes have increased in each cycle. In Cycle II, the average score increased to 82.1 with a completion percentage of 78%. In Cycle III, almost all students achieved KKTP 80 with a significant increase in the aspects of activeness, group discussions, cooperation, and understanding of the material "Outdoor Living with Sharing". The findings of this study show that the Problem Based Learning method is effective in improving learning outcomes as well as developing students' collaborative skills in learning Islamic Religious Education in elementary schools.

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## INTRODUCTION

Goss, (2022) The learning outcomes of elementary school students in the 21st century are not only determined by the ability to memorize material, but also by the ability to think critically, solve problems, work together, and connect knowledge with daily life. In the context of learning Islamic Religious Education in elementary schools, the material "Outdoor Living with Sharing" aims to form the character of social concern, empathy, and awareness of students to share with others (Azizah, & Sari, 2025). However, in classroom learning practice, the material is often taught conventionally through lectures and memorization so that students are less able to understand the real meaning of sharing behavior in their social lives. This condition has an impact on low student participation during learning and the suboptimal learning outcomes achieved. At SD Negeri Sronдол Wetan 06 Semarang, grade V students showed a passive tendency when the teacher explained the material, some students did not dare to express their opinions, and their ability to connect the concept of sharing with daily experiences was still low. The low student involvement caused the results of the learning evaluation to not reach the completeness target expected by the school. Hurskainen & Tynjälä' (2023) This situation shows the need for learning innovations that are able to create an active, fun, and student-centered learning environment. One of the approaches that is considered relevant to overcome these problems is the Problem Based Learning method because it is able to involve

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students directly in the process of solving problems that are close to their lives so that learning becomes more meaningful and has an impact on improving learning outcomes.

The Problem Based Learning method is a learning model that places real problems as the starting point of the learning process so that students are encouraged to think critically, actively discuss, and find solutions through group cooperation (Trullàs, 2022). In its application, teachers are no longer the only source of information, but rather act as facilitators who guide students in the process of seeking knowledge. Best, (2024) In the material "Outdoor Living by Sharing", the use of the Problem Based Learning method is considered appropriate because students can be invited to analyze various simple social problems related to caring, helping, and sharing with others. Through problem-based learning, students not only understand the material theoretically, but also learn to apply these values in daily life. In addition to improving understanding of concepts, this method can also foster a sense of responsibility, communication, collaboration, and the courage of students in expressing their opinions. Active and contextual learning will make it easier for students to remember the material because they experience the learning process themselves. On the other hand, the implementation of innovative learning methods in elementary schools still faces various challenges, such as the limitations of teachers' creativity in managing the classroom and the habits of students who are used to receiving one-way learning Hoerudin, (2023). Therefore, classroom action research is needed that focuses on efforts to improve student learning outcomes through the application of Problem Based Learning so that the effectiveness of this method in improving the quality of learning in the material "Outdoor Living with Sharing" in grade V of SD Negeri Sronol Wetan 06 Semarang can be known.

Several previous studies have shown that the Problem Based Learning method has a positive influence on student learning outcomes. Research conducted by Siti Nurjanah in 2021 found that the application of Problem Based Learning in Islamic Religious Education subjects in elementary schools was able to increase student activity and increase learning completeness from 62% to 87% (Zhang, & Ma, 2023). The research confirms that students become easier to understand the material when learning is associated with real problems in daily life. Furthermore, Ahmad Fauzi's research in 2022 shows that the use of Problem Based Learning in moral learning can improve students' critical thinking and cooperation skills because students are given the opportunity to discuss and find solutions to problems given by teachers (Anggraeni, 2023). Another study conducted by Dewi Lestari in 2023 also stated that the Problem Based Learning model succeeded in improving the learning outcomes of elementary school students in social care materials through group activities and presentation of discussion results (Wu, & Yu, 2024). However, most previous studies have focused more on improving learning outcomes in general and have not specifically examined the material "Outdoor Living by Sharing" in grade V elementary school students. In addition, there is still little research conducted in public elementary schools in Semarang City, especially at SD Negeri Sronol Wetan 06 Semarang. Thus, there are research gaps that need to be studied more deeply regarding the effectiveness of the Problem Based Learning method in improving student learning outcomes in the material.

Nadirah, (2024) Based on various problems and the results of previous research, this research is important to be carried out as an effort to improve the quality of Islamic Religious Education learning in elementary schools. This research is focused on the application of the Problem Based Learning method to improve the learning outcomes of grade V students in the material "Outdoor Living with Sharing" at SD Negeri Srandol Wetan 06 Semarang. This research is expected to be able to provide a solution to low student learning outcomes through more active, contextual, and student-oriented learning. In addition, this study also aims to provide practical contributions for teachers in choosing effective learning strategies to increase student engagement during the learning process (Carpenter, Pan, & Butler, 2022). With the application of Problem Based Learning, students are expected not only to gain an increase in academic scores, but also to be able to understand the importance of sharing values, social care, and cooperation in daily life. This research also has strategic value because it can be a reference for other elementary schools in developing innovative learning models that suit the characteristics of elementary school students. In addition, the results of the research are expected to be able to enrich academic studies on the effectiveness of Problem Based Learning in Islamic Religious Education learning, especially in the material on the formation of students' social character. Therefore, this research is not only oriented towards improving learning outcomes, but also on strengthening character values which are an important part of basic education in Indonesia.

## **LITERATURE REVIEW**

Alshammary, & Alhalafawy, (2023) Research on improving learning outcomes through the Problem Based Learning (PBL) method has become an important concern in the world of basic education because this method is considered to be able to develop students' critical thinking, collaborative, and problem-solving skills. In the context of elementary school learning, the implementation of PBL is often associated with increasing student involvement in the learning process so that learning outcomes become more optimal. According to the theory of constructivism developed by Jean Piaget and Lev Vygotsky, students will find it easier to understand concepts if they are directly involved in the process of discovering knowledge through real learning experiences. PBL provides a space for students to explore issues related to daily life so that learning becomes more meaningful. In the material "Living Outdoors by Sharing," this approach is relevant because students not only understand concepts theoretically, but also learn to instill social values, empathy, and togetherness in daily life. Various studies show that the use of the dominant lecture method often causes students to be passive and lack a deep understanding of the material. Therefore, teachers are required to use innovative learning models that are able to create an active and enjoyable learning environment (Sharma, Mandot, & Singh, 2023). PBL is one of the effective alternatives because students are encouraged to discuss, collaborate, and find solutions to problems given by teachers. Thus, the application of PBL to grade V elementary school

students can be an important strategy in improving learning outcomes as well as shaping students' social character through contextual and participatory learning activities.

Literature review shows that student learning outcomes are influenced by various factors, both internal and external. Internal factors include learning motivation, interest, thinking ability, and students' readiness to receive learning materials (Ali, et al., 2023). Meanwhile, external factors include the school environment, learning methods, teacher competence, learning media, and family support. In Islamic Religious Education and thematic learning in elementary schools, teachers often face the problem of low student participation due to the use of monotonous methods. This condition causes students to be less interested in participating in learning, which has an impact on low learning outcomes. Hariyasasti, et al., (2025) The humanistic learning theory put forward by Abraham Maslow emphasizes that students will achieve maximum learning outcomes if their psychological and social needs are met in the learning process. PBL can meet these needs because students are given the opportunity to actively interact, express opinions, and collaborate with peers. Previous research has also shown that the PBL model is able to increase learning motivation because students feel that they have an important role in solving the given problem. In addition, problem-based learning helps students connect the subject matter with real experiences so that the understanding of concepts becomes more in-depth. In the material "Spacious Living by Sharing," students are invited to understand the importance of sharing and living simply through concrete situations that are close to their lives. This makes learning not only oriented to the cognitive aspect, but also touches the affective and social aspects of students. Thus, the application of PBL in elementary schools has great potential in creating active, humanistic, and character-oriented learning for students.

Ge, et al, (2025) Theoretically, Problem Based Learning is a student-centered learning model using real problems as the basis for learning. This model first developed in the world of medical education and was later adapted in various fields of education because it was considered effective in improving higher-level thinking skills. According to Arends, PBL has several main stages, namely problem orientation, student organization, individual and group investigation, development and presentation of works, and analysis and evaluation of the problem-solving process. In its application in elementary schools, these stages can be adjusted to the characteristics of students so that learning takes place in a fun and easy to understand manner. In the material "Outdoor Living by Sharing," teachers can present problems related to students' social lives, such as the importance of sharing with friends or helping others. Through discussion activities and group work, students learn to find solutions to these problems while understanding the moral values contained in the learning materials. The educational literature explains that PBL not only improves academic ability, but also develops social, communication, and cooperative skills. This is important because basic education not only aims to improve students' knowledge, but also to form good character and personality. In addition, the use of PBL is able to create a more interactive learning atmosphere than conventional methods. Students become more active in asking questions, discussing, and expressing opinions so that the learning process takes place in two directions (Buehl, 2023). Thus, the application of the PBL method is one of the relevant

innovative learning strategies to improve the learning outcomes of grade V students at SD Negeri Srandol Wetan 06 Semarang.

Previous studies have shown that the application of Problem Based Learning has a positive impact on improving the learning outcomes of elementary school students in various subjects (Harefa, et al. 2023). Some studies have found that students who learn using the PBL model have a higher level of understanding of concepts than students who learn using conventional methods. This happens because students are actively involved in the learning process so that they are able to build knowledge independently through the learning experiences obtained. In addition to improving cognitive learning outcomes, PBL has also been proven to be able to improve critical thinking skills, communication skills, and students' confidence in expressing opinions. In the context of learning the material "Living Outdoors by Sharing," this model is particularly relevant because the social values taught require emotional involvement and real student experience in daily life. Teachers have an important role as facilitators who guide students in finding solutions to the given problems. Therefore, the success of the implementation of PBL is greatly influenced by the creativity of teachers in designing interesting learning scenarios that are in accordance with the characteristics of elementary school students. The literature also confirms that learning that involves group activities can increase the sense of responsibility and cooperation between students. These conditions support the creation of a positive and conducive learning environment. Based on the literature review, it can be understood that the Problem Based Learning method has a strong theoretical and empirical foundation to be used as an effort to improve the learning outcomes of grade V students in the material "Outdoor Living with Sharing" at SD Negeri Srandol Wetan 06 Semarang Gumartifa, (2023).

## **METHOD**

This study uses the Classroom Action Research (PTK) approach because the research focuses on efforts to improve the quality of the process and learning outcomes directly in the classroom through the application of a problem-based cooperative learning model Susiani, Suastra, & Arnyana, (2022). According to Stephen Kemmis and Robin McTaggart, PTK is carried out through a repetitive cycle that includes the stages of planning, implementing actions, observation, and reflection to produce continuous learning improvements. This research was carried out at SDN Srandol Wetan 06 on grade V students totaling 32 students, consisting of male and female students with diverse academic ability characteristics. The research was carried out for two cycles, where each cycle consisted of two learning meetings and one evaluation of learning outcomes. At the planning stage, the researcher prepared learning tools in the form of teaching modules, student worksheets, learning media, observation instruments, and evaluation questions Puspitarini, & Hanif, (2019). The action stage is carried out by applying a problem-based cooperative learning model in Islamic Religious Education learning. Furthermore, the observation stage is carried out to observe the activities of teachers and students during the learning process, while the

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reflection stage is carried out to evaluate the shortcomings in each cycle as a basis for improvement in the next cycle. The indicators of research success are determined based on the improvement of student learning outcomes with a minimum of 75% classical completeness and an average score of reaching the Minimum Completeness Criteria (KKM) that has been set by the school.

The data collection methods in this study include observation, interviews, documentation, and learning outcome tests (Cowie, 2009). Observations were carried out systematically using teacher and student activity observation sheets to obtain data on the implementation of the problem-based cooperative learning model during the learning process. Aricò, & Lancaster, (2018) Observation is not only focused on students' activities in discussing and working together, but also on teachers' ability to manage classes, motivate, and facilitate active learning. Interviews were conducted in a semi-structured manner with grade V teachers and several students to obtain in-depth information about learning obstacles, students' responses to the applied learning model, and changes in students' learning behavior after actions were taken. Documentation is used to complete the research data in the form of photos of learning activities, student attendance lists, evaluation results, learning tools, and field notes during the research. In addition, the test is used to measure the level of students' mastery of Islamic Religious Education learning materials after the implementation of actions in each cycle. The test form used is in the form of multiple-choice questions and descriptions that are compiled based on learning competency indicators. Before use, the test instrument is first tested for the validity of the content through expert judgement by the subject teacher and supervisor so that the instrument is in accordance with the research objectives. The use of various data collection techniques aims to obtain complete, objective, and in-depth data on improving student learning outcomes.

Stone, Sidel, & Bloomquist, (2008) The data analysis technique in this study uses a combination of qualitative and quantitative descriptive analysis so that the results of the study can be comprehensively explained. Qualitative data analysis is carried out through the stages of data reduction, data presentation, and drawing conclusions on the results of observations, interviews, and documentation during the learning process. Qualitative data were used to describe changes in student learning activities, student involvement in group discussions, and teachers' ability to apply problem-based cooperative learning models. Meanwhile, quantitative analysis is used to calculate the improvement in student learning outcomes through evaluation test scores in each cycle. The calculation was carried out by determining the average grade of the class, the percentage of individual and classical learning completeness, and comparing the improvement in learning outcomes between cycles. The validity of the data is maintained through source triangulation techniques and triangulation methods, which are comparing the results of observations, interviews, documentation, and tests to ensure the consistency of research data (Messick, 1987). In addition, this study also applies collaboration between researchers and classroom teachers as research partners in conducting observations and reflections so that the research results become more objective. The researcher acts as an action designer and observer of the learning process, while the teacher acts as the executor of actions in the classroom. Thus,

this study is expected to be able to provide an accurate picture of the effectiveness of the problem-based cooperative learning model in improving the learning outcomes of grade V students at SDN Sron dol Wetan 06.

## **RESULT AND DISCUSSION**

### ***Results***

This class action research was carried out in grade V of SDN Sron dol Wetan 06 with the aim of improving students' learning outcomes in the subjects of Islamic Religious Education and Ethics, especially the material of Field Living with Sharing through the application of the Problem Based Learning model. The study involved 23 students consisting of 12 male students and 11 female students. Based on the results of initial observations before the action, it is known that most students have difficulty understanding the concept of sharing and applying the value of zakat in daily life. This can be seen from the low student participation during the learning process and the results of the initial evaluation which showed that only 9 students or 39.1% were able to achieve a KKM score of 80. The average grade of the class at the pre-action stage only reached 68.4. In addition, teachers still use the dominant lecture method so that students look passive and less enthusiastic about participating in learning. Based on the results of the initial interview, as many as 65% of students stated that zakat and sharing materials were considered difficult to understand because there was too much memorization and a lack of real examples in daily life. Therefore, teachers try to apply the Problem Based Learning model so that students can understand the material through contextual problem solving that is close to their experience. This model was chosen because it is considered to be able to increase learning activities, group cooperation, and students' critical thinking skills in understanding socio-religious values in a more concrete and meaningful way.

The implementation of actions in Cycle I begins by dividing students into five heterogeneous small groups based on academic ability. The teacher provides a contextual problem regarding the distribution of zakat and the attitude of sharing in the life of the community around the school. Each group was asked to discuss the solution to the problem and then present the results in front of the class. Based on the results of observations, some students began to show interest in learning because they could discuss directly with their classmates. Nevertheless, student engagement has not been fully optimal. From the results of observations, data was obtained that only 13 students or 56.5% actively expressed their opinions during the discussion. In addition, there are some groups that are still dominated by only one or two students, while other members tend to be passive and only follow the results of the discussion without making any significant contribution. The results of the evaluation at the end of Cycle I showed an increase compared to the pre-action stage. A total of 14 students or 60.9% managed to achieve KKM with the average class score increasing to 75.2. However, teachers find several obstacles, such as less effective time management, students who are still shy to ask questions, and presentation skills that have not developed

evenly. Based on this reflection, the teacher concluded that it is necessary to improve the learning strategy in the next cycle, especially in increasing the involvement of all group members and clarifying the division of tasks during the discussion process so that learning becomes more active and collaborative.

**Table 1.** Pre-Action and Cycle I Student Learning Outcomes

No	Indicator	Pre-Actions	Cycle I
1	Number of Students	23	23
2	Completed Students	9	14
3	Students Have Not Completed	14	9
4	Completion Percentage	39,1%	60,9%
5	Average Score	68,4	75,2
6	Discussion Activity	34,7%	56,5%

The results of reflection in Cycle I show that problem-based learning is starting to have a positive impact on students' learning motivation, although its implementation still needs improvement. Teachers then re-plan in Cycle II with the main focus on improving group interaction and individual student responsibility for learning materials. At this stage, the teacher applies a more targeted cooperative strategy by sharing different sub-material with each group member. Each student is required to understand one part of the material related to zakat, infaq, almsgiving, and sharing behavior, then explain it back to other group members. This strategy is designed so that all students have the same responsibility in the learning process. In addition, teachers also provide individual reflection sheets and best group awards to increase students' learning motivation. During the learning process, the classroom atmosphere looked more active than in the previous cycle. Based on the results of observations, as many as 18 students or 78.2% began to actively discuss and provide responses during other group presentations. Observation data also showed that students began to dare to ask questions and provided examples of the application of sharing behaviors in daily life. Teachers noted an increase in cooperation between students, especially in groups that previously tended to be passive. This shows that problem-based learning is able to create a more participatory learning atmosphere so that students not only understand the material theoretically, but also are able to relate it to real experiences in their social lives.

The results of the learning evaluation in Cycle II showed a significant increase in learning outcomes compared to the previous cycle. Of the 23 students, as many as 19 students or 82.6% managed to achieve a KKM score of 80, while the other 4 students are still incomplete. The average grade of the class increased to 83.7. In addition to improving learning outcomes, student motivation has also experienced positive development. Based on the results of the learning motivation questionnaire given to students, as many as 87% of students stated that learning with the Problem Based Learning method makes it easier for them to understand the material because learning is carried out through discussion and real problem solving. Students also admitted that they were more confident when expressing their opinions in front of the class. Nevertheless, the results of reflection show that there are still several obstacles that need to be fixed. Teachers found that some students were not able

to carry out their roles optimally in the group so that discussions were sometimes still dominated by certain students. In addition, there were some students who lacked focus when other groups made presentations. Based on the results of brief interviews with students who have not yet completed it, it is known that they still have difficulty understanding the terms in zakat materials and are not used to working together actively in groups. Therefore, teachers decided to continue the action in Cycle III by providing a clearer division of roles, increasing assistance to less active students, and providing reinforcement of the material through visual media and learning simulations so that all students can understand the material in a more in-depth and fun way.

**Table 2.** Learning Outcomes and Student Activities in Cycle II

No	Indicator	Cycle II
1	Number of Students	23
2	Completed Students	19
3	Students Have Not Completed	4
4	Completion Percentage	82,6%
5	Average Score	83,7
6	Discussion Activity	78,2%
7	Higher Learning Motivation	87%

In the implementation of Cycle III, teachers made various improvements based on the results of previous reflections. The teacher establishes a more structured division of roles in each group, such as the group leader, the recording of the discussion results, the material presenter, and the question answerer. This division of tasks aims to ensure that all students have clear responsibilities during the learning process. In addition, teachers use the medium of images and short videos regarding the practice of sharing in daily life to strengthen students' understanding of the Field Living with Sharing material. The teacher also provided a simple simulation of the distribution of zakat to people in need so that students could understand the concept of sharing concretely. The results of the observation show that the learning atmosphere has become much more active and conducive than the previous cycle. A total of 21 students or 91.3% were seen actively discussing, asking questions, and responding to other group presentations. Even students who previously tended to be passive began to show the courage to speak in front of the class. Based on the results of field notes, students seemed more enthusiastic about participating in learning because the method used was considered more fun and not boring. Interaction between group members is also getting better so that the cooperation process runs more effectively. Teachers consider that the use of Problem Based Learning combined with visual media and clear division of roles can create more meaningful learning and increase students' sense of responsibility for their own learning process.

The results of the final evaluation in Cycle III showed a very good improvement both in terms of learning outcomes and student involvement during learning. Of the 23 students, as many as 22 students or 95.6% managed to achieve KKM scores with the average class

score increasing to 89.4. Only one student has not reached completion because he has difficulty reading and understanding the instructions independently. In addition, the observation results showed that the student activity level reached 91.3%, while the results of the questionnaire showed that 93% of students felt more comfortable learning PAI and BP using the Problem Based Learning method than the usual lecture method. Students admitted that it was easier to understand the material because they could discuss, ask questions, and solve problems directly with their friends. Teachers also see an increase in students' social attitudes, especially in terms of cooperation, mutual respect, and concern for friends who have learning difficulties. Based on the results of reflection with observers, the actions in Cycle III were considered to have succeeded in achieving the research objectives so that the research was stopped in this cycle. The consistent improvement of learning outcomes from pre-action to Cycle III shows that the application of the Problem Based Learning model is effectively used in PAI and BP learning, especially in the Field Living with Sharing material. This model not only improves students' understanding of concepts, but is also able to build students' social and communication skills more optimally.

**Table 3.** Comparison of Student Learning Outcomes Each Cycle

No	Indicator	Pre-Actions	Cycle I	Cycle II	Cycle III
1	Number of Students	23	23	23	23
2	Completed Students	9	14	19	22
3	Completion Percentage	39,1%	60,9%	82,6%	95,6%
4	Average Score	68,4	75,2	83,7	89,4
5	Discussion Activity	34,7%	56,5%	78,2%	91,3%
6	Higher Learning Motivation	41%	63%	87%	93%

Based on the entire series of actions that have been implemented, it can be concluded that the application of the Problem Based Learning model is able to significantly improve the learning outcomes of grade V students in PAI and BP subjects at SDN Sronjol Wetan 06. This increase can be seen from the increase in the number of students who achieve learning completeness in each cycle as well as the increase in student activity and motivation during the learning process. Problem-based learning has been proven to be able to create a more active, collaborative, and fun learning atmosphere so that students can more easily understand the concept of sharing and zakat in their daily lives. In addition, this model also provides opportunities for students to learn critical thinking, express opinions, and work together in groups. The results of this study show that the success of learning is not only determined by mastery of the material alone, but also influenced by learning strategies that are able to actively involve students in the learning process. Therefore, teachers are advised to continue to develop innovative student-centered learning models so that the quality of learning is improved. This research also provides an implication that the application of Problem Based Learning can be used as an alternative effective learning model in PAI and BP subjects in elementary school because it is able to improve academic abilities while better shaping students' social attitudes and character.

## **Discussion**

Before the learning action was carried out, the learning outcomes of grade V students of SD Negeri Srandol Wetan 06 Semarang in the subject of Islamic Religious Education (PAI) were still relatively low. Based on the results of observations and pretests held on September 11, 2024, the average student score only reached 73.7, still below the Learning Objective Completeness Criteria (KKTP) set at 80. Of the 23 students, as many as 14 students or 64% have not reached the KKTP, while only 9 students or 40% have completed. This condition shows the need for efforts to improve learning outcomes through the application of more effective learning methods. The researcher then applied the Problem Based Learning (PBL) method to zakat materials in PAI learning. In Cycle I, student learning outcomes began to improve, although there were still some students who had not reached completion due to a lack of understanding of cooperative learning and lack of involvement in group discussions. Therefore, in Cycle II, improvements were made through increasing group interaction and strengthening material understanding. As a result, the average score increased to 82.1 with a completion percentage of 78%, although there were still 5 students who had not completed it. Furthermore, in Cycle III there was a more significant increase, where almost all students reached KKTP 80. In addition, student involvement in discussions, group cooperation, and understanding of the material "Outdoor Living with Sharing" in zakat learning also increases optimally through the application of the Problem Based Learning method.

Improving student learning outcomes through the application of the Problem Based Learning (PBL) method in Islamic Religious Education learning can be explained through several relevant learning theories Trullàs, et al., (2022). One of the theories that supports this finding is the theory of constructivism put forward by Jean Piaget and further developed by Lev Vygotsky. Rachmad, (2025) The theory of constructivism emphasizes that knowledge will be more meaningful when students actively build their own understanding through learning experiences, discussions, and real problem-solving. In this study, students not only passively received zakat material, but were actively involved in the process of group discussions, problem analysis, and presentation of their thoughts. This condition encourages the formation of meaningful learning that has an impact on improving learning outcomes. In addition, the social learning theory from Albert Bandura also explains that interaction between group members allows students to learn through observation and cooperation with peers. PBL provides a space for students to motivate each other, exchange ideas, and strengthen confidence in understanding the material. Zhao, (2022) From the perspective of Abraham Maslow's humanistic theory, increased student participation occurs because the need for reward and self-actualization is met through group activities and presentations. Therefore, the success of this research is not only influenced by the learning method alone, but also by the creation of an active, collaborative, and contextual learning environment that makes it easier for students to understand the concept of "Outdoor Living by Sharing" in zakat materials in real and applicable in daily life.

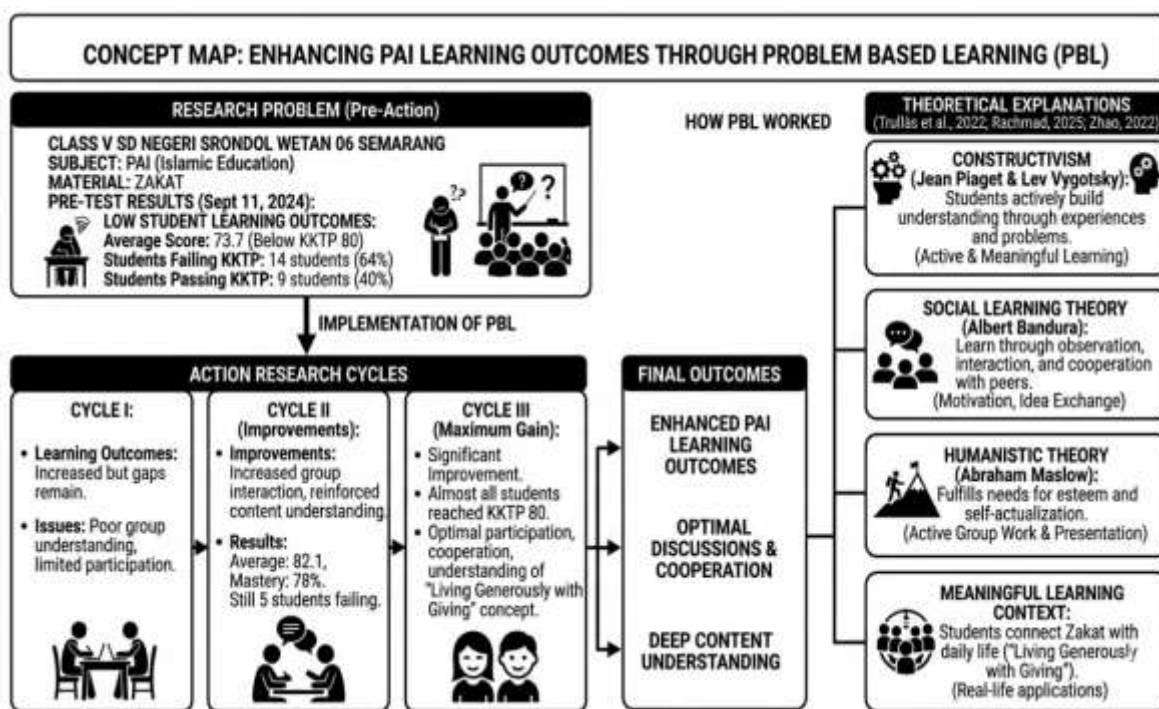


Figure 1: Analysis of research findings

The novelty of this research can be seen from the focus on the application of the Problem Based Learning method in Islamic Religious Education learning at the elementary school level with zakat material which is directly associated with the formation of collaborative attitudes and active participation of students. This study has differences with some previous studies. Siti Nurjanah's research in 2020 focuses more on improving PAI learning outcomes through interactive lecture methods without emphasizing problem-based learning (Ningsih, 2023). Ahmad Fauzi's research in 2021 examined the effectiveness of the cooperative learning model in general subjects, not religious materials based on social values (Boke, 2025). Furthermore, Rina Wahyuni's research in 2022 discusses the use of digital media in PAI learning, but has not integrated real problem-solving in the learning process (Brautsch, 2023). Muhammad Arifin's research in 2023 only focuses on increasing student learning motivation through group discussions without measuring active involvement and learning completeness gradually in several cycles (How, et al., 2024). Meanwhile, Dewi Lestari's research in 2024 examines the application of PBL in science subjects, so it has not touched the learning of Islamic Religious Education in elementary schools. Thus, this study presents a novelty in the form of the integration of Problem Based Learning in zakat learning which not only improves cognitive learning outcomes, but also strengthens students' ability to cooperate, communicate, and actively participate in the context of Islamic character education at the elementary school level (Hsbollah, & Hassan, 2022).

An important contribution of the findings of this study lies in strengthening the learning paradigm of Islamic Religious Education that is more active, contextual, and student-centered. So far, PAI learning in elementary school is often considered monotonous

because it dominantly uses lecture and memorization methods, so that students are less actively involved in the learning process. Gumartifa, et al. (2023) This study proves that the Problem Based Learning method is able to change learning patterns to be more interactive and encourage students to understand zakat values more deeply through real learning experiences. Other contributions are the improvement of students' social skills, such as group cooperation, courage to express opinions, and responsibility in completing tasks together. This is in line with the concept of 21st century skills that emphasize the importance of communication, collaboration, critical thinking, and creativity skills in the learning process. In addition to having an impact on improving academic scores, this research also contributes to the formation of students' character through the application of sharing values, social care, and empathy contained in zakat materials (Suciati, 2023). From a practical perspective, the results of this research can be a reference for Islamic Religious Education teachers in choosing more effective and innovative learning strategies. For schools, this research can be used as a basis for developing problem-based active learning policies in other subjects Oliveira, Sanches, & Martins, (2022). Meanwhile, for the development of education, this study strengthens the empirical evidence that the constructivist approach through Problem Based Learning is effectively applied not only to science subjects, but also to religious learning that emphasizes the formation of students' knowledge, attitudes, and social skills in a balanced manner.

In the future, support for the findings of this research needs to be done through the development of more innovative and sustainable learning strategies. Teachers need to receive intensive training on the application of Problem Based Learning in order to be able to design learning scenarios that are contextual, interesting, and in accordance with the characteristics of elementary school students. Additionally, schools need to provide a learning environment that supports student collaboration, such as interactive learning media, group discussion rooms, and learning resources that are relevant to students' daily lives. Further research also needs to be carried out with a wider scope, for example at different levels of education or in other Islamic religious education materials such as infaq, alms, and social morals, so that the effectiveness of the Problem Based Learning method can be tested more comprehensively. Future research can also combine PBL with digital technology or artificial intelligence-based learning platforms to increase student engagement in religious learning. In addition, longitudinal research is needed to look at the long-term impact of PBL application on the formation of students' religious character and social concerns. Support from parents is also an important factor in the success of problem-based learning, so synergy between schools and families is needed in getting students used to applying zakat values and sharing in daily life. With the continuous support of teachers, schools, families, and education researchers, the Problem Based Learning method has the potential to be one of the main approaches in improving the quality of Islamic Religious Education learning that is more relevant to the needs of future generations.

## CONCLUSION

The conclusion of this study shows that the application of the Problem Based Learning (PBL) method in the learning of Islamic Religious Education zakat material in grade V of SD Negeri Sronдол Wetan 06 Semarang is able to significantly improve student learning outcomes while strengthening their social and emotional involvement in the learning process. The most surprising finding of this study is that the increase in learning outcomes not only occurred in the cognitive aspect in the form of an increase in average scores from 73.7 to 82.1 until almost all students reached the KKTP in Cycle III, but there was also a change in the learning behavior of students who were previously passive to active, confident, and collaborative. Before the implementation of PBL, most students tended to rely on the teacher's explanation and were less brave to express their opinions in PAI learning which was identical to the lecture method. However, after applying problem-based learning, students actually showed high enthusiasm in discussing, cooperating, and associating the concept of zakat with daily life. This proves that religious learning does not always have to take place one-way and memorize, but can be developed into contextual and fun active learning. The findings also show that religious materials are most effectively taught through a problem-solving approach because students are more likely to understand the value of sharing, social care, and empathy when they are directly involved in real learning situations. Thus, the success of this study confirms that Problem Based Learning not only improves academic achievement, but also shapes students' social character and 21st century skills more optimally in learning Islamic Religious Education in elementary schools.

Although the weakness of this research lies in the scope of research which is still limited to one class with a relatively small number of respondents, namely 23 students at SD Negeri Sronдол Wetan 06 Semarang, so that the results of the research cannot be generalized widely in all learning contexts of Islamic Religious Education in elementary schools. In addition, this study only focuses on zakat material so that the effectiveness of the Problem Based Learning method in other PAI materials cannot be thoroughly known. The research was also carried out in a relatively short time through three action cycles, so the long-term impact of PBL implementation on the formation of religious character, social concern, and students' learning habits could not be observed in depth. Another weakness is that research has not integrated the use of digital technology or artificial intelligence-based learning media that is currently starting to develop in the world of education. In addition, external factors such as family support, students' initial abilities, and differences in learning styles have not been analyzed in more detail, even though these factors have the potential to affect the success of PBL implementation. Therefore, future research needs to be conducted with a wider scope of schools, a larger number of respondents, and involving various levels of education in order to obtain more comprehensive results. Researchers are also advised to combine PBL with digital learning technology, interactive media, or artificial intelligence to increase student involvement in religious learning. In addition, longitudinal research is needed to determine the long-term impact of PBL on the formation of Islamic character, critical thinking skills, and social behavior of students in daily life.

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