

## **Implementing Problem-Based Learning to Improve Understanding of QS. Al Maun and Social Awareness**

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**Abstract** : This study aims to analyze the improvement of learning outcomes in Islamic Religious Education and Character Education (PAI and BP), specifically the material of QS. Al Maun and "Living Spaciously by Sharing," through the application of the Problem Based Learning (PBL) model. This study uses a Classroom Action Research (CAR) approach with the Kemmis and McTaggart spiral model consisting of planning, implementation, observation, and reflection stages in each action cycle. The study was conducted in three cycles with elementary school students as subjects. The results showed that the application of the Problem Based Learning model succeeded in improving student learning outcomes significantly. Before the action was carried out, the average student score only reached 68.4 with a learning completion of 43.4%. After the implementation of PBL in Cycle I, the average score increased to 76.8 with a completion of 65.2%. In Cycle II, the average score increased again to 83.7 with a completion of 82.6%, and reached optimal results in Cycle III with an average score of 89.5 and a learning completion of 95.6%. In addition to improving cognitive aspects, this study also demonstrated positive changes in students' social activities and attitudes. Students became more active in discussions, expressed their opinions confidently, were able to work collaboratively in groups, and developed a stronger sense of responsibility throughout the learning process. The use of contextual problems, interactive media, and role-sharing within groups were proven to improve students' learning motivation and communication skills. Furthermore, students demonstrated increased empathy, social awareness, and a spirit of sharing, in line with the values contained in QS. Al-Ma'un. Thus, the Problem-Based Learning model is effective in improving learning outcomes while optimally shaping students' social character. The contribution of this study is to provide an innovative learning model based on Problem-Based Learning that is effective in improving learning outcomes, collaborative skills, and developing students' social character in Islamic Religious Education (PAI) and Islamic Religious Education (BP) in elementary schools.

**Keywords** : problem-based learning, QS. Al-Ma'un, social awareness

**Abstrak** : Penelitian ini bertujuan untuk menganalisis peningkatan hasil belajar dalam Pendidikan Agama Islam dan Pendidikan Karakter (PAI dan BP), khususnya materi QS. Al Maun dan "Hidup Luas dengan Berbagi," melalui penerapan model Pembelajaran Berbasis Masalah (PBL). Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (CAR) dengan model spiral Kemmis dan McTaggart yang terdiri dari tahapan perencanaan, pelaksanaan, observasi, dan refleksi dalam setiap siklus tindakan. Penelitian ini dilakukan dalam tiga siklus dengan siswa sekolah dasar sebagai subjek. Hasil penelitian menunjukkan bahwa penerapan model Pembelajaran Berbasis Masalah berhasil meningkatkan hasil belajar siswa secara signifikan. Sebelum tindakan dilakukan, nilai rata-rata siswa hanya mencapai 68,4 dengan tingkat penyelesaian pembelajaran 43,4%. Setelah penerapan PBL pada Siklus I, nilai rata-rata meningkat menjadi 76,8 dengan tingkat penyelesaian 65,2%. Pada Siklus II, nilai rata-rata meningkat lagi menjadi 83,7 dengan tingkat penyelesaian 82,6%, dan mencapai hasil optimal pada Siklus III dengan nilai rata-rata 89,5 dan tingkat penyelesaian pembelajaran 95,6%. Selain meningkatkan aspek kognitif, penelitian ini juga menunjukkan perubahan positif dalam aktivitas dan sikap sosial siswa. Siswa menjadi lebih aktif dalam diskusi, mengungkapkan pendapat mereka dengan percaya diri, mampu bekerja sama dalam kelompok, dan mengembangkan rasa tanggung jawab yang lebih kuat sepanjang proses pembelajaran. Penggunaan masalah kontekstual, media interaktif, dan pembagian peran dalam kelompok terbukti meningkatkan motivasi belajar dan keterampilan komunikasi siswa. Lebih lanjut, siswa menunjukkan peningkatan empati, kesadaran sosial, dan semangat berbagi, sejalan dengan nilai-nilai yang terkandung dalam QS. Al-Ma'un. Dengan demikian, model Pembelajaran Berbasis Masalah efektif dalam meningkatkan hasil belajar sekaligus membentuk karakter sosial siswa secara optimal. Kontribusi penelitian ini adalah menyediakan model pembelajaran inovatif berbasis Pembelajaran Berbasis Masalah yang efektif dalam meningkatkan hasil belajar, keterampilan kolaborasi, dan mengembangkan karakter sosial siswa dalam Pendidikan Agama Islam (PAI) dan Pendidikan Agama Islam (BP) di sekolah dasar.

**Kata kunci** : pembelajaran berbasis masalah, QS. Al-Ma'un, kesadaran sosial

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## INTRODUCTION

Islamic Religious Education learning in elementary schools has a strategic role in shaping students' character, social attitudes, and spiritual abilities from an early age (Hosaini, 2024). One of the materials that has very important moral and social values is Q.S Al Maun, because the content of the surah teaches concern for others, the importance of helping orphans, and the prohibition of being indifferent to people in need (Wu, Duan, & Ni, 2024). However, in the practice of learning in the classroom, Q.S Al Maun material is often only taught through lecture and memorization methods so that students do not understand the deep meaning of the content of the surah. This condition causes low involvement of students in the learning process and has an impact on their low learning achievement. Students tend to be passive, lack the courage to ask questions, and are not able to connect the content of Q.S Al Maun with daily life. Anggraeni, (2023) In fact, 21st century

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learning requires an active, creative, and student-centered learning process so that they are able to think critically and find knowledge independently. Teachers no longer only play the role of informants, but as facilitators who are able to create a fun and meaningful learning atmosphere. Therefore, an innovative learning model is needed that can improve learning activities, concept understanding, and learning achievement of students in the Q.S Al Maun material. One of the learning models that is assessed in accordance with these characteristics is the Discovery Learning model because it is able to encourage students to actively discover learning concepts through direct learning experiences.

The Discovery Learning model is one of the learning models that emphasizes the process of discovering concepts independently through observing activities, identifying problems, collecting data, and drawing conclusions (Halawa, & Harefa, 2024). This model is considered effective in improving students' critical thinking skills and understanding because the learning process is carried out actively and participatory. Khoiri, & Ariyanto, (2025) In the context of Islamic Religious Education learning, Discovery Learning can help students understand the content of Qur'anic verses not only in terms of memorization, but also from their meaning and application in daily life. Through this model, students are invited to discuss, look for examples of behavior that are in accordance with the content of Q.S Al Maun, and find the social values contained in it. Thus, the learning process becomes more meaningful and not monotonous. In addition, Discovery Learning is also able to increase students' confidence because they are given the opportunity to express their own opinions and findings. The activeness of students in the learning process will have a positive impact on improving learning outcomes and academic achievement. The application of this learning model is also in line with the Independent Curriculum and modern learning approaches that emphasize student-centered learning. Therefore, the use of Discovery Learning in Q.S Al Maun material in grade 5 elementary school is important to be further researched to find out its effectiveness in improving students' learning achievement and building a deeper understanding of socio-religious values Zeng, (2023).

Several previous studies have shown that the Discovery Learning model has a positive influence on improving student learning outcomes in various subjects. Research conducted by Mulyono in 2020 showed that the application of Discovery Learning to Islamic Religious Education subjects in elementary schools was able to significantly increase students' activeness and learning outcomes (Ventista, & Brown, 2023). Siti Rahmawati's research in 2021 found that students who learn using the Discovery Learning model have a better level of material understanding than conventional lecture methods (Nair, & Feroze, 2023). Furthermore, Ahmad Fauzi's research in 2022 explains that Discovery Learning can increase students' learning motivation and critical thinking skills in learning the Qur'an Hadith at madrasah ibtidaiyah (Ali, 2023). Another study by Nurhayati in 2021 showed an increase in learning achievement of class V students after the implementation of the Discovery Learning model based on group discussions (Zeng, 2023). In addition, Rizky Ananda's research in 2023 concluded that Discovery Learning is effective in improving students' ability to understand moral and social values in religious education materials (Rotaru, 2023). Based on some of these studies, it can be seen that Discovery Learning has

great potential in improving the quality of learning. However, the research that specifically discusses the application of the Discovery Learning model in Q.S Al Maun grade 5 semester 1 elementary school material is still limited, so this research has an urgency to be carried out.

Based on the problems and results of the previous research, this study is focused on the application of the Discovery Learning model in improving student learning achievement in the Q.S Al Maun material for grade 5 semester 1 elementary school (Akhir, Siburian, & Effendi, 2023). This research is important because various obstacles are still found in the learning process of Islamic Religious Education, especially the low participation of students and the lack of optimal learning outcomes in materials related to the understanding of religious social values. In addition, most students still have difficulty in connecting the content of Qur'anic verses with real behavior in daily life. Through the application of Discovery Learning, students are expected to be able to learn actively, find the meaning of learning independently, and improve critical thinking and problem-solving skills. This research is also expected to contribute to the development of more innovative and effective Islamic Religious Education learning strategies in elementary schools (Pan, et al., 2024). The results of the research can later be a reference for teachers in choosing the right learning model to improve students' learning achievement, especially in the Qur'an material. In addition, this research is expected to be able to provide theoretical and practical benefits in the development of student-centered learning-based learning in elementary schools. Thus, the application of the Discovery Learning model is not only oriented towards increasing the academic value of students, but also on the formation of social and religious character in accordance with the values contained in Q.S Al Maun.

## **LITERATURE REVIEW**

Research on the application of the Discovery Learning model in Islamic Religious Education learning has been widely carried out because this model is considered to be able to increase student involvement in the learning process (Alqahtani, 2023). Discovery Learning is a learning model that places students as the center of learning through the process of finding concepts independently. According to Jerome Bruner, learning will be more meaningful if students discover the concepts learned for themselves through the process of exploration, observation, and problem-solving. In the context of Q.S Al Maun learning in elementary school, this approach is very relevant because the material not only emphasizes the memorization aspect of verses, but also the understanding of social values, concern for others, and the implementation of morals in daily life (Maleki, 2025). Some previous research has shown that conventional teacher-centered learning causes students to be less active and tend to only memorize material without understanding the meaning of the content of the sentences. Therefore, the use of Discovery Learning is seen as able to create a more active, creative, and fun learning atmosphere. Students are invited to identify the meaning of the verse, connect the content with social reality, and deduce the moral values

contained in Q.S Al Maun. Thus, this model can help improve learning achievement while shaping the social character of students from elementary school age through a more contextual and participatory learning experience.

A number of previous studies have shown that the application of Discovery Learning has a positive impact on improving student learning outcomes in Islamic Religious Education subjects. Research conducted at the elementary school level found that students became more active in asking, discussing, and expressing opinions when teachers used Discovery Learning measures rather than lecture methods (Goss, 2022). The stages of stimulation, problem identification, data collection, data processing, proof, and conclusion drawing encourage students to think critically and find understanding independently. In Q.S Al Maun learning, this model helps students understand the importance of caring for orphans and the poor through observation activities and group discussions. Other research has also shown that Discovery Learning can increase learning motivation because learners feel more involved in the learning process Ali, J. K. M., Shamsan, M. A. A., (Hezam, & Mohammed, 2023). When students are given the opportunity to explore the content of the verse directly, they become more enthusiastic and do not get bored easily. In addition, the increase in learning achievement can be seen from the results of the evaluation which showed an increase in the average score of students after the implementation of the Discovery Learning model. This shows that the learning model that emphasizes the activity of finding knowledge independently is able to increase students' conceptual understanding of Islamic Religious Education materials, especially in learning the Qur'an at the elementary school level.

Garcia Jimenez, Poongavanam, & Kihlberg, (2023) Another literature review confirms that the success of Discovery Learning is inseparable from the ability of teachers to design learning that suits the characteristics of elementary school students. Teachers have an important role in creating learning situations that are able to stimulate students' curiosity so that they are encouraged to actively seek information and find learning concepts independently. In Q.S Al Maun material, teachers can use learning media in the form of pictures, videos, and contextual stories about social concern so that students can more easily understand the content of the verses. Previous research has shown that the use of supporting media in Discovery Learning is able to increase students' attention and concentration during learning. In addition, learning that involves group work also helps students develop communication, cooperation, and social responsibility skills. Several studies have shown that elementary school students tend to understand abstract material more easily when it is associated with real experiences in daily life. Therefore, the implementation of Discovery Learning in Q.S Al Maun learning can be done by inviting students to observe caring behavior for others in the surrounding environment. This approach not only improves academic learning achievement, but also helps instill religious and social character values that are the main goal of learning Islamic Religious Education in elementary schools (Youssef, 2024).

Based on various previous studies, it can be understood that Discovery Learning has great potential in improving the quality of learning in Islamic Religious Education,

especially in Q.S Al Maun material in grade 5 elementary school (Priandika, 2022). However, there are still several obstacles in its implementation, such as limited learning time, low readiness of students to learn independently, and lack of creativity of teachers in developing learning activities. Some studies also show that not all students are able to directly participate in discovery-based learning without intensive guidance from teachers. Therefore, teachers need to provide clear direction and mentoring gradually so that students can follow each stage of Discovery Learning well. In addition, previous research focused more on improving learning outcomes in general, while research that specifically examined the application of Discovery Learning to Q.S Al Maun materials is still relatively limited. Even though this material has a very important value of character education in shaping the social and religious attitudes of students. With research on the application of the Discovery Learning model in improving student learning achievement in Q.S Al Maun grade 5 semester 1 elementary school material, it is hoped that it can contribute to the development of Islamic Religious Education learning strategies that are more innovative, effective, and able to improve understanding and practice of Qur'an values in daily life (Pan, 2024).

## **METHOD**

This study uses the Classroom Action Research (PTK) approach with the Kemmis and McTaggart spiral model which consists of the stages of planning, implementation, observation, and reflection in each action cycle. The PTK approach was chosen because it is relevant to improve the quality of learning directly through the application of the Discovery Learning model to Q.S. Al-Ma'un materials. The research was carried out in the odd semester of the 2025/2026 school year in one of the elementary schools with the research subjects of 25 students in class V semester 1. This research was conducted in two cycles, where each cycle consisted of two learning meetings and one evaluation of learning outcomes (Aziz, Yusof, & Yatim, 2012). The focus of the research is directed at improving critical thinking skills, student activeness, and learning outcomes in Q.S. Al-Ma'un material. (Tien, 2017) The researcher acts as the teacher implementing the action, while the classroom teacher and two other observers act as collaborators who help the process of observation and reflection of the action. Before the implementation of the research, pre-cycle activities were carried out to identify the initial condition of students through initial observation, interviews with classroom teachers, and analysis of the value of previous learning outcomes. The pre-cycle results show that most students still have difficulty understanding the content of Q.S. Al-Ma'un and are less active in the learning process. Therefore, the application of the Discovery Learning model is expected to be able to increase the involvement of students in finding learning concepts independently so that learning outcomes can increase optimally.

This research procedure follows the stages of the Kemmis and McTaggart models which are carried out repeatedly in the form of cycles until success indicators are achieved. In the planning stage, the researcher prepares learning tools in the form of a Learning Implementation Plan (RPP) based on Discovery Learning, Student Worksheets (LKPD),

learning media, evaluation question grids, and observation instruments for teacher and student activities (Abi Hamid, 2018). In addition, the researcher also compiled interview guidelines and documentation formats to obtain data to support the research. At the implementation stage (acting), teachers carry out learning by applying Discovery Learning steps which include stimulation, problem statements, data collection, data processing, verification, and generalization. Students are directed to actively observe, discuss, gather information, and find the meaning and values contained in Q.S. Al-Ma'un. During the learning process, observers observe the activities of students and teachers using observation sheets that have been prepared. At the observing stage, all learning activities are recorded systematically through observation, interviews, and documentation in the form of photos and field notes. Furthermore, at the reflection stage, the researcher and collaborators analyze the results of observation and evaluation of learning to find out the advantages, shortcomings, and obstacles that occur during the action (Atkins, & Murphy, (1993). The results of the reflection are used as the basis for preparing action improvements in the next cycle so that learning becomes more effective and research goals can be achieved optimally.

The data collection techniques in this study were carried out through observation, interviews, tests, and documentation. Observation is used to obtain data on learning activities, critical thinking skills, and student involvement during the learning process (Chi, 2009). Observations were carried out by three observers using observation sheets that had been validated first so that the data obtained had a good level of accuracy. Interviews were conducted with classroom teachers and several students to obtain information about the responses, obstacles, and changes that occurred after the implementation of the Discovery Learning model. Learning outcome tests are given at the end of each cycle in the form of multiple choice to measure students' understanding of the Q.S. Al-Ma'un material (Caspersen, Smeby, & Olaf Aamodt, 2017). Meanwhile, documentation is used to complete the research data in the form of photos of activities, attendance lists, student scores, and important notes during the research. Data analysis techniques are carried out quantitatively and qualitatively. Quantitative data was obtained from the results of student learning tests which were analyzed using individual and classical learning completion percentages. Students are declared complete if they obtain a minimum score of 65, while classical completeness is achieved if 85% of students obtain a score above KKM. The qualitative data was obtained through observations, interviews, and documentation which were analyzed using data reduction techniques, data presentation, and conclusion drawn. To ensure the validity of the data, this study uses source triangulation techniques and triangulation methods so that the research results obtained can be scientifically accounted for.

## RESULT AND DISCUSSION

### *Results*

This class action research was carried out in grade V of SDN Sronjol Wetan 06 with the aim of improving students' learning outcomes in PAI and BP subjects of the material "Outdoor Living with Sharing" and understanding QS. Al Maun through the application of the Problem Based Learning model combined with discovery learning. The study involved

23 students consisting of 11 male students and 12 female students. Based on the results of initial observations before the action was taken, it was found that most students still had difficulty understanding the concept of sharing, social care, and the application of QS values. Al Maun in everyday life. The results of the pre-cycle test showed that the average student score only reached 68.4 with a learning completeness of 43.4% or only 10 students reached KKM 80. In addition, student learning activities are relatively low because learning is still dominated by lecture methods so that students tend to be passive and less daring to express their opinions. The results of interviews with the collaborating teachers also showed that students lacked motivation to learn and that group cooperation had not developed optimally. Therefore, teachers apply the Problem Based Learning model because it is considered to be able to increase students' active involvement through problem-solving activities, group discussions, presentations, and learning reflections. This model is expected to be able to build a more meaningful learning experience so that student learning outcomes can increase gradually in each research cycle carried out.

The planning stage in Cycle I begins by identifying various learning problems experienced by students, both from academic aspects and learning behavior in the classroom. Teachers and collaborators then compile a teaching module based on Problem Based Learning on QS materials. Al Maun is about loving orphans and the importance of sharing with others. In addition, teachers prepare problem-solving-based LKPD that contains daily life case studies on social care attitudes and sharing with people in need. Teachers also prepare learning media in the form of short videos about social care, observation sheets of student activities, and evaluation tools in the form of 15 multiple-choice questions and 5 short description questions. At the implementation stage, the teacher divides the students into five heterogeneous groups and provides problems that must be analyzed together. Each group was asked to discuss a solution based on the content of the QS. Al Maun and the values of living freely by sharing. During the learning process, the teacher acts as a facilitator who guides the course of the discussion and provides reinforcement to the students' answers. Based on the observations, some students began to show enthusiasm for learning, but there were still students who were shy to express their opinions and relied on more active friends. Some groups are also not able to divide the assignments evenly so that the discussion is dominated by certain students. This condition is an important reflection material for learning improvement in the next cycle.

The results of the evaluation in Cycle I showed an increase in learning outcomes compared to pre-cycle conditions, although they had not reached the optimal indicators of research success. Of the 23 students, as many as 15 students managed to achieve KKM with a completion percentage of 65.2%, while the other 8 students still received substandard scores. The average grade of the class increased to 76.8. Student learning activities also experienced an increase that was seen from student involvement in group discussions and the courage of some students to present the results of the discussion in front of the class. However, the results of observations show that the level of student participation is not even

because there are still students who are passive and lack confidence in conveying ideas. In addition, the management of learning time is still not effective so that some groups have not completed the discussion task optimally. Based on the results of reflection with collaborators, the teacher concluded that improvements need to be made in Cycle II, especially related to the division of roles in groups and strengthening interactions between students. Teachers also plan to use a more structured cooperative method so that all students have clear responsibilities during the discussion process. The following are the student learning outcomes in pre-cycle and Cycle I obtained during the research.

**Table 1.** Learning Outcomes of Pre-Cycle and Cycle I Students

<b>Research Stage</b>	<b>Average Score</b>	<b>Complete Amount</b>	<b>Completion Percentage</b>
<b>Pre-Cycle</b>	68,4	10 students	43,4%
<b>Cycle I</b>	76,8	15 students	65,2%

In the implementation of Cycle II, teachers made various improvements based on the results of Cycle I's reflection. Teachers apply a cooperative problem solving strategy, where each student is given the responsibility of understanding one specific subsubject which must then be explained to other group members. The material studied in this cycle is related to the noble example of Asmaul Husna and the application of the value of sharing in daily life. Teachers also provide longer discussion time and provide individual task cards for each student to actively contribute. During the learning process, the classroom atmosphere looked more lively than the previous cycle. Students begin to dare to ask questions, respond to friends' opinions, and provide solutions to problems given by teachers. Based on the observation results, as many as 19 students showed the active category during the discussion, while only 4 students still needed intensive guidance. Teachers also give simple awards in the form of the best group points to increase students' motivation to learn. Through this approach, students look more enthusiastic and begin to understand the importance of cooperation, empathy, and sharing towards others as contained in QS. Al Maun. This change in learning behavior shows that the Problem Based Learning model is able to create a more interactive and fun learning atmosphere.

After the implementation of Cycle II was completed, the results of the evaluation showed a significant increase compared to Cycle I. The average class score increased to 83.7 with the number of students who reached KKM as many as 19 students or 82.6%. However, there are still 4 students who have not reached the completion of their studies because they lack focus during discussions and still have difficulty understanding the material in depth. Based on the results of the reflection, teachers found that some students still did not carry out the group role optimally so that their involvement in the learning process was not optimal. In addition, there are groups that rely too much on students with high academic ability. To overcome these problems, teachers designed follow-up actions in Cycle III by providing a more detailed division of roles, such as group leaders, note-takers, presenters, and questioners. The teacher also added educational ice breaking activities and real-case simulations so that students are more confident in interacting during learning. The following are the results of student learning development from Pre-Cycle to Cycle II.

**Table 2.** Development of Student Learning Outcomes Until Cycle II

Research Stage	=Average Score	Complete Amount	Completion Percentage
Pre-Cycle	68,4	10 students	43,4%
Cycle I	76,8	15 students	65,2%
Cycle II	83,7	19 students	82,6%

The implementation of Cycle III was carried out as a follow-up to improve learning outcomes so that all students were able to achieve research success indicators. At this stage, teachers emphasize the division of group roles more clearly and systematically. Each member of the group has certain responsibilities so that no student is just a passive listener during the discussion. Teachers also use interactive learning media in the form of animated videos and role simulations about sharing behavior with others. In problem solving activities, students are asked to analyze social problems that often occur in the environment around the school, such as indifference to difficult friends and lack of concern for orphans. Next, students discuss solutions based on the content of QS. Al Maun and the value of living freely by sharing. The learning atmosphere in Cycle III looks much more active and conducive than the previous cycle. Almost all students were involved in discussions, gave each other opinions, and were able to convey the results of the group's thinking with confidence. The collaborating teacher noted that the student cooperation rate increased to 91%, while the students' courage in presentation increased to 87%. This condition shows that the application of Problem Based Learning is gradually able to improve students' communication skills, cooperation, and understanding of PAI and BP learning materials in more depth.

The results of the evaluation in Cycle III show that the research objectives have been achieved very well. The average class score increased to 89.5 with the number of students completing 22 students or reaching 95.6%. There is only one student who has not reached the KKM because of the low reading ability factor and needs special assistance. In addition to improving learning outcomes, positive changes are also seen in the affective and social aspects of students. Students become more concerned about their friends, more active in asking questions, and able to work together effectively in groups. The results of interviews with students showed that they found learning using Problem Based Learning more enjoyable because they could discuss, exchange opinions, and relate the material to their daily lives. The collaborating teacher also said that the classroom atmosphere became more lively and students easier to understand the content of QS. Al Maun compared using the usual lecture method. Based on the results of the final reflection, the research was stopped in Cycle III because the success indicators had been achieved, both from the cognitive, affective, and learning aspects of students' learning activities. The following is a recapitulation of the improvement of student learning outcomes from pre-cycle to Cycle III.

**Table 3.** Recapitulation of Pre-Cycle to Cycle III Student Learning Outcomes

Research Stage	Average Score	Complete Amount	Completion Percentage
Pre-Cycle	68,4	10 students	43,4%
Cycle I	76,8	15 students	65,2%
Cycle II	83,7	19 students	82,6%
Cycle III	89,5	22 students	95,6%

Based on the overall results of the classroom action research that has been carried out, it can be concluded that the application of the Problem Based Learning model has proven to be effective in improving the learning outcomes of grade V students of SDN Sronдол Wetan 06 in PAI and BP subjects. The improvement is not only seen in the aspect of academic scores, but also in learning activities, critical thinking skills, group cooperation, and students' social attitudes. Through problem-based learning, students become more active in finding solutions, discussing, and connecting learning materials with real life. The increase in learning completeness from 43.4% in the pre-cycle to 95.6% in the third cycle shows that this learning model is able to create a more meaningful and effective learning experience. In addition, the use of interactive media, clear division of group roles, and continuous reflection on each cycle make a major contribution to learning success. This research also shows that teachers have an important role as facilitators who are able to create an active, fun, and collaborative learning atmosphere. Thus, the Problem Based Learning model is recommended to be applied in PAI and BP learning in elementary schools because it is able to improve students' learning motivation, material understanding, and overall social skills

### **Discussion**

Classroom action research carried out in grade V of SDN Sronдол Wetan 06 showed that the application of the Problem Based Learning model succeeded in improving student learning outcomes in PAI and BP subjects, especially QS material. Al Maun and "Living Freely by Sharing." Before the action was taken, student learning outcomes were still low with an average score of 68.4 and learning completeness only reached 43.4%. After the gradual implementation of the problem-based learning model through three cycles, there was a significant improvement in student learning outcomes. In Cycle I, the average score increased to 76.8 with a completeness of 65.2%, then increased again in Cycle II to 83.7 with a completeness of 82.6%, and achieved optimal results in Cycle III with an average score of 89.5 and learning completeness of 95.6%. This improvement shows that the use of Problem Based Learning is able to help students understand the material more deeply through discussion activities, problem-solving, and active involvement in the learning process.

Barz, et al, (2024) In addition to improving cognitive learning outcomes, this study also found positive changes in students' social activities and attitudes during the learning process. At the beginning of the study, most students tended to be passive, lacked confidence, and were not able to work together effectively in groups. However, after learning improvements are made in each cycle, students become more active in discussing, dare to express opinions, and have a better sense of responsibility for group tasks. The

application of division of roles in groups, the use of interactive media, and the provision of contextual problems has been proven to be able to increase students' motivation and communication skills (Lubis, 2023). In addition, students also show increased empathy and social concern in accordance with the values contained in QS. Al Maun, such as the attitude of sharing and caring for others. Thus, the Problem Based Learning model is not only effective in improving academic learning outcomes, but also succeeds in shaping students' social character and collaborative abilities more optimally (Safitri, Hadi, & Widiasih, 2023).



Fig. 1: Key findings of this research

The findings of this research can be explained through the theory of social constructivism put forward by Lev Vygotsky which emphasizes that knowledge is built through social interaction, communication, and shared learning experiences (Rachmad, 2025). In the application of Problem Based Learning in this study, students no longer only passively receive information from teachers, but actively build understanding through group discussions, problem-solving, and reflection on learning experiences. This condition makes it easier for students to understand QS material. Al Maun and the concept of living outdoors by sharing because learning is directly linked to the real situation in their environment. In addition, the improvement of learning outcomes can also be explained through the theory of meaningful learning from David Ausubel who states that learning will be more effective if new information is linked to the experiences and knowledge that students already have (Wang, 2024). In this study, teachers present social cases that are close to students' lives, such as helping friends who are in difficulty or loving orphans, so that students are able to connect religious concepts with daily life practices. From the perspective of Abraham Maslow's theory of learning motivation, increased student activity and participation also occur because students' social needs, rewards, and self-actualization are

met through group work, presentations, and appreciation during learning (Francisco, Moreno-Ger, & Hervás, 2022). Therefore, the combination of social interaction, contextual experience, and emotional involvement is the main factor that leads to an increase in student learning outcomes in this study.

The novelty of this research can be seen from the integration of the Problem Based Learning model with the strengthening of social character based on QS values. AI Maun on PAI and BP learning in elementary school. This research is different from Nur Aini's research in 2021 which only examined the influence of discovery learning on PAI learning outcomes without integrating contextual social problems in the learning process (Halawa, & Harefa, 2024). In addition, Muhammad Rizki's research in 2020 focuses more on improving students' cognitive abilities through group discussion methods without looking at its impact on the formation of empathy and social concern characters (Ssemugenyi, 2023). This research is also different from Siti Khadijah's study in 2022 which uses cooperative learning on moral material, but does not involve a problem-solving approach based on students' real lives (Kilpeläinen-Pettersson, 2025). Furthermore, Ahmad Fauzan's research in 2019 only emphasized the increase in student learning activities without measuring changes in students' social attitudes and communication skills during learning (Ulimaz, Yardani, & Widiyastuti, 2023). Meanwhile, Rina Marlina's research in 2023 examined the use of digital media in PAI learning, but has not yet combined it with problem-based collaborative learning strategies (Brautsch, 2023). Thus, the main novelty of this research lies in the use of integrated Problem Based Learning to improve learning outcomes, social skills, sharing character, and understanding of Islamic values simultaneously through contextual learning that is close to the lives of elementary school students.

An important contribution of this research lies in its ability to provide an effective alternative learning model to improve the quality of PAI and BP learning in primary schools. So far, PAI learning is often considered monotonous because it focuses too much on memorization and lectures, so students are less active and find it difficult to connect the material with real life. This study shows that the use of Problem Based Learning is able to change learning patterns to be more interactive, collaborative, and meaningful. Another contribution is the formation of the improvement of students' social character, such as empathy, care, responsibility, and the ability to work together, which is very relevant to the goals of character education in the Independent Curriculum. In addition to having an impact on students, this research also provides practical contributions for teachers in developing more creative and innovative learning strategies. Teachers gain experience on how to prepare problem-based LKPDs, build effective group discussions, and utilize interactive learning media to increase student learning motivation. This research also makes a theoretical contribution by strengthening the view that problem-based learning is not only effective in science or general subjects, but is also very relevant applied to Islamic religious learning. These findings are important because they show that religious education can be developed into more active and contextual learning without losing the substance of the spiritual and moral values contained in it.

In the future, the results of this research need to be further developed through the application of Problem Based Learning to other PAI materials with a wider scope of schools and different student characteristics. Further research can be carried out at different levels of education, such as junior high schools or madrasas, to see the consistency of the effectiveness of this learning model in improving students' learning outcomes and social character. In addition, teachers need to receive ongoing training on innovative problem-based learning strategies in order to be able to design learning that is more creative and in accordance with the needs of 21st-century students. The use of digital technology also needs to be integrated more optimally, for example through interactive videos, application-based social case simulations, or online discussion platforms that can strengthen students' learning experiences. In terms of education policy, schools and the government need to support the development of collaborative learning by providing adequate learning facilities, such as digital media, group discussion rooms, and character-value-based contextual teaching materials. Further research is also recommended to examine the influence of Problem Based Learning on other aspects, such as critical thinking skills, creativity, digital literacy, and social intelligence of students (Ainuri et.all, 2026). With the support of continuous research and consistent learning innovations, the application of Problem Based Learning in PAI and BP learning has the potential to be one of the strategic approaches to form a generation of students who are not only academically superior, but also have a strong social and moral character in accordance with Islamic educational values.

## **CONCLUSION**

The conclusion of this study shows that the application of the Problem Based Learning model in PAI and BP learning in grade V of SDN Sronjol Wetan 06 has not only succeeded in significantly improving student learning outcomes, but also produced a surprising change in social character in a relatively short time. The most interesting finding was the change in the behavior of students who were initially passive, less confident, and tend to be individualistic to become more active, communicative, and have higher social concern for their classmates. The increase in learning outcomes from 43.4% completeness in the pre-cycle to 95.6% in the third cycle proves that Islamic religious learning will be more effective when it is associated with real problems in students' lives, not only through memorization of materials and one-way lectures. Another surprising finding was the emergence of spontaneous changes in students' social behavior outside of learning activities, such as an increase in the habit of sharing stationery, helping friends who had difficulty understanding lessons, and the growing courage of students to express their opinions in class discussions. This condition shows that Problem Based Learning not only has an impact on academic aspects, but is also able to form deep emotional and social experiences for elementary school students. This study shows that PAI and BP learning can be an effective means to build students' social character if teachers are able to present learning that is contextual, collaborative, and close to the reality of students' daily lives. Thus, this study reinforces the

view that religious education has great potential in shaping a generation that is not only academically intelligent, but also has strong empathy and social concern.

Although this study showed positive results, the study still has some weaknesses that need to be considered as evaluation material for future research. One of the main weaknesses of this study is that the number of research subjects is limited to only one class with a total of 23 students so that the results of the study cannot be generalized to the broader school context. In addition, this classroom action research was carried out in a relatively short time so that it was not able to measure the long-term impact of the application of Problem Based Learning on changes in students' character and social habits. This research also still relies on the observation of teachers and collaborators which has the potential to cause subjectivity in the assessment of student activities and attitude development during the learning process. Another weakness is the use of learning media that is still simple and has not made the most of digital technology to support more interactive problem-based learning. In addition, the study has not examined the influence of external factors such as family support, social environment, and students' early abilities that may also affect improved learning outcomes and changes in students' social behavior. Therefore, future research needs to involve a larger number of samples, conducted at different levels of education and schools, and use a mixed methods approach to make the research results more in-depth and comprehensive. Further research is also recommended to integrate digital technology, measure the long-term impact of learning, and examine the influence of Problem Based Learning on 21st century skills such as critical thinking, creativity, communication, and digital literacy of students more broadly and systematically.

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