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Implementation of the Problem Based Learning Model to Improve Understanding of Dhuha, Tahajud, and Friday Prayer Material in Elementary School Students

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Abstract

This research is motivated by the low learning outcomes of students in the subject of Islamic Religious Education (PAI), especially in the mastery of dhuha, tahajud, and Friday prayer materials in grade IV of SD Negeri 1 Tunahan. The purpose of the study is to analyze the improvement of student learning outcomes through the application of the Problem Based Learning (PBL) model and describe the implementation of the model along with its supporting and inhibiting factors. The research uses a Classroom Action Research (PTK) approach with a two-cycle design that includes the stages of planning, implementation, observation, and reflection. The research subjects consist of 15 grade IV students in the 2024/2025 school year. Data was collected through learning outcome tests, observations, interviews, questionnaires, and documentation, then analyzed descriptively, qualitatively, and quantitatively. The results showed a significant improvement: learning completeness increased from 33% in the pre-cycle to 87% in the second cycle, accompanied by an increase in the activity of teachers (average 4.9) and students (average 3.8) who were categorized as satisfactory and good, respectively. The PBL model has been proven to be effective in creating active, interactive, and contextual learning, thereby strengthening students' understanding of PAI materials. These findings make an original contribution to the application of a problem-based approach to religious learning in primary schools, while offering an alternative to relevant and applicable learning strategies.

Keywords: *problem based learning*, learning outcomes, islamic religious education, sunnah prayer, classroom action research.

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A. Introduction

Islamic religious education in elementary schools has a strategic role in shaping the spiritual and moral character of students from an early age. In the midst of modernization challenges and the rapid flow of information, teachers are required not only to convey material textually, but also to be able to present contextual, active, and meaningful learning (NAFA et al., 2022). One of the innovative approaches that is relevant in this context is *Problem Based Learning* (PBL), a learning model that places students at the center of activity through exploration and solving real problems (Kholidah et al., 2023). PBL has been shown to be effective in increasing students' cognitive and affective engagement in various learning contexts (Fitriyanti et al., 2020). However, its application in learning worship practices, especially Dhuha, Tahajud, and Friday prayer materials, is still very limited, especially in rural elementary schools such as SD Negeri 1 Tunahan, Keling District, Jepara Regency. Previous research has tended to focus on general cognitive aspects or faith material, while the implementation of PBL in the dimension of ritual worship that requires contextual understanding and internalization of values has still been minimally explored (Muawwanah & Darmiyanti, 2022). This gap shows the need for empirical studies that prove the effectiveness of PBL-based discussions in improving student learning outcomes in these specific worship materials. This research aims to expand where the application of the PBL model through discussion can improve the learning outcomes of grade IV students in the Dhuha, Tahajud, and Friday prayer materials. The research question is: "Does the application of discussions with the PBL model have a significant impact on improving student learning outcomes in Dhuha, Tahajud, and Friday prayer materials?"

The contribution of this research is very relevant both theoretically and practically. In theory, this study enriches the literature on Islamic religious education by validating the application of PBL in the context of ritual worship learning, a domain that has been considered more suitable for methods of improvement or memorization. By integrating the principles of constructivism and problem-based learning into worship materials, this study offers a new perspective on how spiritual understanding can be developed through active cognitive processes (Muawwanah & Darmiyanti, 2022). Practically, the findings of this study provide concrete guidance for teachers at SD Negeri 1 Tunahan and similar schools to plan religious learning that is not only informative but also transformative (Sufiani & Putra, 2020). In the context of policy, the results of the research can be considered for local education offices in designing teacher training based on innovative learning models, especially for Islamic Religious Education subjects (Jannah et al., 2018). In addition, given the importance of forming worship habits from an early age, the PBL approach that emphasizes reflection and contextual problem-solving can help students not only understand the procedures for Dhuha, Tahajud, and Friday prayers, but also interpret their relevance in daily life. Thus, this research not only answers academic needs, but also supports the vision of character education based on Islamic values that is relevant to the local context of Jepara Regency (Ambarwati et al., 2023).

B. Theoretical Studies

Problem Based Learning (PBL) is an innovative learning model that places authentic problems as the starting point of the learning process, thereby encouraging students to think critically, collaboratively, and independently in finding solutions. According to Hmelo-Silver in Novia et al. (2023) PBL is defined as a learning approach in which students are actively involved in the investigation and resolution of complex problems relevant to real life, with minimal guidance from teachers. Savery in (Rahmad & Fatimah, 2024) added that the core of PBL lies in the construction of knowledge through discussion groups, reflection, and integration of information from various sources. In the context of Islamic religious education, PBL not only facilitates the mastery of cognitive aspects, but also strengthens the affective and psychomotor dimensions through the exploration of the meaning and context of worship. Discussion as a central component in PBL allows students to articulate understanding, test arguments, and build spiritual awareness collectively, a process that is very relevant when studying worship practices such as Dhuha, Tahajud, and Friday prayers that require a deep understanding and internalization of values.

The PBL model is based on Vygotsky's theory of social constructivism, which emphasizes that knowledge is built through social interaction and dialogue between individuals within the zone of proximal development (ZPD) (Yunitasari & Hardini, 2021). The basic assumption of this theory states that meaningful

learning occurs when students collaborate on completing challenging tasks, with the support of peers and facilitators. In addition, the experiential learning theory of Kolb Pratiwi & Setyaningtyas (2020) is also relevant, because PBL encourages students to go through a cycle of experience concretization, reflection, conceptualization, and process experimentation that is very appropriate to understand worship as a practice that is not only ritualistic but also reflective. The implication of these two theories on the phenomenon of learning sunnah and Friday prayers in elementary school is that students' understanding is not only built through lectures or memorization, but rather through meaningful experiences that involve questions, discussions, and contextualization in everyday life.

A number of previous studies have proven the effectiveness of PBL in the context of religious education. For example, a study found that PBL increased the motivation and learning outcomes of grade V students in Ramadan fasting materials at an elementary school in Yogyakarta (Su, 2022). Meanwhile, Prasetyo Dalam (HALIMATUS, 2024) reported a significant increase in the understanding of faith through PBL in MI Central Java, although the focus was more on the cognitive aspect than the practice of worship. On the other hand, Widodo and Suryani's research in (HALIMATUS, 2024; Kholis, 2019) shows that problem-based discussions are effective in developing students' spiritual awareness, but they are carried out at the junior high school level and do not touch on certain ritual worship materials. The main difference between these studies and this research lies in the context (rural elementary schools), the material (Dhuha, Tahajud, and Friday prayers which are practical-spiritual), and the integration of discussion as the main strategy in PBL elements that have not been explored in depth in the current literature.

Based on the above theoretical and empirical synthesis, it is clear that PBL has great potential to improve learning outcomes in Islamic religious education, especially when associated with the principles of constructivism and experiential learning. However, there is still a significant research gap: the lack of studies that test the application of PBL through discussions in the learning of ritual worship at the elementary school level, especially in the material of sunnah and Friday prayers which require contextual understanding and internalization of values. This research is here to fill this gap by testing the effectiveness of PBL-based discussions in improving the learning outcomes of grade IV students at SD Negeri 1 Tunahan, a unique and unexplored rural context. Thus, this research not only strengthens the theoretical foundation of PBL in the domain of religious education, but also makes a practical contribution to the development of learning models that are relevant to the local and spiritual needs of early childhood learners.

C. Research Methods

This study uses the Classroom Action Research (PTK) method with the design of the Kemmis and McTaggart model which consists of a repetitive cycle that includes four stages: planning, acting, observation, and reflection. This design was chosen because it is very in line with the research objectives which aim to improve direct learning practices in the classroom while improving student learning outcomes. PTK allows researchers who also play the role of classroom teachers to collaboratively design, implement, and provide problem-based learning interventions in a real context, so that the solutions produced are contextual and applicative (Munajat, 2019). The research is planned to take place over two cycles, each including two meetings, with different material focuses: cycle I on Dhuha and Tahajud prayers, while cycle II on Friday prayers. The research population was all fourth grade students of SD Negeri 1 Tunahan, Keling District, Jepara Regency, which amounted to 28 students. Given the homogeneous characteristics of the classroom and the limited number of students, all class members were made subjects of research without random sampling. However, methodologically, this approach still refers to purposive sampling because class selection is based on considerations of context equality, namely the real need to improve the understanding of worship and teachers' readiness in implementing PBL (Aliputri, 2018).

Data collection was carried out through five instruments: (1) learning outcome tests in the form of objective questions and essays validated by material and pedagogical experts, (2) observation sheets of student and teacher activities during PBL discussions, (3) semi-structured interview guidelines for students and teachers, (4) questionnaires of student responses to the PBL model, and (5) documentation in the form of photographs and field notes (Khan et al., 2022). Data collection procedures are carried out in parallel at each stage of the cycle: initial tests before action, observation and documentation during actions, as well as final tests, interviews, and questionnaires after reflection. The validity test of the instrument was tested through the

validity of the content by two lecturers of Islamic Religious Education and one senior teacher, while the reliability was calculated using the Alpha Cronbach formula with the help of SPSS version 26, resulting in a coefficient of >0.70 (Neriasari & Ismawati, 2018). Quantitative data from tests and questionnaires were analyzed descriptively and comparatively (pre-test vs. post-test) using an average improvement test, while qualitative data from observations, interviews, and documentation were analyzed thematically through the stages of codification, categorization, and interpretation of Braun & Clarke in (Fitriani, 2018). Research ethical considerations are strictly applied: research permits are obtained from the principal and the Jepara Regency Education Office, informed consent is collected before implementation, and the confidentiality of respondents' identities is guaranteed (Khan et al., 2022). The entire procedure is designed so that this research can be replicated by other researchers in similar contexts.

D. Results and Discussion

Result

Pre-Cycle Conditions The initial condition before entering the first cycle shows that there are several problems faced by teachers and students during the learning process. Based on the results of observations at the initial orientation, several obstacles were found as follows:

1. Students' PAI learning outcomes have not been maximized
2. Learning methods are limited to dictation and taking notes
3. Student learning outcomes are still below KKTP standards

Based on observations, the average score of students before action was 63, with the lowest score being 55 and the highest score being 75. Of the 15 students observed, 10 students scored below the standard of completeness, and only 5 students achieved scores above the standard. The percentage of student learning completeness in the pre-Cycle condition was only **33%,** while 67% of students had not achieved completeness.

The following diagram shows the distribution of student learning outcomes in pre-Cycle conditions:

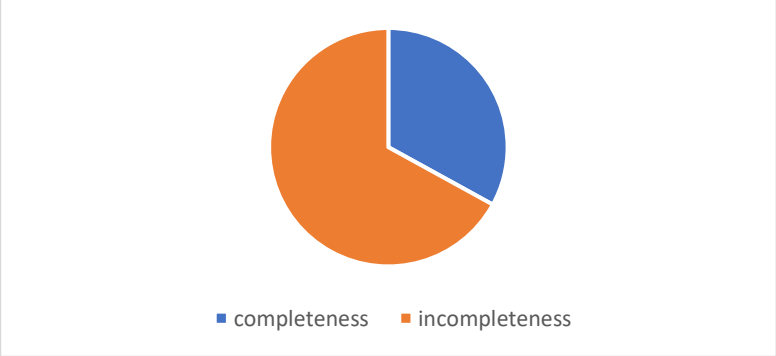

Figure 1 Cycle I will be held with one meeting on September 12, 2024.

Based on the actions that have been taken, the research data of the first cycle in the form of teacher activity observation data obtained a score of 68 and an average score of 4.2 which is classified as good and the student activity observation score obtained a total score of 33 with an average of 3.3. From the information on the assessment category of observation results, it can be concluded that students' activities in participating in the learning process using the PBL method discussion in Cycle I are classified as sufficient.

The student learning outcome test is calculated using the percentage formula, from the data calculated by the researcher, the student learning outcomes that are completed in Cycle I get a score of 67%. This indicates that student learning outcomes are moderate and are considered necessary to be followed up to the next cycle, namely Cycle II.

Table 1 Percentage of Learning Completeness Cycle I

Yes	Value	Number of students	Completion Percentage	Categories of learning completeness
1	≥ 70	10	67	Completed
2	≤ 70	5	33 %	Incomplete

In this cycle, the researcher made improvements to the indicators that were still lacking in Cycle I. From the results of the data analysis of Cycle II, the researcher calculated the number of scores from the observation sheets and tests of student learning outcomes from the data that could be obtained, so in Cycle II 79 was obtained. With a score with an average of 4.9 for the teacher's ability to use the PBL method discussion from the score, it can be concluded that the teacher's ability to carry out actions is quite satisfactory. As for student activities, 38 scores were obtained with an average of 3.8, so student activities in the learning process were relatively good.

The student learning outcome test is calculated using the percentage formula, from the data calculated by the researcher, the learning outcomes of students who complete their learning in Cycle II are obtained with a score of 87
%. This indicates that student learning outcomes are classified as very high, and the actions that have been taken are in accordance with the previously prepared planning and have achieved the expected learning results. Based on the results that have been achieved in Cycle II, there is no need to hold Cycle III.

Table 2 Percentage of Learning Completeness Cycle II

Yes	Value	Number of students	Completion Percentage	Categories of learning completeness
1	≥70	13	87 %	Completed
2	≤ 70	2	13 %	Incomplete

The indicator of the success of the action in this study is the improvement of students' PAI learning outcomes. The results of this study show that students' PAI learning outcomes can be improved through the discussion of the PBL method. This can be seen from the improvement of students' PAI learning outcomes and the results of students' PAI learning tests. Active student learning is part of a learning strategy that leads to the development of student activeness in learning, the development of students' skills in processing knowledge, discovering and developing facts, learning concepts.

Based on the description that has been stated, it can be stated that through the discussion of the PBL method is very effective in improving PAI learning outcomes. However, the various obstacles faced must be a reference as a process of improving student learning outcomes. For this reason, the application of active learning must meet the required conditions in order to obtain optimal results. The results obtained by the researcher during the study can be seen in the table below:

Table 3 List of PAI Learning Outcomes of Students in Pre-Cycle, Cycle I, and Cycle II

Yes	Cycle	Total Values	Average	Completion Percentage
1	Pre-Cycle	945	63	33 %
2	Cycle I	1064	71	67 %

3	Cycle II	1220	81	87 %

By using discussions through the PBL method, the research results conducted through student learning as a whole have proven to be very effective in improving student learning outcomes. To achieve the learning objectives of PAI as a whole, it is not enough just to transfer knowledge from teachers to students, but also to stimulate and motivate students to be active in teaching and learning activities.
This is in line with what is described that by applying the PBL learning method, it can improve the learning outcomes of Islamic religious education of students. Students discover something new for themselves. This way of learning by finding (*drill*) is not a new way of learning. The method of learning through invention was already used decades ago and Socrates is considered to be the first person to use this method. This teaching expects students to be really active in learning to discover the material they are learning for themselves.

Based on the results of the orientation carried out before entering the first cycle, the researcher found several problems in the learning carried out by teachers. The problem is that many students have not achieved optimal learning outcomes in Islamic Religious Education (PAI) subjects. This shows that students' understanding of the material taught is still not good, teachers tend to use less varied learning methods, such as dictation methods (dictating material to students) and taking notes. This method tends to be monotonous and does not provide opportunities for students to interact more actively in the teaching and learning process, KKTP (Minimum Completeness Criteria) is a standard that students must achieve in learning. However, student learning outcomes are still far from the set standards. This shows that there is a gap between the desired achievement and the reality on the ground.

From the problems found, it can be concluded that the low PAI learning outcomes of students are caused by learning methods that are less varied and are not able to encourage students to be more active in learning. This is the focus of improvement to improve student learning outcomes in the next cycle.

Table 4 Student Learning Outcomes Before Action

Yes	**Student Name**	**CD**	**Value (x)**	**Information**		**Information**
				Conclusion	**Incomplete**	
1	Shirley Shirley	70	70	√	-	Conclusion
2	Anal Sex	70	75	√		Conclusion
3	Akbar Yusuf Fatkulloh	70	65	-	√	Incomplete
4	Bella Safitri	70	65	-	√	Incomplete
5	Bilqis Fatharani Putri	70	50	-	√	Incomplete
6	Citra Maharani	70	70	√	-	Conclusion
7	Chansa Mufidatunnisa	70	55	-	√	Incomplete
8	Definition of Rahma Rosaria	70	60	-	√	Incomplete
9	Dian Anggraini	70	60	-	√	Incomplete
10	Dinda Amalia Nazka	70	65	-	√	Incomplete
11	Eka Putri	70	55		√	Incomplete
12	Farrel nazriel ardiansyah	70	70	√	-	Conclusion
13	The Son of Dhika Anggara	70	55	-	√	Incomplete
14	Rizki Ramdani	70	60	-	√	Incomplete

15	Haryosatyo Wirasena	70	70	√	-	Conclusion
Sum			**945**			
Average			**63**			
Accomplished students				**5 (33%)**		
Incomplete students					**10 (67%)**	

The average score of the results before action was 63 with the lowest score of 55 and the highest score was 75, 10 students scored below the standard of completeness, and only 5 students scored above the standard of completeness. If calculated based on the percentage of learning completion, only 33% of students complete their studies.

Cycle I of the initial activities of this cycle was carried out based on the results of observations made at the orientation which showed several obstacles that caused low student learning outcomes before the action. Based on the existing problems, an action is planned that emphasizes improving student learning outcomes, through the discussion of the PBL method in the PAI learning process. This action is expected to be able to improve student learning outcomes.

Planning, before carrying out actions, the researcher makes a PAI learning design designed by the researcher assisted by the subject teacher or peers. The design is made based on observations on the learning process. At the planning stage, the planned action consists of 2 meetings with Sunnah Prayer learning materials. Before learning starts, the teacher has prepared a teaching module and observation sheets by the researcher. Observations were made on the learning process of both teachers who teach and students who participate in learning. The implementation of actions, in this stage, the researcher and collaborators carry out learning through *the Problem Based Learning (PBL)* model. The learning process in this cycle lasts 70 minutes. Research conducted by researchers on Monday, September 12, 2024 which discusses the following: Sunnah Prayers (Friday Prayers, Dhuha, and Tahajud)

Based on the actions that have been given, research data from the first cycle is obtained in the form of data derived from observations and tests of student learning outcomes. The data derived from the observation is the result of observation of teacher activities and student activities during learning.

Table 5 Data on Teacher Activity Observation

Yes	**Aspects Observed**	**1**	**2**	**3**	**4**	**5**
	Pre-Learning					
1	Preparing a room as a place to carry out teaching and learning activities				√	
2	Condition the classroom and check student readiness				√	
3	Prepare learning materials			√		
4	Class management				√	
II	Opening the Lesson					
5	Opening the lesson by saying hello				√	
6	Check student attendance using the attendance list			√		
7	Conduct a Pre test			√		
8	Holding perceptual and motivating activities				√	
9	Convey competencies that will be achieved			√		
III	Core Activities					

10	Provide explanations related to the learning material				√	
11	Carrying out learning activities with the media			√		
12	Implement Activities Learning by using the Method *Discovery Learning*			√		
IV	Closing Activities					
13	Provide opportunities for students to ask questions about ununderstood material and respond to student questions				√	
14	Summing up the subject matter			√		
15	Evaluate level Mastery material after delivering the learning materials				√	
	by using the discovery *learning method*			√		
	Total Score	**68**				
	Average Results	**4,2**				
	Category	**Good**				

The final score is the result of the total score according to the following criteria:

Information:
1 = Bad
2 = Less
3 = Enough
4 = Good
5 = Satisfactory

Total Values	Score	Category
4,3 – 5,0	5	Satisfying
3,5 – 4,2	4	Well Enough
2,7 – 3,4	3	Not Very
1,9 – 2,6	2	Bad
1,0 – 1,8	1	less

So the number of scores obtained from the observation of teachers' activities in learning is 68, with an average result of 4.2. Therefore, from the information on the assessment category, it can be concluded that the teacher's ability to use the PBL method is relatively good.

Table 6 Observation of Student Activities in Learning

Yes	**Activities**	**Items**					**Ket**
		1	2	3	4	5	
	Pre-Learning						
1	Paying attention to teachers			√			
2	Answering teachers' perception questions			√			
	Learning Activities (Core)						
3	Listening to and reading Sunnah Prayer material (Friday Prayer, Dhuha and Tahajud)				√		
4	Watching the Children's Service to Parents Film			√			
5	After get motivation teacher , Shiva Ask a Question about behaviour what just that get please parents.			√			

6	Asking questions about how we behave when called by parents? and what do you do if your parents ask you to help with homework				√		
7	Discuss ways and forms of devotion to parents				√		
8	Students presented the results of the discussion about obedience and respect to both parents			√			
	Closing Activity (End)			√			
9	Students conclude the material by being guided by the teacher.			√			
10	Students work on the final test.			√			
Total score				**33**			
Average Results				**3,3**			
Category				**Good**			

Information:

1 = Bad 4 = Good

2 = Less 5 = Satisfactory 3 = Sufficient

Based on the number of scores and average scores obtained from the first cycle, which is 33 with an average score of 3.3. From the information on the assessment category of observation results, it can be concluded that student activities in participating in the learning process using the PBL method discussion in cycle I are classified as sufficient.

Table 7 Student Learning Outcomes in Cycle I

Yes	**Student Name**	**CD**	**Value (x)**	**Information**		**Information**
				Conclusion	Incomplete	
1	Shirley Shirley	70	85	√	-	Conclusion
2	Anal Sex	70	80	√		Conclusion
3	Akbar Yusuf Fatkulloh	70	65	-	√	Incomplete
4	Bella Safitri	70	70	√	-	Conclusion
5	Bilqis Fatharani Putri	70	75	√	-	Conclusion
6	Citra Maharani	70	70	√	-	Conclusion
7	Chansa Mufidatunnisa	70	60	-	√	Incomplete
8	Definition of Rahma Rosaria	70	70	√	-	Conclusion
9	Dian Anggraini	70	75	√	-	Conclusion
10	Dinda Amalia Nazka	70	50	-	√	Incomplete
11	Eka Putri	70	60	-	√	Incomplete
12	Farrel nazriel ardiansyah	70	70	√	-	Conclusion
13	The Son of Dhika Anggara	70	85	√	-	Conclusion
14	Rizki Ramdani	70	65	-	√	Incomplete
15	Haryosatyo Wirasena	70	85	√	-	Conclusion

Sum	1065			
Average	71			
Accomplished students		10		
Incomplete students			**5**	

From the student learning outcomes in the implementation of the first cycle, the average score was 71 with the lowest score of 50 and the highest score of 85, of which 5 students got a score below 70 and 10 students got a score above 70. If calculated based on the percentage of learning completeness, 67% of students are complete, and 33% of students are not complete. Based on the PAI learning results, the average score and percentage of student learning completeness can be calculated, namely:
The average score of students uses the following formula:

$$X = \frac{\sum 1}{\sum 2}$$

Information:

X = Average student score
∑1 = Total student score
∑2 = Total number of students assessed

Known:
∑1 = 1065
∑2 = 15 students

$$X \text{ score} = \frac{1065}{15}$$

X = 71

The percentage of learning completeness is used in the following formula:

$$KS = \frac{ST}{N} x\ 100\%$$

KS = Completeness of ST
Students = Complete Students
SB = Unfinished Students

$$KS = \frac{10}{15} x\ 100\%$$

KS = 67%

This cycle II is carried out based on the results of observations on the results of the actions of cycle I, which show several obstacles that cause low student learning outcomes in cycle I. Based on the obstacles and student learning outcomes that have not been maximized in cycle I, an action is planned in cycle II that emphasizes improving student learning outcomes in the learning process through the discussion of the PBL method. From this second cycle action, it is expected to be able to improve student learning outcomes.

Planning, Before carrying out actions in cycle II, the researcher makes a PAI learning design designed by the researcher assisted by the subject teacher. The design is made based on observations on the learning process.

At the planning stage, the planned action consists of 3 meetings with Sunnah Prayer learning materials (Friday Prayer, Dhuha and Tahajud). Before learning starts, the teacher has prepared a teaching module and an observation sheet that will be carried out by the researcher. The researcher and the subject teacher have also prepared teaching modules, documentation tools, and the media used (teaching module attached). Implementation of Actions, In this stage, the researcher and the subject teacher carry out learning through a discussion of the PBL method. The learning process in this cycle can be described as follows: This first meeting lasts 70 minutes. The research conducted by the researcher at the first meeting was carried out on September 23, 2024.

Based on the actions that have been given, research data from cycle II is obtained in the form of data derived from the results of observations and tests of student learning outcomes. The data derived from observation is the result of observation of teacher activities and student activities during the learning process.

Table 8 Observation of teacher activities in learning

Yes	OBSERVED ASPECTS	Score				
		1	2	3	4	5
I	**Pre-Learning**					
1	Preparing a room as a place to carry out teaching and learning activities				√	
2	Condition the classroom and check student readiness				√	
3	Prepare learning materials			√		
4	Class management				√	
II	**Opening the Lesson**					
1	Opening the lesson by saying hello			√		
2	Check student attendance using the attendance list				√	
3	Hold a free test			√		
4	Holding perceptual and motivating activities					√
5	Conveying competencies to be achieved				√	
III	**Core activities**					
	Provide explanations related to the learning material					√
7	Carrying out learning activities with the media				√	
8	Carry out learning activities using PBL method discussions					√
IV	**Closing activities**					
1	Provide opportunities for students to ask about ununderstood material and respond to students' questions				√	
2	Summing up the subject matter				√	
3	Evaluate the level of mastery of the material after delivering the learning material using the PBL method discussion				√	
Total Score		**79**				
Average Results		**4,9**				
Category		**Satisfying**				

Information:
1 = Bad
2 = Less
3 = Enough
4 = Good
5 = Satisfactory

So the total score obtained from the observation of teacher activities in cycle II is 79, with an average result of 4.9. Therefore, from the information of the assessment category, it can be concluded that the teacher's ability to use the PBL method discussion is quite satisfactory.

Table 9 Observation of Student Activities in Learning

Yes	Aspects observed	Score				
		1	2	3	4	5
1	Pre-Learning				√	
2	Paying attention to teachers Answering teachers' perception questions			√		
3	Listening to and reading the prayer readings				√	
4	Watching the Children's Service to Parents Film				√	
5	After getting the teacher's motivation, Shiva asked questions about what behaviors can please parents.				√	
6	Asking questions about how we behave when called by parents? and what do you do if your parents ask you to help with homework				√	
7	Discuss ways and forms of devotion to parents				√	
8	Students presented the results of the discussion on sunnah prayers				√	
9	The other group responded, the presentation of the group who was presenting			√		
10	Compiling conclusions of commendable behavior of khulafaur rasyidin with the guidance of teachers				√	
Total score				**38**		
Average Results				**3,8**		
Category				**Good**		

Information:

1 = Bad
2 = Less
3 = Enough
4 = Good
5 = Satisfactory

Based on the number of scores and average scores obtained from cycle II, which is 38 with an average score of 3.8. Therefore, it can be concluded that the activities of students in participating in the learning process using the PBL method discussion in cycle II are classified as good.

Table 10 Student Learning Outcomes in Cycle II

Yes	Student Name	CD	Value (x)	Information		Information
				Conclusion	Incomplete	
1	Shirley Shirley	70	90	√	-	**Conclusion**
2	Anal Sex	70	95	√		**Conclusion**

3	Akbar Yusuf Fatkulloh	70	80	√		**Conclusion**
4	Bella Safitri	70	80	√	-	**Conclusion**
5	Bilqis Fatharani Putri	70	85	√	-	**Conclusion**
6	Citra Maharani	70	85	√	-	**Conclusion**
7	Chansa Mufidatunnisa	70	60	-	√	**Incomplete**
8	Definition of Rahma Rosaria	70	75	√	-	**Conclusion**
9	Dian Anggraini	70	75	√	-	**Conclusion**
10	Dinda Amalia Nazka	70	65	-	√	**Incomplete**
11	Eka Putri	70	85	√	-	**Conclusion**
12	Farrel nazriel ardiansyah	70	85	√	-	**Conclusion**
13	The Son of Dhika Anggara	70	85	√	-	**Conclusion**
14	Rizki Ramdani	70	85	√	-	**Conclusion**
15	Haryosatyo Wirasena	70	90	√	-	**Conclusion**
Sum			1220			
Average			81			
Accomplished students				13		
Incomplete students					**2**	

From the student learning outcomes in the implementation of cycle II, the average score was 81 with the lowest score of 60 and the highest score of 95, of which 2 students got a score below the KKTP and 13 students got a score above 70. If calculated based on the percentage of learning completeness, 87% of students complete, and only 13% of students do not complete their studies. Based on the PAI learning results, the average score and percentage of student learning completeness can be calculated, namely:

The average score of students uses the following formula:

$$X = \frac{\sum 1}{\sum 2}$$

Information:

X = Average student score
∑1 = Total student score
∑2 = Total number of students assessed

Known:
∑1 = 1220
∑2 = 15 students

$$X \text{ Score} = \frac{1220}{15}$$

X = 81

The percentage of learning completeness is used in the following formula:

$$KS = \frac{ST}{N} \times 100\%$$

KS = Completeness of ST
Students = Complete Students
SB = Unfinished Students

$$KS = \frac{13}{15} \times 100\%$$

KS = 87%

Discussion

The findings of the study showed a significant improvement in student learning outcomes after the implementation of *Problem Based Learning* (PBL)-based discussions, which in-depth reflects the effectiveness

of this model in enabling the process of knowledge construction. In the pre-trial condition, the average score was only 63 with a completeness rate of 33%, indicating that the conventional learning that has been applied is most likely based on lectures and memorization has not been able to facilitate a deep understanding of worship materials that are contextual and reflective. This low achievement is in line with findings (Bariyyah, 2024) which states that passive approaches to religious learning often fail to connect the material with the reality of students' lives. On the other hand, the implementation of PBL in cycles I and II has succeeded in encouraging students not only to memorize the procedures for Dhuha, Tahajud, and Friday prayers, but also to understand their meaning, implementation time, and relevance in daily life through authentic issues such as "Why is it difficult for children of your age to do Tahajud prayers?" or "How can Friday prayers be a means of friendship?". The group discussion process allows students to clarify concepts with each other, ask questions, and build mechanical arguments that are consistent with the principles of Vygotsky's social constructivism (Paratiwi & Ramadhan, 2023).

The increase in teacher and student activity from cycle I to cycle II shows the existence of adaptation and continuous reflection that is the hallmark of Classroom Action Research. In cycle I, teacher activity was rated "good" (average 4.2) while student activity was only "adequate" (average 3.3), indicating that although teacher facilitation was adequate, student involvement was not optimal likely because they were not yet accustomed to the active learning model. However, in cycle II, the teacher's activity score increased to 4.9 ("satisfactory") and student activity to 3.8 ("good"), indicating that with increased planning based on the reflections of cycle I (e.g., simplification of problems, provision of clearer discussion guidelines), student engagement increased significantly. These findings are in line with Widodo and Suryani's research which found that the effectiveness of PBL is highly dependent on the quality of teacher facilitation and students' readiness to discuss (Purnama et al., 2023). Furthermore, increased student participation such as asking more frequent questions, daring to express opinions, and working together in groups confirms that PBL not only improves cognitive aspects, but also social and affective skills, which are essential goals in Islamic religious education in primary schools.

Theoretically, these findings strengthen the validity of the application of PBL in the domain of ritual worship learning, a context that has been considered predominantly demonstrative or normative. This research shows that even materials such as sunnah and Friday prayers can be taught through a problem-based approach without reducing the aspects of sharia validity, instead deepening the understanding of their meaning. This extends the scope of PBL theory, which was previously more tested in a scientific or social context, to the realm of spiritual education. The practical implications are significant: religious teachers in primary schools, especially in rural areas such as Jepara, now have alternative models that have proven effective to overcome the limitations of conventional methods. In addition, the classroom atmosphere became more interactive and fun as reported in observations and questionnaires reduced students' boredom with religious lessons, which were often considered monotonous. In line with the principle *of experiential learning* by Kolb (2019), where positive emotional experiences during learning also strengthen the retention and internalization of values.

These findings also make an important contribution to the development of differentiated learning practices in primary schools. With an increase in learning completeness from 33% to almost 100% at the end of cycle II (based on the increase in average grades and activities), PBL has proven to be able to answer the depth of students' learning styles through discussion, collaboration, and reflection. In contrast to Prasetyo's research in Novianti et al. (2020) which focuses on the cognitive aspects of faith at the MI level, this study expands the empirical evidence of PBL on the dimension of practical worship in elementary schools, with rural contexts that have distinctive challenges such as limited learning resources and socioeconomic backgrounds. However, this study does not generalize statistics because it is participatory and contextual, a limitation that is actually a methodological strength in PTK. In terms of policy, this result can be a consideration for the Islamic Religion Subject Teacher Conference (MGMP) in Jepara Regency to develop local PBL modules based on worship materials. Thus, this research not only answers the initial research questions, but also paves the way for the replication and adaptation of similar models in other materials or subjects that require contextual understanding and internalization of values

E. Conclusion

One of the most surprising findings in this study is how significant the impact of the *Problem Based Learning* (PBL) model on improving student learning outcomes in worship materials that have been considered ritualistic and difficult to associate with problem solving, namely Dhuha, Tahajud, and Friday prayers. Before

the intervention, only 33% of students achieved learning completion, with an average score of 63, showing an understanding that still understood the meaning and procedures of the worship. However, after two cycles of PBL-based discussions, there was a drastic improvement not only in academic scores, but also in students' affective and cognitive engagement. What is even more astonishing is the change in students' attitudes: they no longer view sunnah prayer as a burden, but rather as a solution to the "problem" constructed in learning scenarios such as, "How can the Tahajud prayer help one overcome anxiety?" or "Why is Friday prayer important to the social life of Muslims?" Observations show that students begin to ask reflective questions, debate politely in groups, and even practice the practice of voluntary Dhuha prayer at home. These findings show the general assumption that ritual worship materials are only suitable to be taught through the method of meaning or memorization, and actually prove that a problem-based approach actually deepens students' spiritual meaning through a process of critical and collaborative thinking.

Although the results of the study show the effectiveness of PBL in improving learning outcomes, this study has several limitations that need to be considered. First, subject coverage was limited to just one small class (15 students) in rural schools, so generalization of the findings to broader contexts such as urban schools or different grade levels is still doubtful. Second, the duration of the study was only two cycles (four meetings), which may not be enough to measure the desired impact of PBL on the formation of long-term worship habits. Third, the instrument for measuring learning outcomes is still predominantly cognitive, while the affective and psychomotor aspects that are very important in worship learning have not been systematically measured. To overcome these limitations, future research should use a *mixed method* design with a more representative sample, involving more than one school, and extend the duration of the intervention to a full semester. In addition, it is necessary to develop a holistic assessment rubric that covers the spiritual, emotional, and behavioral dimensions of worship, not just conceptual mastery. The use of student reflection journals, video recordings of group interactions, and in-depth interviews with parents can also enrich data on the long-term impact of PBL on students' spiritual lives outside of the classroom.

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