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Application of *Problem Based Learning Model* in Improving the Learning Outcomes of Islamic Religious Education on the Theme of the Content of the Qur'an Surah Al-Ma'un

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Abstract

This study aims to analyze the effectiveness of the application of the Problem Based Learning (PBL) learning model in improving the learning outcomes of grade 5 students in the material Understanding the Basic Message of Q.S. Al-Ma'un at SDN Geneng 1. The background of this research is the low learning outcomes caused by the lack of innovative learning methods and the lack of active student involvement. The research was carried out through a qualitative approach with a Class Action Research (PTK) design consisting of three cycles, including the planning, implementation, observation, and reflection stages. The research subjects are grade 5 students, with a focus on improving learning outcomes and learning activities during the learning process. The results showed a significant increase in the average score from the initial condition (51.4) to 64.3 (cycle I), 71.4 (cycle II), and 85.71 (cycle III). Learning completeness also increased from 28.5% to 57.14%, 71.42%, to 85.71%. Student learning activities increased from 70.59% (cycle I) to 85.71% (cycle III), showing that PBL has succeeded in increasing students' engagement, motivation, and critical thinking skills. Thus, the application of the PBL model has proven to be effective in improving the understanding of the material as well as students' attitudes and learning motivation in the subjects of Islamic Religious Education and Ethics.

Keywords: problem based learning, Islamic religious education, Al-Qur'an surah al-ma'un.

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A. INTRODUCTION

Islamic Religious and Moral Education (PAIBP) is one of the subjects that is very important in shaping the character, morals and spirituality of students from an early age. Through PAIBP, students are not only taught theoretical knowledge about Islamic teachings, but also directed to be able to practice them in daily life. In the midst of an era full of global social and cultural challenges, the role of religious education is increasingly strategic in fortifying the younger generation from negative influences. The Qur'an as the main source of Islamic teachings has various surahs that are rich in moral and social values, one of which is Surah Al-Ma'un. This surah provides important messages about the importance of caring for others, the prohibition of being indifferent to orphans, and a warning for those who focus only

on worship rituals without caring about social values. Therefore, a deep understanding of Surah Al-Ma'un is very important so that students can absorb and practice its values in real life (Ministry of Religion of the Republic of Indonesia, 2019).

Based on the results of observations conducted at SDN Geneng 1 Mijen Demak, it was found that students' understanding of the main messages of Surah Al-Ma'un is still very low. Although most students are able to memorize the verses, they do not understand the meaning contained in them conceptually or applicatively. This shows that the learning approach that has been used so far tends to be less effective in creating a deep understanding and relevance to daily life. The more dominant learning method with a teacher-centered approach, where teachers dominate the teaching and learning process while students are passive, has not been able to stimulate students' interest and critical thinking. In addition, the lack of variety in learning methods causes students to be more focused on memorization than on understanding and applying Qur'anic values in a real-life context. This phenomenon shows that there is a gap between the goals of religious education and the reality in the field, so that more meaningful and participatory learning innovations are needed (Sugihartono, 2017).

One of the solutions that is considered appropriate to overcome these problems is the application of the Problem Based Learning (PBL) learning model. This learning model is student-centered and uses real problems as a starting point for learning. With PBL, students are encouraged to be active in identifying problems, seeking information, and finding solutions based on the principles of science learned. In the context of PAIBP learning, especially Surah Al-Ma'un material, PBL can help students understand how Qur'anic values such as caring for others, honesty, and responsibility can be applied in concrete situations of their daily lives. In addition, this model can also improve students' critical thinking skills, collaboration, and sense of responsibility. Based on several previous studies, PBL has been shown to be effective in improving student learning outcomes through a more meaningful and contextual learning approach (Arends & Kilcher, 2010). Therefore, this study was conducted with the aim of applying the PBL model in PAIBP learning on the theme of the Content of the Qur'an Surah Al-Ma'un in grade V of SDN Geneng 1 Mijen Demak. The results of this research are expected to make a real contribution in improving students' understanding of the messages of the Qur'an and assisting teachers in developing innovative and effective learning methods.

B. THEORETICAL FOUNDATION

Learning outcomes in Islamic Religious Education (PAI) are the results obtained by students after going through a learning process that includes cognitive, affective, and psychomotor aspects. Nana Sudjana (2009) explained that learning outcomes reflect the extent to which students have mastered religious knowledge, worship skills, and religious attitudes that are in harmony with Islamic teachings. The emphasis on this aspect of attitudes and skills shows the importance of forming students' character based on religious values. Similarly, according to Dimyati and Mudjiono (2006), learning outcomes describe changes in student behavior that include knowledge, worship skills, and attitudes that have been internalized in daily life. In addition, Muhibbin Syah (2013) stated that learning outcomes include the acquisition of students' abilities and skills as seen from behavioral changes in religious understanding, worship implementation, and the development of religious attitudes. Therefore, PAI learning outcomes not only involve aspects of knowledge, but also include the formation of deep spiritual attitudes and values, which are very important in the formation of students' character.

Factors that affect student learning outcomes can be divided into two main categories, namely internal factors and external factors. Internal factors include learning motivation, physical and health conditions, and students' intelligence and learning style. High motivation to learn is a very decisive factor in learning success. Students with strong motivation tend to be more active in learning and more easily overcome obstacles that may arise during the learning process. Healthy physical condition is also an important factor that supports an

effective learning process, as healthy students have an easier time concentrating and absorbing information. In addition, different student learning styles—such as visual, auditory, and kinesthetic—have a major influence on how students understand and remember subject matter. Meanwhile, external factors that also affect learning outcomes include the family environment, school environment, and social interaction. Families who provide emotional and material support will greatly help students' academic development. A conducive school environment with good facilities and competent teachers also plays a very important role in supporting student success. Social interaction with peers and social support at school can increase students' enthusiasm and motivation for learning.

Teachers, as a highly influential external factor, have a very important role in determining the quality of student learning outcomes. Teachers' competence in delivering subject matter, managing classes, and creating a fun and supportive learning environment plays a major role in students' academic achievement. In addition, the teaching methods used by teachers greatly affect student involvement in the learning process. Methods that are varied, creative, and in accordance with the needs of students, will increase the attractiveness and effectiveness of learning. In the context of PAI material for grade 5 semester 1, effective learning includes topics such as understanding and memorizing Q.S. Al-Ma'un, the recognition of the names of Allah through Asmaul Husna, and the cultivation of social values such as zakat, infaq, and alms taught in Islam. Learning that is able to relate the values of Islamic teachings to daily life will be easier for students to understand and accept.

Problem-Based Learning (PBL) is a learning model that focuses on using real problems as a starting point for learning. According to Barrows (1980), PBL encourages students to learn independently, develop critical thinking skills, as well as the ability to collaborate and solve problems. PBL is very relevant in PAI learning because it is able to relate Islamic teachings to relevant social issues in students' lives. In the Q.S. Al-Ma'un material, the PBL model can be used to help students understand the moral message in the surah, such as the importance of caring for others, especially orphans and the poor. The steps in the Problem-Based Learning (PBL) learning model begin with the introduction of relevant and complex problems to students. These problems are designed to pique students' interest and curiosity, so they are encouraged to find solutions. This first step is important to stimulate student involvement in the learning process. Next, students are asked to explore the initial knowledge they already have regarding the problem. This process allows students to recognize their knowledge limitations and motivate them to seek out more information. After that, students gather information, either through literature searches, observations, or interviews with relevant experts, to deepen their understanding of the problems they face. After the information is gathered, students proceed with the analysis and discussion stage. In this phase, they evaluate the data that has been collected and discuss various potential solutions within the group. This collaborative process improves students' critical thinking skills and problem-solving skills. The next step is solution development, where students formulate possible solutions and consider the implications of each proposed option. Finally, students are asked to present the results of their research and solutions to other groups or teachers, who provide feedback to improve their understanding. In the reflection stage, students reflect on what they have learned, the skills developed, and how they can apply the knowledge gained to other situations. This process allows students not only to understand the material in depth, but also to develop critical thinking skills, collaboration, and the application of knowledge in daily life (Barrows, 1980)

C. RESEARCH METHODS

This study uses the Classroom Action Research (PTK) method with the aim of improving and improving learning practices through the application of the Problem Based Learning (PBL) model. PTK was chosen for its reflective, participatory, and direct improvement oriented approach to the learning process in the classroom. This research was carried out in three cycles, each consisting of four main stages: planning, implementation of actions, observation,

and reflection. In the first cycle, the researcher began by compiling a Learning Implementation Plan (RPP) and student worksheets that were in accordance with the learning indicators (Arikunto, 2010). In addition, teachers also prepare initial test questions and form heterogeneous student learning groups. The learning activity began with an introduction to Q.S. Al-Ma'un material, reading the verses, and group discussions. Observations were carried out to assess students' understanding and level of involvement during the activity. The results of the observation show that some students still have difficulty in understanding the meaning of the verse. Reflection at the end of the first cycle provides important input for the improvement of learning design in the second cycle, namely the need for more in-depth explanations and the use of more interactive learning methods.

In the second cycle, learning planning was further developed by compiling a more detailed lesson plan and preparing case studies in the form of videos as a learning medium. This case study aims to help students understand the application of Q.S. Al-Ma'un messages in daily life. The implementation of the action involves a group discussion about the case study, followed by making a presentation by each group (Arends and Kilcler, 2010). Observations were made to assess students' understanding as well as their participation in discussions and presentations. The results of the observation showed an increase in student understanding and involvement compared to the first cycle. Reflection at the end of the second cycle becomes the basis for planning further actions in the third cycle, namely the evaluation and integration of students' understanding more broadly. Based on the results of this reflection, a learning strategy was prepared that focused more on measuring learning outcomes as a whole and applying concepts in a real context, so that students not only understand theory but are also able to apply it in daily life.

In the third cycle, the focus of the research shifts to the evaluation and integration of students' understanding of the messages of Q.S. Al-Ma'un in a broader context. The planning process includes the preparation of final tests and creative projects, such as poster creation, which aim to measure the extent to which students can integrate Qur'anic values in daily life. Observations were carried out to evaluate the results of the final test, critical thinking skills, and creativity of students in the creative project. Reflections at the end of the third cycle show significant progress from the first to the third cycle, both in terms of understanding the material and active involvement of students. The independent variable in this study is the PBL learning model, while the bound variable is the student learning outcomes in the Q.S. Al-Ma'un material, which is measured through written tests, practical assessments, observations, interviews, questionnaires, and documentation. The research population is grade V students of SD Negeri Geneng 1, with a sample of 14 students. Data were analyzed using descriptive analysis and inferential statistics to test hypotheses and evaluate the effectiveness of the application of the PBL model in improving student learning outcomes.

D. Result

The findings of this study present the results of observations made during three learning cycles using the problem based learning (PBL) model in Islamic religious education (PAI) learning, with material to understand the main message of Q.S. Al-Ma'un in grade V of SDN Geneng 1 Mijen Demak. Overall, the results showed a significant improvement in both students' activities and learning outcomes, which was reflected through observation and reflection during each cycle.

Table 1
Recapitulation of Student Learning Outcomes in the Initial Activity

Yes	Criteria for Completeness	Initial Conditions	
		Sum	%
1	Conclusion	4	28,5
2	Incomplete	10	71,4
	Sum	**14**	**100**

	Lowest value	30,0
	Highest score	70,0
	Correspondence	51,4

From the table above, it can be concluded that the learning completeness has only reached 28.5% or 4 students, while the average score classically is only 49.2. The reality of the learning results above shows that there are learning problems that require special handling that will be carried out by carrying out classroom action research activities.

The explanation of student activities in learning activities in the initial or pre-cycle conditions based on the observation results shows the results as described in the table below.

Table 2
Recapitulation of Observation Results of Student Activities in Early Condition Learning Activities

no	Description	Sum	Ket
1	Students Complete	4	
2	Percentage Completion	28,5	
3	Students Have Not Completed	10	
4	Percentage Not Completed	71,4	

From the table above, it can be concluded that students' learning activities are still low, this is evidenced by the number of 28.5% or 4 students who are declared complete in the aspect of their learning activities so that actions and efforts are needed to overcome them so that they do not have a bad impact on the learning achievement of students.

In the first cycle, the application of the PBL model showed that although there was student involvement, the level of involvement was not optimal. This can be seen from the low participation rate, with a percentage of only 70.59%. One of the reasons is the students' unfamiliarity with the PBL model which is being applied for the first time in the classroom. Most learners feel embarrassed to present their opinions and hesitant to answer questions asked by teachers or classmates. In addition, they also did not fully understand how the game worked in the PBL model, which involved them matching questions and answers with pairs from other classmates. Despite the challenges, the entire class still showed high enthusiasm, which was reflected in the students' enthusiasm and enthusiasm for participating in the learning process.

Table 3
Recapitulation of Student Learning Outcomes in the First Cycle of Learning Activities

Yes	Criteria for Completeness	Initial Conditions	
		Sum	%
1	Conclusion	8	57,14
2	Incomplete	6	42,85
	Sum	14	100
	Lowest value	50	
	Highest score	80	
	Correspondence	64,3	

Based on the table and figure above, it is known that there is an increase in learning outcomes before action at the end of cycle I. The average score and percentage of learning completeness have increased from the initial data, namely from the average score has increased from the initial data to 64.3%. However, the completeness of learning in the first cycle only reached 57.1% and did not meet the criteria for success indicators, the classical completeness that has been set, namely 85% of students who study completely, so it needs to be improved in the next cycle.

Table 4
Recapitulation of Observation Results of Student Activities in the First Cycle of Learning Activities

No	Description	Sum
1	Students Complete	8
2	Percentage Completion	57,14
3	Students Have Not Completed	6
4	Percentage Not Completed	42,85 %

Based on the results of observation and data analysis, data was obtained that in the first cycle overall the level of student activity was 57.14% or 8 students included in the category of active and very active activities, so that there were still 6 students or 42.85% who had not completed it. Seeing the above results, the researcher together with his colleagues agreed to carry out learning improvements in cycle II with the hope that in cycle II the learning activity of students can achieve gains above 85% in accordance with the indicators and success criteria that have been set.

In the second cycle, the application of the PBL model showed significant improvements in terms of student activities and involvement. Learner engagement increases, and they begin to be more confident in participating. Cooperation in groups has also improved, with students being able to discuss in a more organized manner. At this stage, the addition of game elements and case studies in learning provides a more fun and interactive atmosphere. The PBL model is applied in a more structured manner, with a focus on problem solving and theory application in a real-life context, making students more active in learning. Despite the improvements, reflections at the end of the second cycle show that there are still some aspects that need to be improved, especially in terms of ensuring that all learners feel comfortable and open to interacting.

Table 5
Recapitulation of Student Learning Outcomes in the Second Cycle of Learning Activities

No	Criteria for Completeness	Initial Conditions	
		Sum	%
1	Tuntas	10	71,42
2	Incomplete	4	28,57
	Sum	**14**	**100,00**
	Lowest value	**55**	
	Highest score	**85**	
	Correspondence	**71,14**	

Based on the table and figure above, it is known that there is an increase in learning

outcomes before action at the end of cycle I. The average score and percentage of learning completeness have increased from the initial data, namely from the average score has increased from the initial data to 71.14%. However, the completeness of learning in cycle II only reached 71.424% and did not meet the criteria of success indicators, the classical completeness that has been set, namely 85% of students who learn completely, so it needs to be improved in the next cycle.

Table 6
Recapitulation of Observation Results of Student Activities in the Second Cycle of Learning Activities

No	Description	Sum
1	Students Complete	10
2	Percentage Completion	71,14
3	Students Have Not Completed	4
4	Percentage Not Completed	28,57

In **the third cycle**, the increase in student involvement is increasingly evident. The student involvement rate reached 85.71%, which was in accordance with the expected completeness criteria. Students begin to show a higher sense of confidence in asking, answering, and discussing. In addition, they are also increasingly active in showing the results of discussions and sharing their thoughts with their friends. In this cycle, the learning atmosphere is more enjoyable, driven by healthy competition between students to get the best grades, which is one of the additional motivations for them. This shows that the PBL model not only improves students' understanding of the Q.S. Al-Ma'un material, but also hones their social skills, such as the ability to work together, communicate, and think critically.

Table 7:
Recapitulation of Student Learning Outcomes in the Third Cycle of Learning Activities

No	Criteria for Completeness	Initial Conditions
		Sum
1	Tuntas	12
2	Incomplete	2
	Sum	**14**
	Lowest value	**65**
	Highest score	**95**
	Correspondence	**82,5**

Based on the table and figure above, it is known that there is an increase in learning outcomes before action at the end of cycle III. The average score and percentage of learning completeness have increased from the initial data, from the average score has increased from the initial data to 82.5%. However, the completeness of learning in cycle III only reached 85.71% and met the criteria for success indicators, the classical completeness that has been set, namely 85% of students who complete their learning so that there is no need to improve it again

Table 8:
Recapitulation of Observation Results of Student Activities in the Third Cycle of Learning Activities

Yes	Description	Sum
1	Students Complete	12
2	Percentage Completion	85,71
3	Students Have Not Completed	2
4	Percentage Not Completed	14,29

Based on the results of observation and data analysis, data was obtained that in the third cycle as a whole the level of student activity was 85.71% or 12 students were included in the category of active and very active activities, so that there were still 2 students or 14.29% who had not been completed. Looking at the above results, students' learning activity can achieve gains above 85% in accordance with the indicators and success criteria that have been set.

The application of the PBL model combined with games to match questions and answers in pairs has proven to be successful in creating a more lively and energetic classroom atmosphere. This model transforms learning to be more interactive and participatory, which makes learners feel directly involved. The motivation caused by healthy competition also plays a role in improving the quality of learning. This indicates that the application of the PBL model, with a focus on real problem solving and collaboration between students, can improve the overall quality of learning. Overall, this study shows that the application of the PBL model in PAI and BP learning at SDN Geneng 1 has a positive impact, both in terms of increasing students' activities and their understanding of the material. These results indicate that PBL is an effective learning model, which not only assists students in understanding the main message of Q.S. Al-Ma'un, but also encourages them to actively engage in the learning process, work together, and develop critical thinking skills.

E. Discussion

The findings of this study show that there was an increase in learning outcomes from before the action to the end of the first cycle, with an average score of 71.14%. In cycle II, learning completeness increased to 71.42%, but still below the set success criteria, namely 85% classical completeness. This shows the need for improvement in the next cycle. In cycle III, the activity level of students reached 85.71% or equivalent to 12 out of 14 students who were included in the active and very active categories. However, there are still 2 students (14.29%) who have not completed it. With this achievement, the learning activity of students has met the set success indicators, which are above 85%, so it can be concluded that learning in cycle III has been effective in improving learning outcomes classically.

The findings of this study show a gradual increase in learning outcomes from cycle I to cycle III, which can be explained through several learning theories, such as constructivism theory and active learning. According to Piaget in Santrock (2011), cognitive development occurs through a process of assimilation and accommodation, in which students actively build new knowledge based on their learning experiences. The improvement in learning outcomes in cycles I to III is likely influenced by learning strategies that encourage active student engagement, as described in the active learning theory of Bonwell & Eison (1991), which states that active participation improves comprehension and retention of information. In addition, the cognitive social theory from Bandura (1986) explains that observation, imitation, and social reinforcement in the classroom environment can increase students' motivation and learning activity. Although in the second cycle the completeness has not reached the target of 85%, the increase in learning activities in the third cycle to 85.71% shows that the collaborative

and reflective learning approach has strengthened the process of building students' knowledge. However, the presence of two students who have not yet completed indicates the need to differentiate learning strategies to suit the diversity of individual learning styles (Tomlinson, 2014).

Despite the improvement, the results of this study were still below the established success criteria, namely 85% classical completeness. In cycle III, the level of student learning activity reached 85.71%, meeting the set target, although there were still two students (14.29%) who had not completed it. These findings are in line with the research of Prayitno and Suryadi (2019), who concluded that active learning can significantly improve learning outcomes if done consistently and adjusted to the needs of students. However, what distinguishes this study is the application of a more structured collaborative approach in each cycle, so as to create an increase in learning activity that meets the success indicators in cycle III. The novelty of this finding lies in the integration of active learning models with individual development monitoring to identify the causes of students' misunderstanding, so that interventions can be carried out in a targeted manner. This makes a practical contribution to the development of learning strategies that focus on holistic student participation and learning outcomes (Rusman, 2020).

The implications of the findings of this study on learning show that the application of learning strategies or models used during the study has a positive impact on improving learning outcomes and student activities. The increase in average scores from before the action to cycle I, as well as the increase in learning completeness in cycles II and III, proves that learning carried out gradually and reflectively can increase student participation and understanding. Although in the end classical completeness has not reached the target of 85% in cycle II, in cycle III the level of learning activity has met the success criteria, even encouraging the achievement of better learning outcomes classically. This indicates that the active involvement of students in the learning process has a great influence on the achievement of competencies. Therefore, teachers need to continue to increase the variety of learning methods, provide interesting stimulation, and pay special attention to students who are still incomplete so as not to be left behind. In addition, the results of this study also provide recommendations on the importance of a well-planned learning cycle to achieve optimal learning effectiveness.

F. CONCLUSION

Based on the results of the classroom action research carried out in three cycles, it can be concluded that the application of the *Problem Based Learning* (PBL) learning model in the subjects of Islamic Religious Education (PAI) and Ethics in grade V of SDN Geneng 1 is effective in improving learning outcomes and student activities. This can be seen from a significant increase in the average score, from 51.4 in the initial condition to 85.71 in cycle III, as well as an increase in learning completeness from 28.5% to 85.71%. In addition, student activity during the learning process also increased from 70.59% in cycle I to 85.71% in cycle III, showing that students are more active, confident, and intensely involved in learning. However, this study has some limitations, such as the relatively short duration of the study and the limited number of subjects, so it may not have broadly described the effectiveness of the PBL model in a broader context. For this reason, future researchers are advised to conduct research with a longer time and involve more subjects or different grade levels to strengthen the validity of the results and test the application of the PBL model in various other learning contexts.

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