

DARUSSALAM: Scientific Journal of Islamic Education

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Volume 1 (1) 1 – 11 June 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/darussalam>

Forming Character through Learning Islamic Values in Students: A Study at State Elementary School 085115 Sibolga

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Abstract: Character strengthening education is one of the targets or goals of education in Indonesia. Various methods are used by educators to create students who are capable and have good character. However, in reality the implementation of character strengthening education does not go as expected. There are various factors that become obstacles in its implementation. This study aims to analyze the mechanism of character formation of students through the instillation of Islamic values in elementary schools. This study is a descriptive qualitative study. The subjects of this study were elementary school students. Research data were collected using interview and observation techniques. The data obtained were analyzed using data triangulation techniques. The results of the study showed that the formation of student character through the instillation of Islamic values was successful. This is because Islamic values are very close to students' daily lives. Based on this, character strengthening education can be carried out with an approach to instilling Islamic values.

Keywords: Character education, islamic values, elementary school student.

Received February 17, 2024; **Accepted** April 11, 2024; **Published** June 30, 2024

Citation: Simanjuntak, F., Simamora, M., & Azizi, S. (2024). Forming Character through Learning Islamic Values in Students: A Study at State Elementary School 085115 Sibolga. *DARUSSALAM: Scientific Journal of Islamic Education*, 1(1), 1 – 11.

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INTRODUCTION

Noble morals are one of the important aspects of education that must be instilled in children from an early age. As the next generation of the nation, children need to be equipped with good morals so that they can become individuals with noble character, high morals, and can interact well in society. One way to form noble morals in children is through Islamic values education, which teaches about morals, manners, and ethics in accordance with religious teachings. Elementary school education is a very important initial stage in forming students' character and personality. At the age of 8-9 years, students in grade 3 of Elementary School, especially at SDN 085115 Sibolga, are at a stage of development that is very sensitive to the formation of moral and social values. Therefore, through learning that integrates Islamic values, students can more easily understand the concepts of kindness, honesty, patience, helping each other, and other positive behaviors.

In the context of Islamic education, teaching Islamic values is not only limited to religious knowledge, but must also be reflected in everyday behavior. Learning Islamic values in elementary schools, especially in grade 3, has great potential to shape noble morals in children. Through interesting, contextual, and relevant learning to their lives, students can instill Islamic values in their daily lives, both at home, school, and in society. However, although Islamic values education has been implemented in the Islamic religious education curriculum in schools, challenges in its implementation remain. One of them is how to convey complex Islamic values in a simple and easy-to-understand way for students in grade 3, and ensure that these values are truly accepted and practiced in their lives. Based on this, this study aims to explore how learning Islamic values can play a role in shaping the noble morals of grade 3 students in elementary schools at SDN 085115 Sibolga.

METHODS

This research is included in the type of qualitative research with a descriptive approach. This study aims to describe and analyze how learning Islamic values can form noble morals in grade 3 students at SDN 085115 Sibolga. The explanation regarding the type of this research is qualitative research, this study uses a qualitative approach because it aims to explore a deeper understanding of the phenomenon of the formation of noble morals through learning Islamic values in elementary schools. Qualitative research emphasizes more on collecting descriptive data, such as interviews, observations, and documentation, which are then analyzed to provide a deeper understanding of the topic being studied.

The data collected in this study are not only in the form of numbers or statistics, but more on understanding the experiences, perceptions, and views of teachers, students, and other related parties regarding the application of learning Islamic values in the formation of noble morals. The descriptive approach is used to describe the conditions in the field regarding the application of learning Islamic values in grade 3 students of SDN 085115 Sibolga and how it affects the formation of students' noble morals. This study will describe in detail the process, results, and challenges faced in this learning. Descriptive research aims to describe systematically, factually, and accurately the existing conditions, and provide a comprehensive picture of the phenomenon being analyzed, namely how learning Islamic values affects students' behavior and attitudes. Data collection methods used in this study include interviews, conducted with Islamic Religious Education teachers, principals, and students to obtain data related to the application of Islamic values in learning and their impact on students' morals.

Observation, Researchers conducted direct observations in class 3 of SDN 085115 Sibolga to see the implementation of learning Islamic values and their influence on student behavior. Documentation, Data collection through documents related to the teaching material of Islamic values taught, as well as notes or reports that can provide an overview of the development of students' morals. Data obtained from interviews, observations, and documentation will be analyzed qualitatively using thematic analysis or categorization techniques, where researchers will identify patterns or themes that emerge from the data collected.

This type of research is descriptive qualitative research, which aims to describe and analyze how learning Islamic values can form noble morals in grade 3 students at SDN 085115 Sibolga, using a more in-depth approach and focusing on descriptive data collection. In this study, the variables to be studied are related to two main aspects, namely learning Islamic values and students' noble morals. The following is an explanation of the research variables involved. This variable refers to the learning aspect carried out in grade 3 of SDN 085115 Sibolga, which aims to instill Islamic values in students. Learning Islamic values includes, 1) Teaching Islamic Morals: Learning that teaches values such as honesty, patience, kindness, a sense of responsibility, and others that are in Islamic teachings; 2) Learning Methods: Methods used by teachers to convey

Islamic values, such as lectures, discussions, exemplary stories, and approaches that prioritize practice; 3) Islamic Religious Education Material: Content taught in Islamic Religious Education subjects, which include teachings about noble morals that are in accordance with Islamic teachings; 4) Habitual Activities: Habitualization of Islamic values carried out at school, either through joint prayers, social activities, or daily behavior taught by teachers and imitated by students.

This dependent variable focuses on the desired results of learning Islamic values, namely the formation of noble morals in students. The noble morals referred to in this study include, 1) Honesty: Students' ability to speak honestly and act with integrity; 2) Discipline, Students' ability to follow the rules and regulations that apply at school; 3) Responsibility: Students' awareness to be responsible for their duties and obligations, both at school and in everyday life; 4) Cooperation and Tolerance: Students are able to work together with their friends, as well as respect differences and be tolerant; 5) Politeness: Students demonstrate polite behavior towards teachers, friends, and others in their environment. Indicators of Islamic Values Learning (Independent Variables), Learning Materials, Students' understanding of Islamic teaching materials related to noble morals, Teaching Methods, Effectiveness of methods used by teachers in conveying Islamic values, Exemplary Teaching: Implementation of good examples from teachers in everyday life that can be followed by students, Habitual Activities: Activities carried out to accustom students to applying Islamic values.

Indicators of Noble Morals (Dependent Variable), 1) Honesty in Speaking and Acting: Measuring the extent to which students demonstrate honest attitudes in the school environment; 2) Discipline in Carrying Out Tasks: Measuring students' compliance with the rules and obligations that exist in the school; 3) Sense of Responsibility for School Tasks and the Environment: Measuring the extent to which students are responsible for the tasks given; 4) Cooperation with Friends and Teachers: Measuring students' attitudes in cooperating with friends and teachers in school activities; 5) Polite and Courteous Behavior: Measuring students' polite attitudes towards others in the school environment, both to teachers and friends. Independent Variable (X), Learning Islamic values, which includes methods, materials, and activities carried out to instill Islamic values in students, Dependent Variable (Y): Students' noble morals, which include aspects of students' positive behavior formed from this learning, such as honesty, discipline, sense of responsibility, cooperation, and politeness. These variables will be analyzed to determine the effect of learning Islamic values on the formation of noble morals in grade 3 students at SDN 085115 Sibolga.

The population in this study were all grade 3 students at SDN 085115 Sibolga who took part in learning Islamic values through the subject of Islamic Religious Education (PAI). Based on this, the study population consisted of, 1) Number of grade 3 students, All students registered in grade 3 in the current academic year at SDN 085115 Sibolga, which includes a number of existing classes or groups., 2) PAI teachers, Teachers who teach Islamic Religious Education subjects in grade 3 are also part of the population, because interviews with teachers will provide data on the implementation of learning Islamic values in the classroom.

The sample of this study was taken from the existing population in a representative manner so that the results of the study can describe the conditions in the field. The following is how to determine the research sample, 1) Student Sample, The sample taken will represent grade 3 students of SDN 085115 Sibolga. If there are several grade 3 classes, the sample will be selected randomly from several existing classes, with the aim of obtaining a representative sample of the grade 3 student population. The number of samples will be adjusted to the guidelines in qualitative research, which do not prioritize large numbers but rather the depth of the data obtained. A sample of around 20-30 students can be considered sufficient to obtain valid and representative data; 2) Islamic Religious Education Teacher Sample, Considering that the number of teachers who teach Islamic Religious Education is usually limited, all Islamic Religious Education teachers who

teach grade 3 can be taken as samples. The number of teacher samples is usually limited to one teacher who is directly involved in learning Islamic values in grade 3.

So the conclusion of the population and sample is, 1) Research Population: All grade 3 students of SDN 085115 Sibolga who participate in learning Islamic values, as well as Islamic Religious Education teachers who teach in grade 3., 2) Research Sample, The sample consists of around 20-30 grade 3 students who are selected randomly or based on certain criteria, as well as all Islamic Religious Education teachers who teach in grade 3. Types of Data Sources, 1) Primary Sources, Interviews, Data obtained directly from related sources. The relevant primary sources in this study are, Islamic Religious Education Teachers, To explore information about the methods and strategies used in teaching Islamic values to students., Principals, To obtain information related to school policies in integrating Islamic values into the curriculum and learning activities. Students, To understand students' perceptions of learning Islamic values and their influence on their attitudes and behavior. 2) Secondary Sources, Islamic Education and Morals Books, Books that discuss theories of the formation of noble morals in Islam and their relevance in the context of elementary education. Scientific Journals or Research Articles Articles or research that discuss the learning of Islamic values in elementary school children, the development of character and noble morals in students, and effective methods in teaching these values, School Documents (Syllabus, Lesson Plans, and Learning Outcome Reports): Documents that provide an overview of the curriculum used, learning methods, and assessments related to the formation of noble morals.

Data Collection Methods, 1) Interview, Islamic Religious Education Teacher, Interview with Islamic religious education teacher aims to gather information about the material taught, the learning approach used, and how Islamic values are included in daily learning. Questions can include things like, 1) How do you teach Islamic values in Islamic Religious Education learning?, Is there a special method used to instill noble morals in students?, What are the challenges faced in forming noble morals in students?, Principal, Interview with the principal to get views on school policies in supporting the learning of Islamic values and the formation of student morals. Some questions that can be asked, 1) To what extent does the school implement Islamic values in the curriculum and extracurricular activities?; 2) What is the school policy regarding the formation of student character?. Students Interview with students to find out their perceptions about learning Islamic values and its influence on their behavior.

Questions can be, What did you learn in Islamic Religious Education?, Do you feel there is a change in your behavior after learning Islamic values?, What do you do to apply Islamic values in everyday life?, Observation, Observation in Class by directly observing the process of learning Islamic values in class, The focus of observation is on the interaction between teachers and students, the learning techniques used to instill Islamic values, and how students respond to the material taught. Things to note during observation, 1) The approach used by the teacher to teach noble morals; 2) Students' attitudes and behavior during the learning process; 3) Student involvement in discussions or activities that teach Islamic values; 4) Observation Outside the Classroom Observing how students apply Islamic values in everyday life, for example during recess or when interacting with their friends. The goal is to see whether learning Islamic values in class has an effect on students' behavior outside the classroom. Learning Documents (Syllabus, Lesson Plans, etc.),

Collecting documents related to learning, Islamic values in schools, such as Islamic Education syllabus, lesson plans, and teaching materials. This aims to analyze the extent to which Islamic values are included in the curriculum and how these values are conveyed to students. Student Learning Outcome Reports and Evaluations: Collecting data on evaluations or reports of student learning outcomes related to noble morals. This can be in the form of attitude assessments or observations made by teachers on the development of student morals. This data can provide an overview of changes in students' attitudes and morals after participating in learning. Questionnaires/Surveys, 1) Questionnaires to

Students, Distributing questionnaires to students to collect quantitative data related to their views on the Islamic values taught, as well as changes in their behavior. This questionnaire can contain questions related to understanding Islamic values, their experiences during learning, and the application of noble morals in everyday life; 2) Questionnaires to Parents or Guardians: To find out how Islamic values are applied at home and whether there is a relationship with attitudes or changes in students' morals.

RESULTS

The planning that has been carried out by the researcher is to prepare the needs for cycle I by preparing learning tools such as lesson implementation plans, student worksheets, evaluation questions, and media. The media used is a learning video to clarify the material on Sharing Infak and Sedekah with Ikhlas. In addition, the researcher prepared research instruments, namely observation sheets and questionnaires as a measure of student learning motivation.

Observations in this study were carried out during the learning process. Observations were carried out by the researcher and fellow researchers. The researcher and fellow researchers observed students' learning motivation by filling out the observation sheets that had been prepared by the researcher. The results of the observation showed that the learning motivation in cycle I was obtained on average 77.8 with a high category. So it can be said that learning motivation in cycle I has increased when compared to the pre-research period.

Results of Observation of Teacher Activities Cycle I data from observation of teacher activities are used to determine teacher abilities during the teaching and learning process. This data is obtained from the teacher activity observation sheet. Based on the results of observations and analysis on the implementation of cycle I actions, it was obtained that the Teacher in managing the learning of the Al-Qur'an Hadith Material Sharing Alms and Charity with Sincerity in SD Negeri 085115 Sibolga using the PBL learning model obtained a score on the preliminary activity scale of 4.

In this preliminary activity, the teacher has carried out all the activities planned in the skills of opening learning which consist of 4 activities, namely: (1) greeting, praying, taking attendance and asking students' readiness to learn, (2) delivering apperception, (3) delivering learning objectives (4) providing motivation and asking questions.

In the core activity which consists of 5 activities, namely: (1) Guiding students in the activity of watching videos to find information as a source of learning, the teacher obtained a scale of 3 which means that the teacher often guides students in the activity of reading reference books as a source of learning. (2) Guiding students to read and translate Q.S. Al-Fajr (89): 15-18 about Alms in the way of Allah SWT., the teacher obtained a scale of 3 which means that the teacher often guides 25 students to pay attention to the learning video. (3) Directing students to observe the problems on the student worksheet in group activities, the teacher obtained a scale of 3 which means that the teacher often directs students to create questions about the material in group activities. (4) Guiding students to discuss the problems on the student worksheet in group activities, the teacher obtained a scale of 3 which means that the teacher often directs students to find answers to questions made by other groups. (5) Guiding students in presenting the results of group discussions, the teacher obtained a scale of 3 which means that the teacher often guides students in activities to present the results of group discussions. In the closing activity, the teacher obtained a scale of 4.

In this closing activity, the teacher has carried out all the activities planned in the skills of closing learning activities consisting of 4 activities, namely: (1) guiding students to conclude the lesson material, (2) conducting reflection and evaluation activities, (3) providing a follow-up plan, (4) guiding students to pray and greet. Overall, the results of the observation of teacher activities got a percentage of 82%. This means that the

implementation of learning activities has gone well according to the planning. In implementing the PBL learning model, the teacher has been able to implement it well.

The results of observations of student activities in implementing the Action cycle 1 are Overall, the results of observations of student activities in participating in learning the Al-Qur'an Hadith Material Sharing Alms and Charity with Sincerity sub-theme Q.S al-Fajra (89): 15-18 using the PBL learning model in cycle 1 got a good qualification with a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In participating in learning activities with the teacher's cue-answer method, students have been able to follow well.

In learning activities by implementing the PBL learning model, there are 5 core activities that students must follow. The first activity is watching videos to find information as a source of learning. The second activity is reading and translating Q.S. Al-Fajr (89): 15-18 about Alms in the way of Allah SWT. The third activity is to observe the problems on the student worksheet in group activities. Furthermore, the fourth activity is to discuss the problems on the student worksheet in group activities. The last activity is to present the results of the group discussion in front of the class.

In the activity of watching videos to find information as a source of learning, an average score of 3.3 was obtained with a percentage of 84% and obtained good qualifications, meaning that students as a whole are interested in learning activities or seeking information through reading activities. In more detail, this activity can be described that as many as 11 students or 38% of students obtained a scale of 4, namely they did reading activities calmly and diligently. While the rest, namely 18 students or 62% of students obtained a scale of 3, namely they did reading activities calmly.

In the activity of reading and translating Q.S. Al-Fajr (89): 15-18 about Donation in the way of Allah SWT got an average score of 3.6 with a percentage of 91% and obtained a very good qualification, meaning that students as a whole are very interested in learning activities to find information by watching learning videos. In more detail, this activity can be described that as many as 19 students or 66% of students obtained a scale of 4, namely they carried out activities to watch learning videos calmly and diligently. While the rest, namely 10 students or 34% of students obtained a scale of 3, namely they carried out activities to watch learning videos calmly.

In the activity of observing the problems on the student worksheet in group activities, the average score was 3.1 with a percentage of 77% and obtained good qualifications, meaning that students as a whole were active in making questions. In more detail, this activity can be described that as many as 8 students or 28% of students obtained a scale of 4, namely they were very active in making questions. As many as 16 students or 55% of students obtained a scale of 3, namely they were active in making questions. While the rest, namely 5 students or 17% got a scale of 2, meaning they were less active in making questions. In the activity of discussing the problems on the student worksheet in group activities, the average score was 3.4 with a percentage of 84% and obtained good qualifications, meaning that students as a whole were active in finding answers to questions from other groups. In more detail, this activity can be described that as many as 11 students or 38% of students obtained a scale of 4, namely they were very active in looking for answers. While the rest, namely 18 students or 62% of students obtained a scale of 3, namely they were actively looking for answers. In the activity of presenting the results of the discussion, the average score was 3.0 with a percentage of 74% and obtained a fairly good qualification, meaning that students as a whole were quite active in presenting the results of the discussion. In more detail, this activity can be described that as many as 8 students or 28% of students obtained a scale of 4, namely they were very active in presenting the results of the discussion. As many as 12 students or 41% of students obtained a scale of 3, namely they were active in presenting. While the rest, namely 9 students or 31% got a scale of 2, which means they were less active in presenting the results of the discussion.

The results of the student motivation questionnaire showed the results achieved at the first meeting with an average of 77.8 with a high category. So that student learning motivation can be said to have increased when compared to the pre-research where the average student learning motivation was 60 which was in the low category. The teacher in providing guidance was not comprehensive so that not all students were active in discussion and presentation activities due to time constraints. The presentation activity was still in a sufficient qualification because during the presentation only a few students were active, there were still many students who were not confident in conveying the results of the discussion. Based on the data results above, the teacher and researcher agreed to continue the research in cycle 2. The things that need to be improved and revised for the implementation stage of the learning process in the next cycle are 1) Teachers in providing guidance must be more comprehensive or even to all groups and individuals by adjusting the time allocation; 2) Teachers encourage all students to be more active in presentation activities; and 3) Teachers provide systematic reinforcement of the material so that students understand better.

The planning that has been carried out by the researcher is to prepare the needs in cycle I by preparing learning tools such as learning implementation plans, student worksheets, evaluation questions, and media. The media used is a learning video to clarify the material Kuberbagi Infak and Sedekah with Ikhlas. In addition, the researcher prepared research instruments, namely observation sheets and questionnaires as a measure of student learning motivation.

Observations in this study were carried out during the learning process. Observations were carried out by the researcher and fellow researchers. The researcher and fellow researchers observed students' learning motivation by filling out the observation sheets that had been prepared by the researcher. Based on the table above, the results of learning motivation in cycle II obtained an average of 81.6 with a high category. So it can be said that learning motivation in cycle II has increased when compared to cycle I.

Results of Teacher Activity Observation Cycle II data from teacher activity observation results are used to determine teacher abilities during the teaching and learning process. This data is obtained from the teacher activity observation sheet. Based on the results of observations and analysis on the implementation of cycle II actions, it was obtained that the Teacher in managing the learning of the Al-Qur'an Hadith Material Sharing Alms and Charity with Sincerity in SD Negeri 085115 Sibolga using the problem based learning model obtained a score on the preliminary activity scale of 4.

In this preliminary activity, the teacher has carried out all the activities planned in the skills of opening learning which consist of 4 activities, namely: (1) greeting, praying, taking attendance and asking students' readiness to learn, (2) delivering apperception, (3) delivering learning objectives (4) providing motivation and asking questions.

In the core activities consisting of 5 activities, namely: (1) Guiding students in the activity of watching videos to find information as a source of learning, the teacher obtained a scale of 4 which means that the teacher often guides students in the activity of reading reference books as a source of learning. (2) Guiding students to read and translate Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT., the teacher obtained a scale of 4 which means that the teacher often guides students to pay attention to learning videos. (3) Directing students to examine the problems on the student worksheet in group activities, the teacher obtained a scale of 4 which means that the teacher often directs students to create questions about the material in group activities. (4) Guiding students to discuss the problems on the student worksheet in group activities, the teacher obtained a scale of 3 which means that the teacher often directs students to find answers to questions made by other groups. (5) Guiding students in presenting the results of group discussions, the teacher obtained a scale of 3 which means that the teacher often guides students in the activity of presenting the results of group discussions. In the closing activity, the teacher obtained a scale of 4. In this closing activity, the teacher has carried out all the activities

planned in the skills of closing learning activities consisting of 4 activities, namely: (1) guiding students to conclude the lesson material, (2) conducting reflection and evaluation activities, (3) providing a follow-up plan, (4) guiding students to pray and greet. Overall, the results of the observation of teacher activities got a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In implementing the PBL learning model, the teacher has been able to implement it well.

The results of observations of student activities in the implementation of Cycle II Actions are Overall, the results of observations of student activities in participating in learning the Al-Qur'an Hadith Material Sharing Alms and Charity with Sincerity sub-theme Q.S. Al-Baqarah (2): 254 using the PBL learning model in cycle II got a good qualification with a percentage of 88%. This means that the implementation of learning activities has gone well according to the planning. In participating in learning activities with the teacher's cue-answer method, students have been able to follow well.

In learning activities by implementing the PBL learning model, there are 5 core activities that students must follow. The first activity is watching videos to find information as a source of learning. The second activity is reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT. The third activity is to observe the problems on the student worksheet in group activities. Furthermore, the fourth activity is to discuss the problems on the student worksheet in group activities. The last activity is to present the results of the group discussion in front of the class. In the activity of watching videos to find information as a source of learning, an average score of 3.5 with a percentage of 87% and obtaining good qualifications means that students are overall interested in the activity of watching videos to find information as a source of learning. In more detail, this activity can be described that as many as 10 students or 48% of students obtained a scale of 4, namely they did reading activities calmly and diligently. While the rest, namely 15 students or 52% of students obtained a scale of 3, namely they did reading activities calmly. In the activity of reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT got an average score of 3.8 with a percentage of 95% and obtained a very good qualification, meaning that students as a whole are very interested in the activity of reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT. In more detail, this activity can be described that as many as 23 students or 75% of students obtained a scale of 4, namely they carried out the activity of reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT. While the rest, namely 2 students or 20% of students obtained a scale of 3, namely they carried out the activity of reading and translating Q.S. Al-Baqarah (2): 254 about Alms in the way of Allah SWT.

In the activity of observing the problems on the student worksheet in group activities, the average score was 3.4 with a percentage of 84% and obtained good qualifications, meaning that students as a whole were active in the activity of observing the problems on the student worksheet in group activities. In more detail, this activity can be described that as many as 11 students or 45% of students obtained a scale of 4, namely they were very active in observing the problems on the student worksheet in group activities. As many as 14 students or 48% of students obtained a scale of 3, namely they were active in asking questions.

In the activity of discussing the problems on the student worksheet in group activities, the average score was 3.6 with a percentage of 90% and obtained good qualifications, meaning that students as a whole were active in finding answers to questions from other groups. In more detail, this activity can be described that as many as 17 students or 59% of students obtained a scale of 4, namely they were very active in finding answers. While the rest, namely 8 students or 41% of students obtained a scale of 3, namely they were active in discussing the problems on the student worksheet in group activities.

In the activity of presenting the results of the discussion, the average score was 3.3 with a percentage of 81% and obtained a fairly good qualification, meaning that students as a whole were quite active in the activity of presenting the results of the discussion. In more detail, this activity can be described that as many as 8 students or 28% of students obtained a scale of 4, namely they were very active in presenting the results of the discussion. Meanwhile, 17 students or 72% got a scale of 3, which means they were less active in presenting the results of the discussion. The results of the student motivation questionnaire showed the results achieved at the second meeting with an average of 81.6 with a high category. So that student learning motivation can be said to have increased when compared to the study in cycle I, where the average student learning motivation was 77.8 which was also in the high category. Based on the data obtained in the study, it shows that in cycle II there was an increase compared to cycle I, both in teacher activity, student activity and student learning outcomes. The activities of teachers and students in cycle I obtained good qualifications and in cycle II there was an increase by obtaining very good qualifications. So the teacher and researcher agreed that there was no need for the next cycle.

DISCUSSION

The results of the study indicate that the problem-based learning model can increase student activity in learning the Qur'an and Hadith. The increase occurs through the learning process which is carried out by emphasizing the problem-solving process. The problem-solving process will provide a very good learning experience for students because students directly carry out the problem-solving process with the theory or learning concept provided (Lubis, 2019; Sari et al., 2021; Silvia et al., 2023). Furthermore, problem solving can help students to explore additional information as an enrichment to the material provided, so that students' insights will be broader and deeper about the learning material (Dasopang et al., 2023; Fatwa et al., 2023; Ningsih et al., 2023; Nurliza et al., 2024).

Increased learning activities also occurred in this study. Learning activities occur because the problem-based learning model makes students more active and creative (Darwati & Purana, 2021; Siraj et al., 2023). The dominant involvement of students in a learning process will be directly proportional to the optimality of student learning activities in learning (Elisyah et al., 2024; Lubis et al., 2021). Furthermore, (Simamora & Fatwa, 2022) in their research results stated that giving students trust to solve problems will increase student creativity because problems are studied contextually with existing learning materials.

CONCLUSION

Teacher activity in cycle 1 got a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In applying the method of cues and answers to teachers, teachers have been able to apply it well. In cycle 2, teacher activity increased, namely getting a percentage of 93%. This means that the implementation of learning activities has gone very well according to the planning. In applying the method of cues and answers to teachers, teachers have been able to apply it very well. Student activity in participating in Islamic education learning on the material Let's Pay Zakat, sub-theme Types of zakat using the method of cues and answers to teachers in cycle 1 got a good qualification with a percentage of 82%. This means that the implementation of learning activities has gone well according to the planning. In participating in learning activities with the method of cues and answers to teachers, students have been able to follow it well. Student activity in participating in Islamic education learning on the material Let's Pay Zakat, sub-theme of zakat recipient groups and the wisdom of zakat using the method of cues and answers to teachers in cycle 2 got a

very good qualification with a percentage of 88%. This means that the implementation of learning activities has gone very well according to the planning. In participating in learning activities with the method of responding to the teacher, students have been able to follow very well. In the pre-cycle, the average value of learning outcomes was 74.82 with a percentage of students who completed 45%. In cycle 1, learning outcomes increased, the average obtained by students was 81.38 with a percentage of students who completed 65.5%. In cycle 2, learning outcomes increased again with a class average of 90 and a percentage of students who completed 93%. Based on the achievement of learning outcomes in cycle 2, it has shown the achievement of indicators of the success of implementing this classroom action research, namely that the completion reached more than 75%.

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