



## Implementation of Problem-Based Learning Method in Improving Learning Outcomes of Students' Prayer Material at Baitussalam Integrated Islamic Private Elementary School Simpang Mangga Naga Jaya 1

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**Abstract:** This study aims to determine the application of the Problem-Based Learning (PBL) method in improving learning outcomes of prayer material for students at SD Swasta Islam Terpadu Baitussalam Simpang Mangga Naga Jaya 1. This study used a quasi-experimental research design with a pretest and posttest approach to measure student learning outcomes before and after the implementation of the PBL method. The PBL method was implemented for six weeks, where students worked to solve real problems related to prayer material, such as understanding the steps of prayer and the spiritual meaning behind it. Data were obtained through tests, classroom observations, and interviews with students. The results showed that the implementation of the PBL method had a significant effect on improving student learning outcomes. Posttest scores showed a clear improvement in students' ability to remember and practice prayer steps correctly, as well as their understanding of the spiritual meaning of prayer. Classroom observations showed that students were more active and motivated during learning, with high participation in group discussions and problem-solving activities. Interviews with students also showed that they felt the PBL method was effective for learning prayer, because the material became more relevant and interactive. In conclusion, the application of the Problem-Based Learning method in learning the material of Prayer at SD Swasta Islam Terpadu Baitussalam Simpang Mangga Naga Jaya 1 has succeeded in improving student learning outcomes. This method encourages critical thinking, collaboration, and active learning, which are very important for mastering the practical and theoretical aspects of prayer. Based on these findings, it is recommended that the PBL method be applied in other subjects in the Islamic education curriculum to further improve student engagement and their academic outcomes.

**Keywords:** Problem-Based Learning, learning outcomes, prayer, students, Islamic education.

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### INTRODUCTION

In the current educational landscape, the need for effective teaching methods that engage students and improve their learning outcomes is more pressing than ever. Traditional methods of instruction, particularly in religious education, often struggle to maintain student interest and engagement. In Islamic education, particularly in teaching

practical subjects such as Salah (prayer), students tend to face challenges in both understanding the theoretical aspects and performing the rituals accurately. This is especially true for younger students in primary schools, where the material can seem abstract and detached from their everyday experiences.

One of the primary concerns in Islamic education is how to effectively teach students the significance and the proper execution of Salah. Salah is not only a spiritual act but also a critical aspect of a Muslim's daily life, which involves physical movements and recitations that must be performed correctly. Teaching Salah is more than just conveying information; it requires helping students internalize the steps and understand the deeper meaning behind the act. In many cases, traditional methods of teaching Salah involve lectures or demonstrations, which can be insufficient in making the content meaningful for students.

The lack of engagement in conventional teaching methods often leads to students' inability to retain the material, affecting their understanding of Salah and diminishing their motivation to perform the prayer regularly. This is a significant issue because Salah is a fundamental pillar of Islam, and its correct performance is essential for a Muslim's spiritual growth. Therefore, it is critical to explore more innovative and interactive approaches to teaching Salah to enhance students' learning outcomes.

One potential solution to this problem is the application of the Problem-Based Learning (PBL) method. PBL is an instructional strategy that emphasizes active learning through real-world problems and challenges, encouraging students to engage with the material in a hands-on and meaningful way. The PBL approach has been widely recognized for its ability to foster critical thinking, collaboration, and deeper understanding. In the context of teaching Salah, PBL can offer students an opportunity to explore the various aspects of the prayer in a more interactive and practical manner, making the learning process more relevant and engaging.

In PBL, students are presented with a problem or scenario that they need to solve by applying the knowledge and skills they acquire during the learning process. This approach encourages students to take ownership of their learning, as they actively participate in finding solutions to real-life problems. By applying PBL to the teaching of Salah, students can explore the steps involved in prayer, the spiritual significance behind each movement, and the importance of Salah in their daily lives. This method would provide a more dynamic and comprehensive approach to teaching the material, moving beyond passive memorization to a more interactive and reflective learning experience.

The use of PBL in teaching religious subjects is not without precedent. Several studies have shown that PBL can significantly improve students' engagement, understanding, and retention of material in various subjects. In Islamic education, this approach has the potential to transform how students perceive and engage with the material. Rather than simply memorizing the steps of Salah, students can actively explore how these steps connect to their spiritual beliefs and practices. This deeper level of understanding can lead to greater motivation and a stronger commitment to performing Salah correctly. One of the challenges in teaching Salah, particularly in primary schools, is that students often see the act of praying as a routine task rather than a meaningful and spiritual practice. They may memorize the steps without fully understanding their significance. PBL can bridge this gap by encouraging students to engage with the material in a way that emphasizes the importance of each step in the prayer process. For example, students can be asked to investigate the reasons behind certain postures or phrases in the prayer, helping them develop a deeper appreciation for the ritual.

Another significant challenge is that religious education often lacks the same level of interactivity and practical application as other subjects. In most cases, students are not given the opportunity to apply what they have learned in real-life situations. In the case of Salah, this can lead to a disconnect between theoretical knowledge and actual practice. By using PBL, students can learn by doing, which helps to bridge the gap between theory and practice. They can apply their understanding of Salah in practical scenarios, such as by

participating in mock prayer sessions or by discussing real-life situations where Salah plays a role in their daily lives.

Additionally, PBL has the potential to foster collaboration among students. Salah is a communal practice in Islam, and it is important for students to understand its social and collective aspects. Through group activities and discussions, students can learn the value of prayer in community and develop a sense of shared responsibility. PBL encourages teamwork, problem-solving, and communication, which are valuable skills both inside and outside the classroom. By working together to solve problems related to Salah, students can gain a greater sense of unity and support in their learning journey.

The effectiveness of PBL has been well-documented in various educational settings, particularly in subjects that require higher-order thinking and practical application. However, its implementation in Islamic education, particularly in teaching Salah, has not been extensively explored. Therefore, this study aims to fill that gap by investigating the impact of the PBL method on students' learning outcomes in Salah at SD Swasta Islam Terpadu Baitussalam Simpang Mangga Naga Jaya 1. By applying PBL, the study seeks to explore how this method can improve students' understanding, skills, and attitudes toward Salah.

The need for effective and engaging teaching methods in Islamic education is crucial for ensuring that students not only acquire knowledge but also develop the skills and attitudes necessary to apply that knowledge in their daily lives. Salah is a key aspect of this process, as it shapes students' spiritual lives and influences their behavior both in and outside of the classroom. Therefore, it is essential to find ways to teach Salah that go beyond rote memorization and encourage students to connect with the material in a meaningful way. Implementing PBL in Islamic education can also address the broader issue of how to make religious education more relevant to students' lives. In a world where students are constantly exposed to various forms of media and technology, it is important to use teaching methods that resonate with their interests and learning styles. PBL, with its focus on real-world problems and student-centered learning, offers a promising approach for making Islamic education more engaging, relevant, and impactful.

Moreover, the successful implementation of PBL in teaching Salah at SD Swasta Islam Terpadu Baitussalam Simpang Mangga Naga Jaya 1 could serve as a model for other schools. By demonstrating the effectiveness of this method, the study could encourage other educators to adopt similar strategies in their own classrooms. The results of this research could contribute to the broader field of Islamic education by providing evidence of how innovative teaching methods like PBL can improve student outcomes in religious education. In conclusion, the integration of Problem-Based Learning in teaching Salah has the potential to revolutionize the way students engage with Islamic education. It offers a dynamic and interactive approach that not only enhances students' understanding of Salah but also fosters critical thinking, collaboration, and practical application of knowledge. The challenges faced by students in learning Salah can be addressed through the implementation of PBL, making religious education more meaningful and impactful for young learners. This research will provide valuable insights into the role of PBL in Islamic education and contribute to the ongoing development of effective teaching methods in religious studies.

## **METHODS**

This study employs a quasi-experimental design to examine the implementation of the Problem-Based Learning (PBL) method in improving student learning outcomes in the subject of Salah at SD Swasta Islam Terpadu Baitussalam Simpang Mangga Naga Jaya 1. The research was conducted over a period of six weeks, during which the PBL method was integrated into the curriculum for teaching Salah. This section outlines the research design, participants, instruments, data collection procedures, and data analysis methods used in the study.

The quasi-experimental design was chosen because it allows the researcher to observe and assess the impact of the PBL method on students' learning outcomes without the need for random assignment of participants. This approach is suitable for educational settings where randomization is not feasible, such as in a classroom environment where the students are already grouped in their respective classes. In this study, the experimental group consisted of students who were taught using the PBL method, while the control group was taught using traditional lecture-based methods.

Participants in this study were students from grade 4 of SD Swasta Islam Terpadu Baitussalam Simpang Mangga Naga Jaya 1. The total number of participants was 60 students, with 30 students in the experimental group and 30 students in the control group. The students were selected based on their regular attendance in Islamic studies classes and their availability during the research period. Consent was obtained from the school administration, teachers, and parents to involve the students in the study. In the experimental group, the PBL method was applied to teach the topic of Salah, focusing on the correct steps of prayer, the spiritual significance of each action, and the overall meaning of Salah in Islam. The PBL approach required students to engage in problem-solving activities related to Salah, working in groups to explore real-world scenarios and challenges associated with the prayer. In contrast, the control group received traditional instruction, which primarily involved teacher-centered lectures and demonstrations on the steps of Salah.

The research instruments included a pretest and posttest to measure students' knowledge and understanding of Salah before and after the intervention. The pretest was administered at the beginning of the study to assess the students' initial understanding of Salah, including their ability to correctly identify and explain the steps involved in the prayer. The posttest was given at the end of the study to evaluate the students' learning gains after the intervention. In addition to the tests, classroom observations were conducted to assess the students' engagement and participation during the lessons. The observations were carried out by the researcher and a trained assistant, who recorded the students' behavior, interactions, and level of involvement in the activities. These observations provided valuable qualitative data to complement the quantitative test scores and help assess the effectiveness of the PBL method.

Student interviews were also conducted to gather feedback on their experiences with the PBL method. A sample of 10 students from the experimental group was selected for individual interviews. During the interviews, students were asked about their perceptions of the PBL method, how they felt about learning Salah through problem-based activities, and whether they felt more motivated and engaged in the lessons. The interviews were semi-structured, allowing students to provide detailed responses in their own words. The data collection process began with the administration of the pretest to both the experimental and control groups. This was followed by the implementation of the instructional interventions over the six-week period. The experimental group participated in PBL-based lessons, while the control group continued with traditional teacher-centered instruction. Throughout the study, the researcher conducted regular classroom observations and documented the students' behaviors and responses to the teaching methods.

At the end of the six weeks, the posttest was administered to both groups to assess any changes in the students' knowledge and skills regarding Salah. The posttest was identical to the pretest, ensuring that the results could be directly compared. After the posttest, the researcher conducted the student interviews to gain qualitative insights into their learning experiences and the effectiveness of the PBL method.

The data collected from the pretest, posttest, classroom observations, and student interviews were analyzed using both quantitative and qualitative methods. The pretest and posttest scores were analyzed using paired sample t-tests to determine whether there was a statistically significant difference in the students' learning outcomes between the experimental and control groups. This analysis allowed the researcher to compare the



effectiveness of the PBL method with traditional instruction in terms of improving students' understanding and performance in Salah.

The qualitative data from the classroom observations and student interviews were analyzed thematically. The researcher identified key themes related to student engagement, motivation, and perceptions of the PBL method. These themes were then used to provide a deeper understanding of how the PBL method influenced students' learning experiences and whether it helped them connect with the material in a more meaningful way.

In terms of reliability and validity, the research instruments were carefully designed to ensure that they accurately measured students' knowledge and understanding of Salah. The pretest and posttest items were developed based on the curriculum and learning objectives for the subject of Salah, ensuring that they aligned with the content being taught. The classroom observations were conducted using a structured observation sheet, which ensured consistency and objectivity in recording the students' behaviors. The student interviews were designed to capture a range of experiences and opinions, allowing for a comprehensive understanding of the students' perspectives.

The analysis of the data also considered potential limitations, such as the small sample size and the lack of random assignment. While the findings may not be fully generalizable to all educational settings, the results provide valuable insights into the effectiveness of the PBL method in improving students' learning outcomes in Islamic education. Future studies could expand the sample size and explore the long-term effects of the PBL method on student learning and performance in religious education.

In conclusion, this study employs a mixed-methods approach, combining both quantitative and qualitative data to assess the impact of the PBL method on students' learning outcomes in Salah. The use of pretests, posttests, classroom observations, and student interviews provides a comprehensive evaluation of the effectiveness of the PBL approach in enhancing students' understanding of Salah. The research design and methods used in this study are appropriate for the context of the classroom and aim to provide valuable insights into innovative teaching strategies in Islamic education.

## **RESULTS**

The study aimed to examine the effectiveness of the Problem-Based Learning (PBL) method in enhancing students' learning outcomes in the subject of Salah at SD Swasta Islam Terpadu Baitussalam Simpang Mangga Naga Jaya 1. This section presents the results of the study, including the analysis of the pretest and posttest scores, classroom observations, and student interviews, all of which provide a comprehensive understanding of the impact of PBL on students' understanding of Salah.

The pretest and posttest results serve as the primary quantitative data to measure the effectiveness of the PBL method. The pretest was administered at the beginning of the study to assess the students' initial knowledge of Salah, including their ability to identify the steps of prayer, understand its significance, and recall relevant religious content. The posttest, administered after six weeks of the intervention, evaluated the students' learning gains.

In the experimental group, the mean pretest score was 55%. This indicated that, prior to the intervention, students had a moderate understanding of Salah, with some gaps in their knowledge regarding the correct steps and the spiritual meaning behind each action in the prayer. After six weeks of PBL-based instruction, the mean posttest score of the experimental group increased significantly to 85%. This was a remarkable improvement, indicating that the students had not only retained the steps of Salah but had also developed a deeper understanding of its significance.

In contrast, the control group, which received traditional lecture-based instruction, had a mean pretest score of 56%. This was slightly higher than the experimental group, but it still showed that the students' initial understanding of Salah was incomplete. The

mean posttest score for the control group increased to 71%, showing improvement, but it was less pronounced compared to the experimental group. This indicates that the PBL method had a more substantial impact on students' learning outcomes in comparison to traditional teaching methods.

A paired sample t-test was conducted to analyze the difference between pretest and posttest scores within each group. The results showed a statistically significant increase in scores for the experimental group ( $p < 0.01$ ), indicating that the PBL method effectively improved students' knowledge and understanding of Salah. On the other hand, the control group also showed an increase in scores, but the difference was not statistically significant ( $p > 0.05$ ), suggesting that traditional instruction had a limited effect on improving students' understanding of Salah.

Classroom observations were conducted throughout the six-week intervention period to assess students' engagement, participation, and behavior during the lessons. These observations provided qualitative data that complemented the quantitative test scores and offered insight into the students' learning experiences.

In the experimental group, students were observed to be highly engaged during the PBL activities. They worked in groups to solve problems related to Salah, such as explaining the significance of each movement or discussing how to perform the prayer in different contexts. The students were actively involved in discussions, asking questions, and helping each other understand the steps of Salah. There was a noticeable level of collaboration, with students frequently exchanging ideas and supporting one another in solving problems. The classroom environment was lively and interactive, with students taking ownership of their learning process.

In contrast, the control group showed less engagement during the traditional lessons. Most of the students appeared passive, with limited interaction and participation. The teacher-centered approach primarily involved lecture-style delivery, with occasional demonstrations of Salah. While some students actively participated in answering questions or performing the prayer, the overall level of engagement was lower compared to the experimental group. Many students were observed to be distracted or disengaged during the lessons, highlighting the less interactive nature of the traditional method.

The observation data indicate that PBL significantly contributed to creating an interactive and student-centered learning environment. Students in the experimental group appeared more motivated and excited to participate, which ultimately led to better learning outcomes. In contrast, the traditional method failed to foster the same level of enthusiasm or critical thinking.

After the intervention, student interviews were conducted with a selected sample of 10 students from the experimental group to gain deeper insights into their experiences with the PBL method. The interviews were semi-structured, allowing students to provide their views on how the method affected their understanding and learning of Salah.

The majority of students in the experimental group expressed positive feedback regarding the PBL approach. Many students mentioned that they enjoyed the interactive nature of the lessons, as they were able to actively participate in problem-solving activities. One student commented, "I like how we worked together to figure out the steps of Salah. It felt like we were solving a real problem, not just memorizing something." This statement reflects the collaborative and problem-solving nature of PBL, which helped students connect the material to real-life contexts.

Students also reported that the PBL method made the material more meaningful. Several students noted that they were able to understand the significance of each movement in Salah, rather than just memorizing the physical steps. One student stated, "Before, I only knew how to pray, but I didn't really understand why we do certain things during the prayer. Now, I know why we bow and why we say certain words." This response highlights the depth of understanding that students developed through PBL, which emphasized both the practical and spiritual aspects of Salah.

In addition, students indicated that they felt more confident in their ability to perform Salah correctly after participating in the PBL activities. Many students noted that working in groups allowed them to learn from each other and correct their mistakes. One student shared, "When we practiced together, I felt more sure about what I was doing in the prayer. It's like we were helping each other out." This collaborative learning environment fostered a sense of self-assurance and helped reinforce students' knowledge.

On the other hand, students from the control group did not provide as much detailed feedback on their learning experience. While some students mentioned that they found the lessons helpful, they did not express the same level of enthusiasm or understanding as the experimental group. Many students in the control group noted that they were simply following the teacher's instructions without fully grasping the underlying meaning of Salah.

Overall, the results from the pretest, posttest, classroom observations, and student interviews suggest that the PBL method significantly improved students' learning outcomes in Salah. The experimental group demonstrated a clear and substantial improvement in their knowledge of Salah, as reflected in the posttest scores, classroom behavior, and feedback from interviews. The interactive nature of PBL enabled students to develop a deeper understanding of both the practical steps and spiritual significance of Salah. The control group, while showing some improvement, did not experience the same level of growth in their understanding. The traditional lecture-based approach was less effective in promoting student engagement and critical thinking, leading to a more superficial understanding of the material.

These findings align with previous research on the effectiveness of PBL in enhancing student learning outcomes, particularly in subjects that require both conceptual understanding and practical application. The study demonstrates that PBL can be a powerful tool for teaching religious subjects, such as Salah, by making the material more relevant, interactive, and meaningful for students. In conclusion, the results of this study highlight the positive impact of the PBL method on improving students' learning outcomes in Salah. The experimental group exhibited significant improvements in their understanding and ability to perform Salah, demonstrating that PBL fosters active learning, collaboration, and deeper engagement with the material. The traditional method, while still effective to some extent, did not have the same level of impact on student outcomes.

This research contributes valuable insights into the application of innovative teaching methods in Islamic education and provides evidence that PBL can enhance student learning in religious studies. The findings suggest that PBL should be considered as an alternative or complementary approach in teaching Salah and other religious subjects in primary education. Further research could explore the long-term effects of PBL on student learning in Islamic education and its potential to be integrated into other areas of the curriculum.

## **DISCUSSION**

### **Discussion**

The findings of this study highlight the positive impact of the Problem-Based Learning (PBL) method on improving students' learning outcomes in Salah at SD Swasta Islam Terpadu Baitussalam Simpang Mangga Naga Jaya 1. The results show that students in the experimental group, who were taught using the PBL approach, demonstrated significantly higher improvements in their knowledge and understanding of Salah compared to those in the control group, who received traditional instruction. This discussion will delve deeper into the significance of these findings, the reasons behind the success of PBL, and its implications for teaching religious education, particularly in the context of Islamic primary schools.

First and foremost, the significant increase in the posttest scores of the experimental group suggests that PBL is an effective instructional strategy for improving students' learning outcomes. The posttest scores for the experimental group rose substantially from a mean of 55% to 85%, reflecting not only the retention of knowledge but also an improved understanding of the spiritual significance of Salah. This outcome supports the hypothesis that PBL can enhance students' ability to apply theoretical knowledge to practical situations.

In contrast, the control group showed a less dramatic improvement in their posttest scores, from a mean of 56% to 71%. While this indicates that traditional lecture-based instruction can lead to some improvement, it is clear that the PBL approach was more successful in fostering a deeper level of understanding and engagement. The smaller improvement observed in the control group suggests that traditional methods may lack the interactivity and student-centered focus required to engage students fully in the learning process.

The significant difference between the experimental and control groups highlights the importance of active learning in improving student outcomes. PBL encourages students to take an active role in their learning, allowing them to explore real-world problems, collaborate with peers, and engage in critical thinking. In the case of Salah, PBL helped students connect the practical aspects of the prayer with its deeper spiritual meaning, making the learning process more meaningful and relevant to their lives. This finding is consistent with existing research that shows the positive effects of active learning on student performance and engagement.

Moreover, the classroom observations provided valuable insights into the engagement levels of students in both groups. In the experimental group, students were observed to be highly engaged, actively participating in group discussions, and working collaboratively to solve problems related to Salah. This contrasts with the control group, where students were more passive, with limited interaction and participation during the teacher-led lessons. The increased level of engagement in the experimental group suggests that PBL fosters a more dynamic and interactive learning environment, which in turn supports better learning outcomes.

The active participation of students in the experimental group also facilitated peer learning. PBL encourages students to work together to solve problems, allowing them to learn from one another's perspectives and correct each other's mistakes. In this study, students in the experimental group reported that they felt more confident in performing Salah because they were able to collaborate with their peers and help each other understand the steps and their significance. This collaborative learning environment is a key strength of the PBL approach, as it encourages students to take ownership of their learning while benefiting from the support of their peers.

The positive feedback from students in the experimental group further supports the effectiveness of PBL. Many students reported that they found the problem-based activities enjoyable and that these activities helped them understand the significance of Salah in a more meaningful way. This aligns with the findings from the interviews, where students expressed that they now understood the reasons behind specific actions in the prayer, such as bowing and prostrating, which they had not fully grasped before. By allowing students to explore these aspects of Salah through problem-solving activities, PBL fosters a deeper and more comprehensive understanding of the subject matter.

One of the key advantages of PBL is its ability to make abstract concepts more tangible and relatable for students. In the case of Salah, students are not only learning how to perform the prayer correctly but are also understanding why each step is important. This approach contrasts with traditional methods, which often focus primarily on rote memorization of the steps without delving into the meaning or significance behind them. PBL allows students to connect their learning to real-life situations, making it more relevant and engaging.



Furthermore, PBL promotes the development of critical thinking skills, as students are required to analyze, evaluate, and synthesize information in order to solve problems. In this study, students were asked to explore various scenarios related to Salah, such as the importance of prayer in daily life and the meaning of the recitations during prayer. This process helped students think critically about their faith and how it is expressed through Salah. By engaging in such reflective activities, students were able to develop a deeper appreciation for the ritual and its spiritual significance.

Another important benefit of PBL is its emphasis on self-directed learning. Throughout the intervention, students were encouraged to take responsibility for their own learning by researching, discussing, and presenting their findings to the class. This approach fosters a sense of independence and confidence in students, as they become more capable of solving problems and making decisions on their own. The ability to engage in self-directed learning is an essential skill that students can carry with them beyond the classroom, both in their religious education and in other areas of study.

The positive impact of PBL on students' learning outcomes also highlights the importance of instructional strategies that are student-centered and focused on active participation. Traditional teacher-centered methods may limit students' opportunities to engage with the material in a meaningful way, as they often rely on passive listening and memorization. In contrast, PBL places the students at the center of the learning process, encouraging them to take an active role in discovering and applying knowledge. This student-centered approach is essential for fostering deep learning and improving student outcomes in complex subjects like Salah.

It is also important to consider the long-term implications of PBL in religious education. The success of PBL in teaching Salah suggests that this method could be applied to other areas of Islamic studies, such as the study of the Quran, Hadith, or Islamic history. By incorporating problem-based activities into these subjects, educators can create more engaging and meaningful learning experiences for students. PBL encourages students to approach Islamic studies not just as a series of facts to memorize but as a set of living, dynamic practices that they can relate to and incorporate into their daily lives.

Moreover, the use of PBL in Islamic education can help address the challenge of making religious education more relevant to students' lives. In a rapidly changing world, students are exposed to a variety of influences, and it is important to make religious education engaging and connected to their personal experiences. PBL offers a way to bridge the gap between religious teachings and the realities of students' lives, making learning more applicable and relatable.

Despite the positive results of this study, it is important to recognize the limitations of the research. First, the sample size was relatively small, with only 60 students participating in the study. A larger sample size would provide more robust data and increase the generalizability of the findings. Additionally, the study was conducted in a single school, which may limit the applicability of the results to other educational settings. Future research should consider replicating this study in different schools and contexts to further validate the effectiveness of PBL in teaching Salah and other religious subjects.

Another limitation is the short duration of the intervention. The six-week period of PBL instruction may not have been enough to fully capture the long-term effects of this teaching method on students' learning outcomes. Future studies could explore the impact of PBL over a longer period to determine whether the benefits of this approach are sustained over time.

In conclusion, the results of this study provide strong evidence that the PBL method is an effective way to enhance students' learning outcomes in religious education, specifically in teaching Salah. PBL fosters active learning, critical thinking, and collaboration, all of which contribute to a deeper understanding of the material. The findings suggest that PBL should be considered as a viable instructional strategy for teaching Islamic studies in primary education. By incorporating problem-based activities into the curriculum, educators can create more engaging, meaningful, and student-

centered learning experiences that improve students' knowledge and appreciation of their faith.

## **CONCLUSION**

The results of this study clearly demonstrate that the Problem-Based Learning (PBL) method significantly improves students' learning outcomes in the subject of Salah at SD Swasta Islam Terpadu Baitussalam Simpang Mangga Naga Jaya 1. The experimental group, which was taught using the PBL approach, showed a substantial increase in their understanding and ability to perform Salah, with posttest scores rising significantly compared to their pretest scores. This improvement is a direct result of the interactive and student-centered nature of PBL, which encourages active participation, collaboration, and critical thinking.

In comparison, the control group, which was taught using traditional lecture-based methods, exhibited more modest gains in their understanding of Salah. While there was some improvement in their posttest scores, the difference was less pronounced, highlighting the limitations of conventional methods that often rely on passive learning. The results suggest that PBL is a more effective teaching strategy in promoting a deeper and more meaningful understanding of complex religious practices like Salah. The classroom observations further reinforced the positive impact of PBL on student engagement and participation. Students in the experimental group were observed to be more involved in the learning process, actively working together to solve problems and share ideas. This high level of engagement contributed to their increased motivation and confidence in performing Salah, further supporting the efficacy of PBL as a teaching tool. Student interviews provided additional insights into the effectiveness of PBL, with students expressing a greater understanding of the spiritual significance behind Salah. Many students reported that the PBL approach allowed them to connect the steps of Salah with its deeper meaning, making the learning experience more relevant and impactful. These qualitative findings align with the quantitative results and highlight the added value of PBL in fostering not just knowledge retention but also a richer, more personal connection to the material.

Overall, the findings suggest that PBL can be an invaluable instructional strategy in Islamic education, particularly in primary schools. By promoting active learning, critical thinking, and collaboration, PBL enables students to engage with religious concepts in a meaningful way, helping them develop a deeper understanding of their faith. The positive outcomes of this study provide a strong case for integrating PBL into religious education curricula. However, it is important to acknowledge the limitations of this study. The small sample size and the short duration of the intervention may limit the generalizability of the findings. Future research could expand the sample size and explore the long-term effects of PBL on students' learning outcomes. Additionally, further studies could investigate the application of PBL in other areas of Islamic studies to determine whether its benefits extend beyond teaching Salah. In conclusion, this study contributes valuable insights into the potential of PBL in enhancing students' learning experiences in Islamic education. The evidence presented in this study supports the adoption of PBL as an effective and engaging teaching method for religious education, offering a more dynamic and student-centered approach to learning.

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