



Implementation of PBL Model in Improving Student Learning Outcomes on Noble Morals Material at SD Negeri 105413 Pergulaan

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Abstract: Education plays an important role in shaping the character of students, especially in instilling noble moral values. However, learning noble morals is often less effective if it only uses the lecture method without actively involving students. The Problem-Based Learning (PBL) model is one of the innovative approaches that can improve student learning outcomes in understanding and applying noble moral values. This study aims to analyze the effectiveness of implementing the PBL model in improving the learning outcomes of grade IV students on the material of noble morals. The implementation of PBL is carried out through several stages, namely problem identification, information exploration, discussion and analysis, presentation of results, and reflection and conclusions. This model helps students understand the concept of noble morals through real situations, improves their critical thinking skills, communication, and learning motivation. The results of the study showed that the implementation of PBL can make learning more interesting, meaningful, and increase student involvement. With this method, students are more active in finding solutions to the problems given, so that their understanding of the material is deeper. Therefore, the PBL model is recommended as an effective learning strategy in improving student learning outcomes on the material of noble morals.

Keywords: problem-based learning, noble morals, learning outcomes,

Received October 5, 2024; **Accepted** November 11, 2024; **Published** January 31, 2025

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

Education has an important role in shaping the character of students, especially in developing noble morals. One of the challenges that teachers often face in learning noble morals is how to make the material more interesting and can be applied in daily life. The Problem-Based Learning (PBL) model is one of the effective solutions in improving student learning outcomes, including in noble character material. Learning noble morals is an important part of character education, especially for elementary school students. However, in practice, this learning still faces various challenges, such as low student motivation, less interactive learning methods, and difficulties in connecting material with daily life.

The Problem-Based Learning (PBL) method is one of the innovative solutions to increase learning effectiveness. This model allows students to learn through real problem

solving, improving critical thinking skills, and making learning more meaningful. Therefore, this study aims to examine the effectiveness of the implementation of PBL in improving the learning outcomes of grade IV students in noble moral material.

METHODS

The purpose of this study was to examine the effect of implementing the Problem-Based Learning (PBL) model on improving student learning outcomes in the subject of noble morals at SD Negeri 105413 Pergulaan. This methodology was chosen because of the ability of PBL to actively engage students in learning, enhance critical thinking, and promote problem-solving skills. The study focuses on students in Grade 5 of SD Negeri 105413 Pergulaan, a public school located in the Pergulaan area. The research employed a quasi-experimental design, with a pre-test and post-test design for data collection. Two classes of Grade 5 students participated in the study: the experimental group, which was taught using the PBL model, and the control group, which received conventional instruction through traditional teaching methods. The objective of this design was to evaluate whether the PBL model has a significant impact on students' learning outcomes in noble morals.

The research took place over a period of four weeks. During this period, the experimental group received lessons in noble morals using the PBL model, while the control group was taught using a traditional lecture-based approach. Both groups covered the same content, which focused on the principles of noble morals, such as honesty, kindness, respect, and responsibility, as outlined in the curriculum. The PBL model was implemented through a structured process. First, students were presented with a real-life problem related to noble morals. This problem was designed to stimulate discussion and critical thinking among students. Students were then divided into small groups and encouraged to collaborate to find a solution to the problem, utilizing resources such as textbooks, internet sources, and other materials. Throughout the process, the teacher acted as a facilitator, guiding students as they worked through the problem-solving process and encouraged them to connect theoretical concepts with real-life situations.

In contrast, the control group received direct instruction from the teacher through lectures and traditional classroom discussions. The teacher explained the content of noble morals and provided examples of moral behavior. Students were asked to memorize key principles and engage in brief discussions. The emphasis was on information delivery rather than active student participation and problem-solving. Data collection involved both qualitative and quantitative methods. The primary quantitative data was collected through pre-tests and post-tests, which assessed students' knowledge and understanding of the content. The pre-test was administered before the intervention to gauge students' initial understanding of noble morals. The post-test was given at the end of the intervention to measure the extent of students' learning progress.

In addition to the pre-test and post-test, observational data was also collected during the lessons. This included observations of student engagement, participation, and collaboration within the PBL groups. The teacher took notes on how well students interacted with one another, how effectively they communicated their ideas, and how engaged they were in the learning process. The assessment of learning outcomes was based on the students' scores on the pre-test and post-test, as well as the quality of their contributions to the PBL process. The tests measured both knowledge and understanding of noble morals, as well as the ability to apply moral principles to real-life situations. The students' final performance on the PBL task was also evaluated based on the creativity and practicality of the solutions they proposed to the problem presented.

To ensure the validity and reliability of the results, the research was conducted using a controlled environment where all students had the same access to learning materials and resources. The PBL tasks and control lessons were standardized to ensure consistency in content delivery. The teacher's role as a facilitator in the experimental

group was also standardized to avoid bias in how the groups were taught. Data analysis was carried out using a combination of statistical methods. The scores from the pre-test and post-test were analyzed using paired sample t-tests to determine whether there was a statistically significant difference in learning outcomes between the experimental and control groups. Additionally, descriptive statistics were used to analyze the changes in students' engagement, collaboration, and participation in the PBL groups.

In terms of ethical considerations, informed consent was obtained from both the students and their parents prior to the study. The research respected the privacy and confidentiality of the participants, ensuring that the data collected was used solely for academic purposes. No personal identifying information was included in the research reports to maintain anonymity. Finally, the results of this study were intended to contribute to the broader educational community by providing evidence of the effectiveness of the PBL model in teaching moral values. The findings were expected to be useful for teachers and educators looking for innovative ways to improve student learning outcomes, especially in subjects that require higher-order thinking, such as moral education. In conclusion, this research used the PBL model as an innovative teaching method to improve students' understanding and application of noble morals. By engaging students in problem-solving tasks and encouraging active learning, the study aimed to assess the effectiveness of this method in fostering deeper moral understanding and improving student learning outcomes in the subject of noble morals at SD Negeri 105413 Pergulaan.

RESULTS

The research aimed to investigate the effectiveness of the Problem-Based Learning (PBL) model in enhancing students' learning outcomes on the topic of noble morals at SD Negeri 105413 Pergulaan. After the implementation of PBL in the experimental group, a significant improvement was observed in students' understanding and application of noble morals, in contrast to the control group, which received traditional instruction. The results will be discussed in this section, focusing on the impact of PBL on knowledge acquisition, engagement, and moral development. At the beginning of the study, both the experimental and control groups were given a pre-test to assess their initial understanding of noble morals. The pre-test results indicated that most students in both groups had a basic understanding of moral concepts but lacked depth in applying these morals to real-life scenarios. The majority of students struggled to link moral concepts like honesty, kindness, and respect to practical situations, indicating a need for a more engaging and applied approach to learning.

Following the intervention, the experimental group, which was taught using the PBL model, showed remarkable improvement in both their test scores and their ability to apply moral concepts. The post-test results of the experimental group revealed a clear increase in students' understanding of noble morals. Students were able to articulate the principles of noble morals more accurately and demonstrate a deeper comprehension of how these principles can be applied in daily life. In contrast, the control group, which received traditional lecture-based instruction, showed only marginal improvements in their scores. Although the students in the control group could recall the key principles of noble morals, they struggled to connect these principles to real-world situations. This suggests that the traditional approach, which focused primarily on theoretical knowledge, did not effectively engage students in applying their understanding of noble morals.

A key finding from this research was the difference in student engagement between the experimental and control groups. The students in the PBL group demonstrated significantly higher levels of engagement during the lessons. The problem-based approach encouraged students to take an active role in their learning, collaborating with peers to solve problems related to noble morals. This collaborative learning environment helped to

increase their participation and enthusiasm, as students were motivated to contribute their ideas and find solutions to the presented problems.

The control group, on the other hand, exhibited lower levels of engagement. Many students in this group were passive listeners, taking notes and following the teacher's instructions without actively participating in the learning process. While the traditional method provided information on noble morals, it did not foster the same level of critical thinking or collaboration as the PBL approach. This lack of engagement likely contributed to the relatively low improvement in the control group's learning outcomes. The results also highlighted the importance of problem-solving and real-world application in the learning process. In the PBL group, students were tasked with solving problems that required them to consider moral principles in practical contexts. For example, students were given scenarios where they needed to decide the most appropriate moral action, such as dealing with conflicts, showing kindness, or helping others in need. This approach encouraged students to think critically about how moral values could be integrated into their daily lives.

As students worked through the problem-solving tasks, they were able to better understand the relevance and importance of noble morals. By discussing real-world problems and proposing solutions, students were able to see the direct impact of moral principles on their behavior and decision-making. This hands-on approach to learning helped solidify their understanding of the content, making the moral lessons more meaningful and applicable. Furthermore, the PBL method allowed students to take ownership of their learning. In the PBL group, students worked in small groups, which gave them the opportunity to collaborate, share ideas, and support each other in solving problems. This collaborative learning process not only enhanced their understanding of noble morals but also developed essential skills such as teamwork, communication, and empathy. As students engaged with one another, they gained a deeper appreciation for diverse perspectives, which is crucial in moral development.

The results also showed that students in the PBL group demonstrated a higher level of self-reflection. Throughout the problem-solving tasks, students were encouraged to evaluate their own actions and consider how their decisions aligned with moral values. This self-reflection process is an important aspect of moral development, as it encourages students to critically assess their behavior and strive to improve it. In terms of academic performance, the post-test results clearly indicated that students in the PBL group outperformed those in the control group. The average scores of the PBL group were significantly higher than those of the control group, suggesting that the PBL model was more effective in promoting long-term retention and understanding of noble morals. This is consistent with research that suggests active learning strategies, such as PBL, result in better academic outcomes compared to traditional teaching methods.

In addition to the test scores, observational data was collected during the lessons to assess student engagement and collaboration. The teacher observed that students in the PBL group were more actively engaged in class discussions and exhibited greater enthusiasm for the topic. The group discussions were characterized by a high level of interaction, with students asking questions, sharing ideas, and offering solutions to the problems presented. This high level of engagement was absent in the control group, where students remained more passive and less interactive during lessons.

The findings also suggest that the PBL model helps to develop critical thinking and problem-solving skills. The PBL approach encouraged students to think critically about moral dilemmas and consider multiple solutions. This process of analyzing, evaluating, and deciding on the best course of action allowed students to develop higher-order thinking skills, which are essential for moral reasoning. By considering different perspectives and working together to find solutions, students developed a deeper understanding of the complexities of moral decision-making.

The application of PBL in teaching noble morals also demonstrated its potential to improve students' social and emotional learning. Through group work and discussions,

students learned how to navigate social interactions, resolve conflicts, and empathize with others. These social and emotional skills are closely tied to moral development and are essential for students to practice noble morals in real-life situations.

The study further revealed that students in the experimental group showed greater empathy and understanding toward others. This was evident in their group discussions, where students often took into account the feelings and perspectives of their peers. The ability to empathize with others is a crucial component of moral development and demonstrates the effectiveness of the PBL model in fostering emotional intelligence alongside academic knowledge. One of the most striking outcomes of the study was the improvement in students' ability to apply moral principles to everyday life. In the PBL group, students were able to identify situations in their own lives where they could apply the noble morals they had learned, such as treating others with respect, being honest, and showing kindness. This practical application of moral values demonstrated that the PBL model was successful in bridging the gap between theoretical knowledge and real-world behavior.

The control group, while able to recall key moral concepts, struggled to relate these principles to real-life situations. This lack of application could be attributed to the passive nature of traditional instruction, which focused more on memorization and recall than on real-world application. The limited engagement with the content may have hindered students' ability to fully internalize the moral values being taught. In terms of teacher feedback, the teacher noted that the PBL model required more preparation and planning but provided a more dynamic and interactive learning experience. The teacher acted as a facilitator, guiding students through the problem-solving process and encouraging them to explore various solutions. This role allowed the teacher to engage with students on a deeper level and provided opportunities for individualized feedback.

The PBL approach also allowed for more formative assessment during the learning process. The teacher could observe how students interacted with each other, how they approached problems, and how they applied moral concepts. This ongoing assessment provided valuable insights into students' progress and helped to identify areas for further support. Overall, the implementation of the PBL model in teaching noble morals at SD Negeri 105413 Pergulaan was successful in improving students' learning outcomes. The PBL group showed significant improvements in both theoretical knowledge and practical application of noble morals, compared to the control group. The active, problem-based approach fostered greater engagement, critical thinking, and collaboration, which led to a deeper understanding of the content.

The research also demonstrated that PBL is an effective method for teaching moral education, as it encourages students to actively engage with the material, reflect on their behavior, and develop essential social and emotional skills. By using real-life problems to illustrate moral principles, the PBL model helped students see the relevance of noble morals in their everyday lives and equipped them with the tools to make ethical decisions. In conclusion, the results of this study indicate that the Problem-Based Learning model is an effective approach for improving student learning outcomes in the subject of noble morals. The PBL model not only enhanced students' academic performance but also fostered the development of critical thinking, collaboration, and social-emotional skills, which are essential for moral development. This research suggests that the PBL model should be considered a valuable tool in moral education and can be adapted for use in other educational contexts.

DISCUSSION

The results of this study demonstrate the significant impact that the Problem-Based Learning (PBL) model can have on student learning outcomes, particularly in the context of teaching noble morals. Through the implementation of this model, students in the experimental group showed notable improvements in both their academic performance

and their ability to apply moral principles in real-life situations. The discussion will explore the implications of these findings, the advantages of PBL in moral education, and the challenges associated with this approach.

One of the most significant findings of the study was the improvement in the students' understanding and application of noble morals. In the experimental group, students demonstrated a deeper comprehension of moral values, such as honesty, respect, and kindness, and were able to apply these principles to real-life situations. This outcome can be attributed to the interactive and problem-solving nature of the PBL model, which encourages students to think critically and engage with the content in a more meaningful way. The PBL approach contrasts with traditional methods, where students are often passive recipients of information. The control group, which was taught using traditional lecture-based instruction, showed only modest improvements. While the students in the control group could recall moral concepts, they struggled to apply these ideas in everyday situations. This finding underscores the importance of active learning in the moral education process. The PBL model, by requiring students to actively engage with moral dilemmas and collaborate with peers, facilitates a deeper understanding of the subject matter.

A key advantage of the PBL model is its emphasis on real-world application. In the experimental group, students were presented with problems that required them to consider the ethical implications of their actions. These problems encouraged students to think critically about the consequences of their decisions and to consider how they could embody noble morals in their daily lives. By connecting theoretical knowledge to practical situations, the PBL model helps students see the relevance of moral education and fosters the development of practical ethical decision-making skills. Another important aspect of the PBL model is its ability to foster collaboration and peer learning. In the experimental group, students worked together in small groups to solve moral dilemmas. This collaborative approach allowed students to share ideas, listen to different perspectives, and engage in constructive discussions. The social interaction fostered by group work not only enhanced their understanding of the material but also helped them develop important social skills such as communication, teamwork, and empathy.

The group-based nature of PBL also allowed students to practice conflict resolution and problem-solving. These skills are essential for moral development, as they help students navigate social interactions and make ethical decisions in complex situations. By working through moral dilemmas in groups, students learned to respect differing opinions, negotiate solutions, and find common ground. This collaborative problem-solving process is crucial in helping students understand the value of moral principles in diverse social contexts. In addition to promoting collaboration, the PBL model also encourages independent learning. In the experimental group, students were responsible for researching and gathering information to solve the problems presented to them. This independent research process empowered students to take ownership of their learning and develop critical thinking skills. They were encouraged to seek out resources, analyze information, and come to their own conclusions. This self-directed learning fosters a sense of responsibility and helps students develop the skills they need to solve problems on their own.

The active learning environment created by the PBL model also contributed to higher levels of student engagement. In the experimental group, students were more enthusiastic about participating in lessons, asking questions, and sharing their ideas. The hands-on nature of PBL made the lessons more dynamic and enjoyable, which in turn increased students' motivation to learn. This high level of engagement is crucial in promoting long-term retention of knowledge and in encouraging students to apply what they have learned beyond the classroom.

The observation of student behavior during the lessons further reinforced the advantages of PBL. In the experimental group, students were observed to be more involved in discussions, taking on leadership roles within their groups, and actively

seeking solutions to the problems at hand. In contrast, the students in the control group exhibited lower levels of participation and were less likely to engage in class discussions. This difference in engagement highlights the effectiveness of PBL in fostering a more interactive and student-centered learning environment.

Another key aspect of the PBL model is its ability to support the development of social and emotional learning (SEL). Through group work and the resolution of moral dilemmas, students in the experimental group had the opportunity to develop empathy, self-regulation, and interpersonal skills. These SEL competencies are closely related to moral development, as they enable students to understand the perspectives of others and make ethical decisions that take into account the well-being of others. The PBL model, by promoting these skills, helps students internalize noble morals and apply them in a variety of social contexts.

The study also highlighted the positive impact of PBL on students' self-reflection. In the experimental group, students were encouraged to reflect on their own behavior and consider how their actions aligned with moral values. This self-reflection process is an essential component of moral development, as it allows students to assess their decisions and make improvements. By reflecting on their own actions and discussing them with peers, students were able to gain insights into how they could better embody noble morals in their lives. The improvement in students' academic performance in the experimental group was another key finding of the study. The post-test scores of students who were taught using the PBL model were significantly higher than those of students in the control group. This improvement suggests that the PBL approach was more effective in promoting not only moral understanding but also academic achievement. By engaging students in active problem-solving and critical thinking, the PBL model enhanced their ability to grasp complex concepts and retain information.

The results of the study are consistent with previous research on the effectiveness of PBL in promoting student learning. Numerous studies have shown that PBL leads to better academic outcomes, greater student engagement, and enhanced problem-solving skills. The findings of this study contribute to this body of research by demonstrating that PBL is an effective method for teaching moral education, particularly in subjects like noble morals that require students to apply abstract concepts to real-world scenarios.

However, it is important to note that the successful implementation of PBL requires careful planning and preparation. In this study, the teacher played a crucial role in facilitating the PBL process by guiding students through the problem-solving tasks and providing feedback on their progress. Teachers must be well-prepared to manage the dynamic nature of PBL and to provide support when needed. This requires teachers to be flexible, responsive, and capable of creating a supportive learning environment that encourages exploration and collaboration.

While the PBL model proved effective in this study, it may not be suitable for every educational context. Some students may struggle with the open-ended nature of PBL, particularly if they are not accustomed to active learning or problem-solving. Teachers must be prepared to provide additional support for students who may find the PBL process challenging. In such cases, scaffolding techniques, such as providing structured guidelines or breaking down complex tasks into smaller steps, may help students succeed in a PBL-based learning environment.

Moreover, the PBL model can be time-consuming, as it requires students to engage in in-depth discussions, research, and problem-solving. This may be challenging in settings where there are time constraints or a heavy focus on standardized testing. However, despite these challenges, the benefits of PBL in terms of student engagement, critical thinking, and moral development make it a valuable pedagogical approach, particularly for teaching complex subjects like noble morals.

The study also revealed that the PBL model promotes long-term retention of knowledge. Students in the experimental group not only performed better on the post-test but were also more likely to recall moral concepts and apply them to their everyday lives.

This suggests that the PBL model helped students internalize noble morals in a way that traditional methods did not. The active learning process, combined with real-world application, allows students to connect moral principles to their own experiences, leading to deeper and more lasting understanding.

Furthermore, the success of the PBL model in improving student learning outcomes in this study suggests that it could be applied to other subjects as well. The PBL approach has the potential to enhance learning in a variety of disciplines, particularly those that require students to apply knowledge in practical contexts, such as science, social studies, and ethics. By engaging students in real-world problems, PBL fosters a deeper understanding of the content and encourages students to develop critical thinking, collaboration, and problem-solving skills.

The teacher's role as a facilitator in the PBL process was also an important factor in the success of the intervention. In the experimental group, the teacher guided students through the problem-solving process, offering support and feedback as needed. This approach allowed the teacher to act as a resource, helping students develop their own solutions rather than simply providing them with answers. By fostering a student-centered learning environment, the teacher helped students take ownership of their learning and develop the skills they need to succeed in the real world.

The study's results suggest that PBL can be particularly effective in teaching moral education, as it encourages students to apply abstract concepts to concrete situations. Moral education often requires students to consider the consequences of their actions, reflect on their values, and engage in ethical decision-making. The PBL model provides a structured framework for students to explore these issues in depth, making it a powerful tool for teaching noble morals.

In conclusion, the implementation of the PBL model in teaching noble morals at SD Negeri 105413 Pergulaan proved to be highly effective in improving student learning outcomes. The PBL approach not only enhanced students' academic performance but also fostered critical thinking, collaboration, and the development of social and emotional skills. By engaging students in real-world problems and encouraging them to apply moral principles to their everyday lives, PBL helped students develop a deeper understanding of noble morals and the importance of ethical decision-making. These findings suggest that PBL is a valuable approach for teaching moral education and can be adapted for use in other educational contexts. The results of this study underscore the importance of active learning in the moral education process. By involving students in solving real-world moral problems, the PBL model helped them see the practical application of the principles they were learning. This real-world connection is vital for moral education, as it encourages students to integrate moral values into their daily behavior and decision-making.

Additionally, the PBL model provided students with opportunities for self-reflection. Throughout the problem-solving tasks, students were encouraged to reflect on their actions and decisions. This reflective process is crucial for moral development, as it allows students to assess their behavior, recognize areas for improvement, and strive to align their actions with moral principles. Another important outcome of the study was the improvement in students' social-emotional skills. The collaborative nature of PBL encouraged students to work together, listen to one another, and resolve conflicts. These social and emotional competencies are closely tied to moral development, as they enable students to navigate social situations with empathy, respect, and understanding.

The teacher's role as a facilitator was also key to the success of the PBL model. Rather than simply delivering information, the teacher guided students through the learning process, helping them engage with the material, ask questions, and reflect on their decisions. This supportive role allowed students to take an active role in their learning, while also receiving the guidance and feedback they needed to succeed.

The significant improvement in academic performance among students in the experimental group further demonstrates the effectiveness of PBL. The post-test scores showed a marked increase in the students' understanding and retention of noble morals,

suggesting that the PBL model is an effective method for promoting not only moral education but also academic achievement. Moreover, the study highlighted the benefits of group work in the learning process. Students in the experimental group were able to engage in meaningful discussions, collaborate on problem-solving, and share diverse perspectives. This social interaction enriched their learning experience and helped them develop a deeper understanding of moral principles.

While the PBL model was successful in this context, it is important to acknowledge the challenges associated with its implementation. The PBL approach requires careful planning, preparation, and management. Teachers must be prepared to facilitate group work, guide discussions, and provide support where necessary. Additionally, PBL can be time-consuming, and teachers must ensure that there is enough time for students to engage with the problems and reflect on their learning. Despite these challenges, the benefits of PBL outweigh the difficulties. The model proved to be an effective tool for teaching noble morals, as it encouraged active learning, critical thinking, and collaboration. The students who participated in PBL were not only able to recall moral concepts but also to apply them in real-life situations, demonstrating the long-term impact of the approach.

The success of PBL in this study suggests that it can be an effective model for teaching moral education in other contexts as well. The approach can be adapted to various subjects and grade levels, as it encourages students to engage with content actively and apply their learning in practical ways. Moreover, the social and emotional skills developed through PBL are valuable for students' overall development, making it a valuable pedagogical tool for educators. The positive impact of PBL on student engagement and academic performance supports the idea that active learning strategies should be integrated into the curriculum. As traditional methods of instruction continue to face criticism for being passive and disengaging, approaches like PBL offer a more dynamic and student-centered alternative that better prepares students for the complexities of the real world.

Furthermore, the results of this study suggest that the PBL model can enhance not only academic achievement but also students' ethical development. By engaging students in solving moral dilemmas and reflecting on their actions, PBL helps them develop a stronger sense of moral responsibility and an understanding of the importance of applying moral values in daily life.

In conclusion, the implementation of the PBL model in teaching noble morals at SD Negeri 105413 Pergulaan was highly effective in improving student learning outcomes. The model facilitated deeper understanding, greater engagement, and the development of critical thinking and social-emotional skills. It also promoted the application of moral values in real-life situations, encouraging students to embody noble morals in their behavior and decision-making. The findings of this study suggest that the PBL model is a valuable pedagogical approach that can be applied to moral education and other subjects, contributing to students' holistic development and academic success.

CONCLUSION

The research conducted at SD Negeri 105413 Pergulaan on the implementation of the Problem-Based Learning (PBL) model in teaching noble morals has yielded promising results. The study highlights how PBL can significantly improve student learning outcomes, particularly in the subject of moral education. The key findings emphasize the effectiveness of this model in fostering better understanding, practical application of moral values, and increased engagement in the learning process. First and foremost, the PBL model successfully enhanced students' comprehension of noble morals. By engaging with real-world problems, students in the experimental group were able to connect moral concepts such as honesty, respect, and kindness to practical scenarios. This practical application allowed students to see the relevance of noble morals in their daily lives,

thereby deepening their understanding of these values. One of the most notable aspects of the PBL model was its ability to promote critical thinking. Through problem-solving tasks and group discussions, students were encouraged to analyze moral dilemmas and think critically about how to apply moral values. This process not only helped students internalize these values but also sharpened their decision-making and reasoning skills. Moreover, the PBL approach was effective in fostering collaboration among students. By working together in small groups, students were able to share ideas, challenge each other's perspectives, and collectively find solutions to moral dilemmas. This collaborative environment promoted teamwork and communication skills, which are essential for both academic and social success. The research also revealed that students in the experimental group were more engaged in the learning process. The interactive nature of PBL allowed students to take ownership of their learning, which increased their motivation and participation. As a result, students were more likely to contribute to class discussions, ask questions, and demonstrate enthusiasm for the subject matter. In comparison, the control group, which was taught using traditional methods, showed only marginal improvements in their understanding of noble morals. The lecture-based approach in the control group did not provide students with the same opportunities for active engagement, collaboration, or critical thinking. Consequently, their ability to apply moral values to real-world situations remained limited.

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