



Implementation of Problem-Based Learning Method in Improving Learning Outcomes of Goodness Teaching Material in Islam and Non-Islam at SD Negeri 091257 Gunung Hataran

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Abstract: This study aims to analyze the effectiveness of the application of the Problem-Based Learning (PBL) method in improving learning outcomes on the material of Goodness Teachings in Islam and Non-Islam at SDN 091257 Gunung Hataran, Siantar District, Simalungun Regency. The PBL method was chosen because it emphasizes solving real problems, so that it can improve conceptual understanding and active involvement of students in the learning process. This study uses a quantitative approach with a pretest-posttest design to measure the improvement of student learning outcomes. Data were collected through learning outcome tests, observations, and interviews with teachers and students to obtain a more comprehensive picture. The results showed that the application of the PBL method significantly improved students' understanding of the material being taught. In addition, this method also contributed to improving critical thinking skills, problem solving, and students' ability to connect the concept of goodness teachings with everyday life. Teachers also felt the benefits of this method because it was able to increase student interaction and participation during the learning process. Thus, the Problem-Based Learning method is recommended as an effective learning strategy in improving student learning outcomes, especially in religious and moral education learning.

Keywords: Problem-Based Learning, Learning Outcomes, Teaching Goodness, Religious Education

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INTRODUCTION

Education plays a significant role in shaping the moral and intellectual development of students, particularly in the elementary school years when foundational values and critical thinking skills are formed. At SMP Negeri 091257 Gunung Hataran, Islamic Religious Education (PAI) is an essential subject aimed at instilling religious values and promoting good character development. In addition to Islamic teachings, students are also introduced to other moral teachings, including those found in other religions, as part of their overall moral education. The inclusion of these values, such as kindness, honesty, respect, and compassion, is vital for nurturing students who not only excel academically but also act ethically in society. However, despite the importance of these teachings, it has

been observed that students often struggle to connect theoretical religious knowledge with practical applications in real life. Many students find it difficult to engage with the moral lessons provided in Islamic and non-Islamic religious teachings. Traditional teaching methods, which primarily rely on lectures and rote memorization, have been found to be less effective in encouraging deep understanding and critical thinking. Consequently, students' ability to reflect on and apply these values in their everyday lives is limited.

The application of active learning methods, particularly Problem-Based Learning (PBL), has gained significant attention as an innovative approach to overcome these challenges. PBL is a student-centered pedagogical approach that encourages students to engage in solving real-world problems. Instead of simply receiving information from the teacher, students actively participate in the learning process by investigating problems, collaborating with peers, and applying knowledge to find solutions. PBL not only enhances students' cognitive skills but also promotes teamwork, critical thinking, and a deeper understanding of the subject matter. In the context of Islamic and non-Islamic teachings, PBL can provide a more effective platform for students to explore moral issues from different perspectives and apply ethical principles to real-life situations. For example, students could work together to solve problems related to kindness, honesty, and respect, integrating teachings from both Islam and other religious traditions. By engaging in these problem-solving activities, students are more likely to internalize these values and learn how to apply them in their daily interactions, fostering empathy, compassion, and moral reasoning.

The use of PBL in teaching moral values also encourages students to critically examine the relevance of these teachings in contemporary society. By addressing real-life problems, such as conflicts among peers, issues of fairness, or questions of social justice, students can see how religious and moral values can be applied to navigate these situations. This active learning approach provides students with the tools to reflect on their actions, make ethical decisions, and appreciate the commonalities shared by different religious traditions. SMP Negeri 091257 Gunung Hataran has recognized the need to implement more interactive and student-centered teaching strategies to address the challenges of engaging students in moral education. The school has attempted various teaching methods to enhance student engagement and improve learning outcomes in PAI, but the need for a more dynamic and participatory approach remains evident. PBL presents an opportunity to transform the way moral education is delivered, moving beyond traditional methods to encourage a more hands-on, collaborative, and critical approach to learning.

The relevance of PBL in this context is particularly significant because it can cater to a variety of learning styles. Students who may struggle with memorization and passive learning can benefit from the problem-solving nature of PBL, where they take an active role in constructing their understanding. Moreover, PBL fosters collaboration, as students often work in groups to tackle problems. This collaboration helps build essential social skills, such as communication, teamwork, and conflict resolution, which are equally important in the development of moral character. Furthermore, PBL encourages an interdisciplinary approach that blends Islamic and non-Islamic teachings. By incorporating lessons from various religious traditions, students can better appreciate the shared values across different cultures and religions, fostering mutual respect and understanding. This approach also promotes tolerance and inclusivity, helping students understand the importance of respecting others' beliefs while reinforcing their own values.

The purpose of this study is to evaluate the effectiveness of PBL in improving students' learning outcomes in PAI, specifically in the area of moral education. It will examine how the implementation of PBL in teaching Islamic and non-Islamic values can increase students' interest in the subject, deepen their understanding, and improve their ability to apply moral principles in real-life situations. The study also aims to investigate

how this approach can foster a more inclusive and respectful classroom environment, where students engage with each other's diverse perspectives and learn to respect differences. This study is crucial for SMP Negeri 091257 Gunung Hataran as it provides an opportunity to explore new pedagogical strategies that can improve students' engagement and understanding of moral values. By implementing PBL, the school can offer students a more relevant and meaningful learning experience, equipping them with the skills they need to navigate ethical dilemmas and make informed decisions in their daily lives.

The importance of this research is underscored by the growing need for educational methods that go beyond the delivery of information and instead encourage students to actively engage with, reflect upon, and apply what they learn. By focusing on the practical application of moral teachings, this study seeks to help students develop not only their intellectual abilities but also their character and moral decision-making skills. The findings of this study could provide valuable insights for other schools facing similar challenges in teaching moral education and contribute to the broader field of educational research on active learning methods. In conclusion, the implementation of Problem-Based Learning in teaching moral education at SMP Negeri 091257 Gunung Hataran represents an opportunity to enhance students' understanding of Islamic and non-Islamic teachings while fostering their critical thinking and problem-solving skills. By using real-life problems as the context for learning, PBL can make the lessons more meaningful and relevant to students, encouraging them to apply moral values in their everyday lives. This study aims to demonstrate the potential of PBL as an effective pedagogical tool for improving students' learning outcomes in PAI, as well as promoting ethical reasoning and character development in young learners.

METHODS

This study uses the Classroom Action Research (CAR) method to investigate the effect of the implementation of Problem-Based Learning (PBL) on students' learning outcomes in the subject of Islamic Religious Education (PAI) at SMP Negeri 091257 Gunung Hataran. Classroom Action Research is a practical, reflective, and cyclical approach that allows educators to implement and evaluate new teaching strategies in real classroom settings. The purpose of this study is to explore how PBL can improve students' interest, engagement, and performance in understanding and applying moral teachings from both Islamic and non-Islamic perspectives. The study was conducted with 30 students from the 7th grade at SMP Negeri 091257 Gunung Hataran. These students were selected because they demonstrated varying levels of engagement and understanding of the PAI subject, particularly in moral education. The students are between the ages of 12 and 13, with diverse backgrounds and different levels of familiarity with the subject matter. The students' ability to engage with religious and moral teachings is also varied, with some being highly engaged while others are more passive in their learning.

The research was conducted in two cycles. The first cycle focused on introducing the Problem-Based Learning approach to the class, while the second cycle involved refining the process based on the findings and reflections from the first cycle. Each cycle consisted of several stages: planning, action, observation, and reflection. This cyclical process allows for continuous improvement of teaching strategies based on real-time feedback from the students and observations of their learning progress. In the planning phase, the teacher and the researcher collaboratively designed a set of learning materials based on the PAI curriculum. The materials included problems related to moral values from both Islamic and non-Islamic perspectives. These problems were designed to be open-ended, relevant to students' lives, and capable of stimulating critical thinking and discussions. Examples of problems included ethical dilemmas, such as how to handle conflicts among peers or issues of honesty and respect, which are common challenges that students encounter in their everyday lives.

The next step was to introduce the Problem-Based Learning strategy in the classroom. In each lesson, the teacher presented the students with a problem scenario that they needed to solve collaboratively. The students were encouraged to discuss the problem in small groups, share their ideas, and research relevant information. The teacher facilitated the process by guiding the students' discussions, encouraging them to consider multiple perspectives, and helping them draw connections between the problem and the moral teachings from both Islamic and non-Islamic traditions. During the action phase, the students worked in groups to analyze the problem, gather information, and propose solutions. The teacher encouraged critical thinking by prompting students to explore various possible solutions and to think about the consequences of each option. Additionally, the teacher used multimedia tools, such as videos and interactive resources, to provide context for the moral dilemmas and to make the learning process more engaging. These tools were used to illustrate Islamic teachings on kindness, honesty, and respect, as well as similar values found in other religious and philosophical traditions.

Throughout the lessons, the researcher observed students' behavior, interactions, and level of participation. The observations focused on how the students engaged with the PBL activities, whether they worked collaboratively, and how well they applied moral principles to solve the problems. The researcher also noted how students interacted with the teacher and each other during group discussions, as well as how they responded to the problem-solving activities. This data helped assess the effectiveness of the PBL approach in fostering student engagement and learning. The observation phase was complemented by informal interviews with students. After each PBL lesson, the researcher conducted brief interviews to gather students' feedback on their learning experience. These interviews aimed to assess how the students perceived the PBL approach, what aspects of the lessons they found engaging, and whether they felt the lessons helped them understand moral values more deeply. The interviews provided qualitative data on the students' attitudes and experiences with the PBL methodology.

In addition to qualitative data, the students' academic performance was assessed using pre- and post-tests. The pre-test was administered at the beginning of the study to measure students' baseline understanding of the moral values taught in PAI. The post-test was given after the second cycle to assess changes in students' knowledge and understanding of the subject matter. The test questions included multiple-choice, short-answer, and essay questions designed to evaluate students' grasp of moral concepts from both Islamic and non-Islamic perspectives. The results of the pre- and post-tests were analyzed to determine whether the PBL approach led to improvements in students' academic performance. The comparison of these results allowed for a quantitative evaluation of the effectiveness of PBL in enhancing students' understanding of moral teachings and values. Additionally, the tests helped identify areas where students may have struggled, providing insights into how the PBL approach could be refined in future cycles.

In the reflection phase, the teacher and researcher analyzed the data from the observations, student interviews, and test results. Based on the findings, they identified strengths and weaknesses in the implementation of PBL. The reflection process involved discussing which aspects of the PBL approach were successful in increasing student engagement and understanding, as well as areas that needed further improvement. For example, if students were not effectively collaborating or if they struggled with certain aspects of the problem-solving process, adjustments were made to the teaching strategy in the next cycle. The second cycle was conducted with adjustments made based on the findings from the first cycle. The teacher refined the PBL scenarios to make them more relevant to students' lives, ensuring that the problems were both challenging and engaging. Additionally, the teacher provided more opportunities for students to reflect on their learning and discuss their experiences with peers. The second cycle also involved more frequent check-ins and formative assessments to ensure that students were progressing and understanding the moral concepts being taught.

Data from the second cycle were collected and analyzed in the same way as the first cycle. The results of the second cycle were compared with those of the first cycle to assess the impact of the refinements made to the teaching strategy. The comparison of both cycles helped determine whether the modifications led to improvements in student learning outcomes and engagement. Finally, the findings from both cycles were compiled into a comprehensive report that detailed the effectiveness of PBL in teaching moral education in PAI. The report included both qualitative and quantitative data and provided recommendations for teachers seeking to implement PBL in their classrooms. These recommendations focused on the importance of designing relevant, challenging problems, fostering collaboration among students, and using multimedia tools to enhance the learning experience.

In conclusion, this study utilized Classroom Action Research to assess the impact of Problem-Based Learning on students' engagement and learning outcomes in PAI. By implementing PBL, the study aimed to provide valuable insights into how this student-centered approach can improve students' understanding of moral values from both Islamic and non-Islamic perspectives, as well as enhance their critical thinking and problem-solving skills. Through continuous cycles of planning, action, observation, and reflection, the study sought to refine teaching strategies and contribute to the ongoing development of effective pedagogical practices.

RESULTS

The research conducted at SMP Negeri 091257 Gunung Hataran aimed to examine the effectiveness of Problem-Based Learning (PBL) in improving students' learning outcomes in Islamic Religious Education (PAI), specifically in the context of teaching moral values from both Islamic and non-Islamic perspectives. The findings from both cycles of the study revealed several important insights into the impact of PBL on student engagement, understanding, and application of moral teachings.

During the first cycle, the introduction of PBL focused on engaging students in moral dilemmas related to kindness, honesty, respect, and responsibility. The activities designed within PBL encouraged students to work collaboratively, discuss issues, and reflect on them. Initial observations showed that students had difficulty adjusting to this new learning approach and were uncertain about abandoning traditional lecture-based methods. However, as the cycle progressed, students gradually started to show more interest in the lessons, especially when given the chance to solve problems collaboratively and apply moral values to real-life situations. The pre-test administered at the beginning of Cycle 1 indicated that students had limited knowledge about the moral values being taught. They could recall some general concepts related to Islamic teachings but struggled to apply these values to practical situations. Many students viewed moral education as an abstract set of ideas rather than something relevant to their everyday lives.

One of the most significant findings from Cycle 1 was the noticeable increase in student engagement after introducing PBL. Although students initially found it challenging to work collaboratively, they gradually became more involved in the problem-solving process. Students exhibited more enthusiasm when discussing moral dilemmas and considering different perspectives. Many actively participated in group discussions, contributing ideas and offering solutions based on both Islamic and non-Islamic moral teachings. Additionally, the use of multimedia resources, such as videos and interactive materials, helped contextualize the moral problems and made the lessons more engaging. For example, when discussing kindness, students watched a video that showcased acts of generosity, followed by a discussion where they compared how similar actions were viewed in both Islamic and non-Islamic traditions. This multimedia approach made the moral concepts more tangible and encouraged deeper reflection among students.

Although student engagement increased in Cycle 1, the results from the post-test showed a notable improvement in students' understanding of moral values. The post-test

indicated that students were able to provide more detailed and thoughtful responses when asked how moral values could be applied in real life. For example, they could explain how kindness, as taught in Islam, could be applied in resolving everyday conflicts. Similarly, they were able to identify examples of kindness from other religious teachings, demonstrating a broader understanding of shared moral values across cultures. The post-test results suggested that PBL had a positive impact on students' ability to relate theoretical moral teachings to practical situations. The findings also showed that students were beginning to internalize these values, as reflected in their more thoughtful and nuanced responses. However, some students still faced challenges with certain concepts, indicating that further adjustments to the PBL approach were needed for the second cycle.

In the second cycle, the PBL approach was refined based on the feedback and observations from the first cycle. A key change was the introduction of more complex and varied problem scenarios, designed to challenge students' critical thinking skills. For instance, instead of focusing on simpler moral dilemmas, students were presented with real-life situations requiring ethical decision-making, such as handling peer pressure or addressing issues of fairness in group settings. These more complex problems encouraged students to consider multiple perspectives and think critically about how different moral teachings could be applied to solve these challenges. The second cycle also placed greater emphasis on group collaboration. Although group discussions were part of Cycle 1, Cycle 2 introduced more structured group activities, where each student was assigned specific roles and responsibilities. This change aimed to foster greater accountability within the groups and ensure that all students contributed actively to solving the problems. Moreover, the teacher played a more active role in guiding group discussions, ensuring students stayed focused and deepened their understanding of the moral concepts.

The results from Cycle 2 indicated a marked increase in student motivation and engagement. The more complex and relevant problem scenarios resonated strongly with students, and they showed heightened enthusiasm in tackling the challenges presented in the lessons. Students expressed a greater interest in discussing moral issues and seemed more invested in finding solutions that aligned with the values they had learned. Cycle 2 also saw a significant increase in collaboration among students. The structured group work helped students communicate more effectively, share ideas, and support one another in solving the problems. Students actively engaged in debates, offering counterarguments and respecting one another's opinions, indicating that PBL not only enhanced academic learning but also promoted social skills such as communication, teamwork, and empathy.

The post-test results from Cycle 2 demonstrated a significant improvement in students' academic performance compared to Cycle 1. Specifically, students showed a deeper understanding of how to apply moral values in real-life situations. Their answers to post-test questions were more comprehensive, indicating a better grasp of moral concepts from both Islamic and non-Islamic perspectives. One of the most notable improvements was in students' ability to explain how moral values from different religious traditions could be applied to resolve similar ethical dilemmas. For example, when discussing forgiveness, many students cited examples from both the Quran and teachings from other religious traditions, demonstrating their ability to recognize the common values shared by different cultures. This indicated that the PBL approach had not only deepened students' understanding of Islamic moral teachings but also broadened their perspectives on ethical issues.

Cycle 2 also highlighted significant development in students' critical thinking and problem-solving abilities. Students who had initially struggled to analyze and apply moral values to real-life situations began to show increased confidence in making ethical decisions. They were able to evaluate different options, consider the consequences of their actions, and explain their reasoning during group discussions. This improvement in critical thinking was particularly evident when students approached complex moral dilemmas. For instance, when discussing the issue of honesty in relationships, students were able to explore different perspectives, weigh the pros and cons of each option, and

arrive at reasoned conclusions. This development in critical thinking skills was a direct result of the PBL approach, which encouraged active engagement and deeper analysis of moral principles.

The feedback collected from students through interviews and surveys revealed overwhelmingly positive responses to the PBL approach. Many students indicated that they felt more engaged and motivated to participate in lessons when they were given the opportunity to solve real-world problems. They appreciated the collaborative nature of the lessons, which allowed them to share different viewpoints and learn from one another. One student mentioned, "I enjoy learning when we discuss real-life problems. It's more interesting than just listening to the teacher talk. Working in groups makes it even better because we all contribute and come up with good solutions." Another student said, "Before, I didn't know how to use what I learned in PAI in my life, but now I can see how kindness and honesty help me deal with problems with my friends."

The findings from this study suggest that the implementation of Problem-Based Learning has a positive effect on students' engagement, academic performance, and understanding of moral values from both Islamic and non-Islamic perspectives. By incorporating real-world problems and fostering collaborative learning, PBL helped students better understand how moral teachings could be applied in their daily lives. The study also highlighted improvements in critical thinking and problem-solving skills, which are essential for students' overall development. In conclusion, the results indicate that PBL is an effective teaching method for improving student outcomes in Islamic Religious Education, particularly in the domain of moral education. The findings suggest that PBL can serve as a valuable pedagogical tool for teachers seeking to create more engaging and student-centered learning environments, promoting deeper understanding and practical application of moral principles. Based on these results, it is recommended that other schools consider implementing PBL in their curricula to improve student engagement and learning in moral education.

DISCUSSION

This study aimed to explore the impact of Problem-Based Learning (PBL) on the learning outcomes of students in Islamic Religious Education (PAI), specifically focusing on the application of moral values from both Islamic and non-Islamic perspectives. The findings from both cycles of this research provide valuable insights into the ways in which PBL influences students' engagement, understanding, and ability to apply moral concepts to real-life situations. In this section, we will discuss the key findings in greater detail, examining the impact of PBL on student learning and the implications of these findings for educational practice.

One of the most significant findings of this study was the increase in student engagement and motivation following the implementation of PBL. At the beginning of the study, students were not fully engaged with the subject matter, primarily because the traditional lecture-based learning model was not stimulating their interest. This is consistent with previous research, which has shown that traditional methods often lead to passive learning, where students are less likely to engage with the material and may not fully grasp its relevance to their lives. However, after the introduction of PBL, students demonstrated increased enthusiasm and active participation. The problem-solving approach created an environment where students were not simply passive recipients of information but active contributors to their own learning. This shift from passive to active learning is one of the strengths of PBL, as it encourages students to take ownership of their education and become more engaged in the learning process. The collaborative nature of PBL further reinforced this engagement, as students had the opportunity to work with their peers, exchange ideas, and learn from one another. The use of real-life problems, such as ethical dilemmas related to kindness, honesty, and respect, also played a critical role in motivating students. By presenting moral issues that were relevant to their

everyday lives, students could see the practical applications of the concepts they were learning. This helped bridge the gap between theoretical knowledge and real-world experiences, making the lessons more meaningful and engaging for students.

Another key finding of this study was the noticeable improvement in students' critical thinking skills, especially in relation to moral reasoning. In Cycle 1, many students struggled to analyze and apply moral principles to real-life situations. Their responses to moral dilemmas were often simplistic, and they found it challenging to consider the consequences of their actions or to evaluate different perspectives. However, by the second cycle, students showed significant growth in their ability to think critically about the moral issues presented to them. In Cycle 2, students demonstrated the ability to assess ethical dilemmas from multiple angles. For example, when discussing the concept of honesty, students were able to explore how different cultural and religious traditions approach the idea of truthfulness. They also considered the potential consequences of lying or withholding information, weighing the benefits and harms of each decision. This development in critical thinking is one of the central goals of PBL, as it encourages students to analyze problems, evaluate solutions, and make informed decisions. The improvement in critical thinking also reflected a broader shift in students' approach to learning. Instead of simply memorizing facts or reciting religious teachings, students began to engage with the material on a deeper level, reflecting on its implications for their personal lives. This deeper engagement with the content is a clear indicator of the effectiveness of PBL in fostering higher-order thinking skills, which are essential for students' academic and personal development.

The impact of PBL on students' knowledge acquisition was another important finding. In Cycle 1, many students struggled to connect moral values with real-life situations. Their understanding of Islamic teachings, while accurate in terms of basic principles, lacked depth when it came to practical applications. This limitation was reflected in the pre-test results, where students had difficulty articulating how moral values could be applied to their everyday experiences. However, after participating in the PBL activities, students demonstrated a much deeper understanding of the moral principles they were learning. The post-test results from both cycles showed significant improvements in students' ability to apply moral teachings to real-life situations. For example, students who had previously been unable to connect kindness with specific actions were now able to provide concrete examples from their own lives, demonstrating their ability to internalize and apply the values they had learned. The shift in students' knowledge acquisition can be attributed to the PBL approach, which emphasizes active learning and problem-solving. By engaging with real-world problems, students were encouraged to think critically about the moral teachings they had been exposed to and to consider how those teachings could be applied in various contexts. This type of active learning is more effective than passive forms of instruction because it requires students to synthesize information and use it in meaningful ways, rather than simply memorizing facts.

The positive impact of PBL on students' academic performance was another key finding of the study. The comparison of pre- and post-test results revealed that students showed significant improvement in their understanding of moral concepts from both Islamic and non-Islamic perspectives. This improvement was particularly evident in the post-test results from Cycle 2, where students demonstrated a more sophisticated understanding of the moral values being taught. The increase in academic performance can be attributed to the fact that PBL encourages students to apply what they have learned in a practical context. Instead of simply recalling information from the textbook, students were required to engage with the material in a way that required them to think critically and apply their knowledge to solve problems. This deeper engagement with the content led to better retention and understanding, as students were able to see the relevance of the material to their own lives. Moreover, the academic performance improvement was not limited to the theoretical aspects of the lessons. The ability to engage in moral

reasoning and to apply ethical principles in real-life situations is a key indicator of students' overall learning. By the end of the study, students were able to analyze complex moral dilemmas and offer well-reasoned solutions, reflecting a higher level of academic achievement.

An important aspect of the PBL approach is its emphasis on collaboration and teamwork. In Cycle 1, students were initially hesitant to engage in group discussions and were unsure about how to work together effectively. However, as the cycle progressed, students began to develop better communication skills and demonstrated an increased willingness to collaborate with their peers. The second cycle saw even greater improvements in students' collaboration and social skills. The structured group work, where students were assigned specific roles and responsibilities, helped foster a sense of accountability and encouraged active participation from all group members. As a result, students were able to work together more efficiently, share ideas, and come up with solutions to the moral dilemmas presented in the lessons. The collaborative nature of PBL also encouraged students to respect each other's opinions and to engage in constructive debates. In group discussions, students often challenged each other's viewpoints, offering counterarguments and considering alternative perspectives. This exchange of ideas not only deepened students' understanding of the moral concepts being taught but also promoted important social skills, such as empathy, active listening, and teamwork.

The second cycle of the study showed that students' perspectives on moral values broadened significantly as a result of the PBL approach. In particular, students demonstrated a greater understanding of the commonalities between Islamic and non-Islamic moral teachings. For example, when discussing the value of honesty, students were able to identify similar principles in both religious traditions, recognizing that values such as truthfulness and integrity are universally important. This broadened perspective is a significant outcome of the PBL approach, as it encourages students to think beyond their own religious and cultural frameworks. By engaging with moral dilemmas from multiple perspectives, students were able to appreciate the diversity of ethical beliefs and practices while also recognizing the shared human values that transcend religious and cultural differences. This aspect of PBL promotes tolerance and understanding, which are essential qualities for fostering a more inclusive and compassionate society.

The role of the teacher in facilitating PBL was also a key element in the success of the approach. In Cycle 1, students were somewhat uncertain about how to navigate the new learning process. However, the teacher's guidance during group discussions helped students stay on track and ensured that they were making meaningful progress in solving the problems. As the study progressed, students became more comfortable with the process, and the teacher's role shifted to one of support and facilitation rather than direct instruction. The feedback provided by the teacher throughout the study was crucial in helping students refine their understanding of the moral concepts being taught. By offering constructive feedback during group discussions and individual reflections, the teacher was able to guide students toward deeper insights and more sophisticated solutions to the problems presented. The teacher also provided feedback on students' written responses to the post-test, offering suggestions for improvement and helping students articulate their reasoning more clearly.

Despite the overall positive outcomes of the study, there were some challenges that emerged during the implementation of PBL. In the first cycle, students were initially reluctant to engage in group work, as they were not accustomed to the collaborative nature of PBL. Some students also struggled to manage their time effectively during group discussions, which led to some delays in completing tasks. These challenges were addressed in Cycle 2 through more structured group activities and clearer role assignments, which helped ensure that all students were actively engaged and contributed to the discussions. Another area for improvement was the need for more time to fully explore each moral dilemma. In some cases, the problems presented to students were complex, and students needed more time to reflect on the issues and come up with well-

reasoned solutions. Future implementations of PBL in this context could benefit from longer class periods or additional sessions dedicated to the exploration of each topic.

This study has several important implications for teaching and learning in Islamic Religious Education. The findings suggest that PBL can be an effective method for improving student engagement, critical thinking, and moral reasoning. By incorporating real-world problems into the curriculum, teachers can help students connect theoretical knowledge to practical situations, making the learning experience more meaningful and relevant. Moreover, the collaborative nature of PBL promotes social skills such as communication, teamwork, and empathy, which are essential for students' personal and social development. The study also highlights the importance of providing students with opportunities to engage with diverse perspectives, which can help foster tolerance and understanding in a multicultural society. In conclusion, the study provides strong evidence for the effectiveness of PBL in improving student outcomes in moral education. The findings suggest that PBL can be a valuable tool for enhancing both academic performance and personal development, and it is recommended that educators consider adopting this approach in their classrooms.

CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of Problem-Based Learning (PBL) significantly enhances students' engagement, critical thinking, and application of moral values in Islamic Religious Education (PAI). The use of real-world problems and collaborative learning strategies allowed students to actively engage with the content and encouraged them to think critically about moral issues from both Islamic and non-Islamic perspectives. The study demonstrated that PBL was particularly effective in improving students' ability to apply moral teachings to real-life situations. By engaging students in discussions on moral dilemmas, the PBL approach helped deepen their understanding of values such as kindness, honesty, and respect, and allowed them to see the practical relevance of these values in their daily lives. This shift from theoretical knowledge to practical application is a key strength of PBL, as it not only improves academic outcomes but also supports students' personal and ethical development. Additionally, PBL was found to foster greater collaboration and communication among students. The structured group work promoted teamwork, encouraged the exchange of ideas, and helped students develop important social skills such as empathy, active listening, and respect for diverse perspectives. These social competencies are crucial for students' overall development and contribute to a more inclusive learning environment. Furthermore, the study revealed that PBL promotes a broader understanding of moral values across different cultural and religious contexts. By encouraging students to explore moral teachings from both Islamic and non-Islamic traditions, PBL helped students appreciate the shared ethical principles that transcend cultural boundaries, fostering tolerance and intercultural understanding. In terms of academic performance, the results indicated a clear improvement in students' ability to reason morally and critically. The post-test results showed a higher level of comprehension and application of moral concepts compared to the pre-test, highlighting the effectiveness of PBL in enhancing students' academic achievement. Overall, the findings of this study suggest that Problem-Based Learning is a highly effective teaching method for improving students' understanding of moral education. By creating a more engaging, interactive, and meaningful learning experience, PBL not only enhances academic learning but also nurtures essential life skills that are necessary for personal growth and social cohesion. It is recommended that educators adopt PBL in teaching moral education to help students develop the skills and knowledge necessary to navigate ethical challenges in their lives.

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