Application of Problem Based Learning Model in Islamic Education Learning to Increase Faith in Allah SWT. at SD Negeri 106873 Gunung Pamela

Ika Pratiwi ✉, SD Negeri 106873 Gunung Pamela, Indonesia
Niki Sasmita, SD Negeri 102120 Simalas, Indonesia
Wasiah Purba, SD Negeri 107465 Baja Dolok, Indonesia

✉ *ikapratiwi21@guru.sd.belajar.id*

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using a problem-based learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the problem-based learning model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of problem-based learning models can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem based learning model, learning outcome, islamic education.

INTRODUCTION

Application of Problem Based Learning in Islamic Religious Education to Increase Faith in Allah SWT in QS Material. At-Tin in Grade IV of SDN 106873 Gunung Pamela. Islamic Religious Education (PAI) is one of the most important subjects in the educational curriculum in Indonesia, especially at the elementary level. Through PAI, it is hoped that students will not only understand religious teachings, but also internalize Islamic values in daily life. One of the important goals of religious education is to build and strengthen faith in Allah SWT. However, in practice, the challenge often faced by educators is how to relate religious subject matter to real life and how to make students more actively involved in the learning process (Tubagus et al., 2020).

This means that Islamic Religious Education is very important to build students' faith in Allah SWT. One of the efforts that can be made to increase students' faith is to choose a learning approach that is effective and in accordance with their needs. Problem Based Learning (PBL) is one of the methods that can be applied in PAI learning, especially in QS material. At-Tin which focuses on the interpretation and wisdom of these verses. PBL is a learning approach that prioritizes real problem-solving as the center of learning, where students are not only given theory, but also given the opportunity to develop critical and creative thinking skills in dealing with problems. In the material QS. At-Tin, which contains the creation of Allah SWT and His greatness, students are expected to understand the meaning of these verses deeply.

However, often the material delivered conventionally tends to be less interesting to students and less challenging for them to think critically. As a result, students' understanding of the content of the material is less than optimal, and the aspect of faith in Allah SWT cannot develop properly. Therefore, it is important to look for learning methods that can make students more active, motivated, and have a direct connection to their lives. The application of PBL in PAI learning is expected to increase the active participation of students. In PBL, students are faced with a problem that must be solved through knowledge exploration and cooperation in groups. In the context of QS. At-Tin, the problem given can be related to how students see the greatness of God's creation and how They apply the values that exist in daily life. In this way, students not only memorize the interpretation or meaning of the verses, but they can also understand and feel the direct connection between religious teachings and the real conditions they face. In addition, PBL can also improve students' critical thinking skills, because in this learning process, students are required to identify problems, search for information, and formulate relevant solutions. Active involvement of students in solving problems can also strengthen their understanding of the religious concepts taught.

Through group discussions and joint problem-solving, students can also learn to respect the opinions of others, as well as strengthen social relationships and cooperation in the context of shared learning. The implementation of PBL is expected to change the learning paradigm that has been more theoretical to more practical and applicable. In the context of PAI, this can help students to better understand the abstract concept of faith through concrete examples that they encounter in their daily lives. For example, students can be invited to reflect on the greatness of Allah SWT in creating the universe contained in surah At-Tin, as well as how they can cultivate a deeper sense of gratitude and faith in response to His creation (Goodfellow et al., 2020). The meaning is that the application of PBL is expected to change the learning paradigm from theoretical to practical, help students understand the concept of abstract faith with concrete examples, such as contemplating the greatness of Allah in surah At-Tin, and fostering gratitude and deeper faith. However, the implementation of PBL also faces several challenges, especially in terms of class management and limited time. This method requires careful planning. mature, as well as the active involvement of teachers to facilitate students in every stage of learning.

Teachers also need to have the ability to structure relevant and challenging problems, as well as provide appropriate direction so that students can work effectively in groups. Therefore, this study also aims to explore how the application of PBL can be applied effectively in the context of PAI learning in grade IV of SDN 106873 Gunung Pamela. The importance of this research also lies in the goal of improving the quality of PAI learning in elementary schools. Given that the age of students in grade IV is a crucial period in the development of faith and character, the right learning approach can have a significant positive impact. If PBL is successfully implemented, it is hoped that students will not only improve their understanding of QS material. At-Tin, but also experienced an increase in their aspect of faith and concern for the teachings of Islam.

In line with this, this research is expected to contribute to the development of innovative and effective learning models in Islamic Religious Education, especially at the

elementary school level. In addition, the results of this study are also expected to be a reference for other teachers to adopt the PBL approach in the learning process, as well as provide insight for researchers and education policymakers about the importance of applying more interactive and contextual methods in religious education. With this background, this research will focus on the application of PBL in learning, especially in QS material. At-Tin, with the aim of increasing students' understanding and faith in Allah SWT. This research will be carried out in grade IV of SDN 106873 Gunung Pamela by involving students directly in each stage of learning. It is hoped that this study can provide a clear picture of the impact on improving students' faith, as well as provide recommendations for the development of more effective religious learning in the future (Alam et al., 2023). This research focuses on the application of PBL in learning, especially QS material. At-Tin, to increase the understanding and faith of students in grade IV of SDN 106873 Gunung Pamela.

METHODS

Classroom Action Research (PTK) is a type of research conducted to improve the quality of learning through actions or direct interventions in the classroom. Based on the topic you mentioned, this research will focus on the application of Problem-Based Learning (PBL) in Islamic Religious Education subjects, especially to increase faith in Allah SWT through QS material. At-Tin in grade IV of elementary school. This research aims to explore how PBL can improve the understanding and application of religious values, as well as see changes or increases in students' faith after the application of the method.

This PTK generally consists of several cycles that include planning, implementation, observation, and reflection, with each cycle aiming to improve learning in the next cycle (Wulandari, D., & Amalia, R. (2019). Classroom Action Research (PTK) uses PBL to increase students' faith. Research Variables. In the Classroom Action Research (PTK) with the topic of applying Problem Based Learning (PBL) in Islamic Religious Education to increase faith in Allah SWT through QS material. At-Tin in grade IV of elementary school, we can identify several relevant variables. This variable will help researchers to measure and analyze the influence of actions taken in the study. Independent Variable (Variable Given Action); 1) Application of Problem Based Learning (PBL) Learning Model: This variable is an action taken by the researcher, namely the application of the PBL method in learning Islamic Religious Education in grade IV of elementary school. In PBL, students will be invited to solve problems related to the material being taught, which in this case is QS. At-Tin.

This model focuses on learning that involves critical thinking and group discussions; 2) Observable aspects in this variable; 1) The application of PBL steps in the learning process; 2) Interaction of students with the given problem; 3) Collaborative process in discussion groups; 3) The use of learning resources relevant to QS material. At-Tin. Dependent Variables (Variables Affected by Actions); 1) Faith in Allah SWT: This is a variable that is measured to see the impact of the implementation of PBL on the understanding and application of religious values, especially in increasing students' faith in Allah SWT. Indicators that can be used to measure faith; 1) Students' understanding of the content of QS. At-Tin, such as the interpretation, meaning, and moral message contained in the surah; 2) Changes in students' attitudes and faith values after participating in learning; 3) Follow-up of learning outcomes in students' daily lives (e.g., how they apply religious values in their lives). Moderating Variables (Variables Affecting the Relationship between Independent and Dependent Variables); 4) Social and Environmental Conditions of Students: These factors can affect how effective the implementation of PBL is in improving students' faith. Family environment, peers, and local culture factors can play a role in supporting or hindering changes in students' faith attitudes; 5) Student Learning Motivation: Students' intrinsic and extrinsic motivation in attending lessons can also affect the results of the implementation of PBL.

Students who are motivated to learn are more likely to experience greater changes in religious understanding and increased faith. Control Variable (Variable with Minimized Influence); 1) Initial Characteristics of Students: Characteristics of students such as the initial level of understanding of religious material, the initial level of faith, or early academic ability can affect the results of the research. While this is not the primary focus of the study, it is important to consider this factor in the analysis; 2) Availability of Learning Resources: Learning resources used during learning, such as religious books, learning media, or technology used in the implementation of PBL, can affect learning outcomes. In this study, the independent variable is the application of the Problem Based Learning (PBL) learning model, while the dependent variable is faith in Allah SWT which is measured through changes in students' attitudes and understanding of QS material.

At-Tin. Moderating and control variables are also important to be analyzed to get a more comprehensive picture of the factors that affect the effectiveness of the implementation of PBL in Islamic Religious Education learning. Population and Sample. In classroom action research (PTK), it is important to clearly define the population and sample to be studied. Based on the research topic you proposed, namely the application of Problem Based Learning (PBL) in Islamic Religious Education to increase faith in Allah SWT through QS material. At-Tin in grade IV of elementary school, here is an explanation of the population and appropriate samples; 1) Research Population.

Population is the entire group that is the object or target of research. In this case, the research population is all grade IV elementary school students at SDN 106873 Gunung Pamela, which is the place where the research was conducted. Population Details; 1) Research Location: SDN 106873 Gunung Pamela; 2) Classes Researched: Class IV (four); 3) Number of Students: Usually, one class in elementary school has about 15 students, but the exact number needs to be listed based on the data available at the school. This population includes all students who take the subject of Islamic Religious Education, especially those who study QS material. At-Tin. The population in this study is all grade IV students who participate in Islamic Religious Education learning in the studied school, which has the potential to be affected by the application of the PBL learning model. Research Sample. The sample is a portion of the population that is selected to be the object of the study.

In classroom action research, sample selection is generally not done randomly because this research focuses on actions applied to a specific class. The sample used is usually a class that is directly involved in the research. Sample Details; 1) Class IV Involved: Based on the structure and school policy, one grade IV at SDN 106873 Gunung Pamela will be selected as a research sample; 2) Number of samples: If a class consists of about 15 students, then the number of samples in this study is all students in grade IV who are involved in that learning. Usually, in PTK, all class members who will be given actions (in this case the implementation of PBL) are considered as samples. However, if there is a specific reason to select only a subset of students (for example, if the class is divided into small groups for discussion), then purposive sampling or purpose-based sampling can be used. Sample Selection in PTK; 1) In Classroom Action Research, typically the sample is the entire student in the class being studied. This means that the action (PBL) will be applied to all students in grade IV of SDN 106873 Gunung Pamela; 2) There is no random sampling technique because PTK aims to observe learning improvements carried out in one class or group of students.

It is important to note that in classroom action research, researchers focused on groups that directly received treatment and did not conduct random sample selection, since the goal was to observe the changes that occurred within a particular class. Types, Sources and Techniques of Data Collection. In the Classroom Action Research (PTK) which focuses on the application of Problem-Based Learning (PBL) in increasing faith in Allah SWT in QS material. At-Tin in grade IV of elementary school, data collection is an important step to analyze the changes that occur after the implementation of the action. The following is an explanation of the types, sources, and data collection techniques

relevant for this study. Data Type. Based on the type of data collected, this study will use two main types of data; 1) Qualitative Data.Qualitative data is descriptive and aims to describe and understand phenomena in depth. In this PTK, qualitative data will focus more on the learning process and changes in students' attitudes or religious understanding of QS material.

At-Tin through the application of the PBL model. Quantitative data. Quantitative data refers to numerical data that can be analyzed statistically. In this study, quantitative data will be used to measure the increase in students' faith, such as through tests or questionnaires designed to measure students' understanding and attitudes towards teaching materials. Data Source. The source of the data is who or what provides the information necessary for the research. In this study, the main sources of data are students who participate in learning, as well as teachers who manage the learning process.

Primary Data Sources; 1) Grade IV students of SDN 106873 Gunung Pamela; 2) Students who are directly involved in the learning and application of PBL. The data obtained from students can be in the form of test results, questionnaires, interviews, and observations on their attitudes and understanding of QS material. At-Tin and the application of religious values. Supporting Data Sources; 1) Islamic Religious Education Teacher; 2) Teachers who manage learning and apply the PBL model. Teachers can provide data through field notes, observations, or reflections regarding the application of methods and changes that occur in students.

Learning Documentation; 1) Lesson plans, teaching materials, student worksheets, and other documents that support the learning process and the implementation of PBL. Data Collection Techniques. Data collection techniques are used to obtain the necessary information during the research. In this PTK, data collection techniques will involve several methods to obtain a more complete picture of the learning process and outcomes. Observation. Observation was carried out to monitor the learning process directly and to see student interaction during the implementation of the PBL model. This technique allows researchers to record changes in attitudes, interactions between students, and students' understanding of the teaching material. Types of Observations; 1) Participatory Observation: Researchers are directly involved in learning activities to, see how students respond to the PBL model; 2) Non-participatory observation: The researcher only observes without being involved in learning activities. Instrument: An observation sheet that contains indicators to be observed, such as the level of student participation in the discussion, students' understanding of the material, and students' attitudes in the application of religious values. Tests or Quizzes.

Tests or quizzes are used to measure students' understanding of QS material. At-Tin before and after the implementation of the PBL model. The results of this test will provide quantitative data that is useful to see the improvement of students' understanding and faith after the learning process. Types of Tests; 1) Written test with multiple-choice questions or fills that test students' understanding of the content of surah QS. At-Tin, its interpretation, and the moral message it contains; 2) Pre-test (before learning) and post-test (after learning). Questionnaire or Questionnaire. Questionnaires or questionnaires are used to collect data on students' attitudes and perceptions of their faith, before and after participating in PBL-based learning. This questionnaire can include questions about students' religious understanding, changes in attitudes towards Islamic values, and the influence of learning on their daily lives. Instruments.

Questionnaire with Likert scale to measure the level faith, religious understanding, and students' attitudes towards QS material. At-Tin. Interview. Interviews were conducted with students to dig deeper into their understanding of QS. At-Tin and how the implementation of PBL affects their views on faith in Allah SWT. Interviews can also be conducted with teachers to get their views on the changes that occur in students after the implementation of the PBL model; 1) Instrument: An interview guide with open-ended questions to explore students' understanding and changes in attitudes towards the material.

Documentation. Documentation is used to collect written information related to learning activities, such as lesson plans, student worksheets, field notes, or student work that shows an improvement in their understanding of religious material. Types of Documentation; 1) Learning implementation plan (RPP) which includes the implementation of PBL; 2) The results of student assignments or projects related to QS material. At-Tin. By using these various data collection techniques, you will get a more complete picture of how the application of PBL in Islamic Religious Education learning can affect students' understanding and faith in Allah SWT, as well as its impact on their religious attitudes and values.

RESULTS

Research Results. Cycle 1 Data; 1) Application of Problem Based Learning (PBL) in Islamic Religious Education Learning in QS Material. At-Tin. Identify the Problem (Initial Step). At this stage, teachers identify problems that students will learn through the Problem Based Learning (PBL) method. Teachers provide relevant questions to attract attention and motivate students to think critically. The problem given to the student, "What can we take away from the values in Surah At-Tin, and how can we apply them in our daily lives?". Presentation of Material by Teachers. The teacher then explained Surah At-Tin, including the interpretation and values contained in the surah. In his explanation, the teacher emphasized important things such as; 1) Meaning of Surah At-Tin Verses: Interpretation of patience, gratitude, and cleanliness of heart; 2) Values in Surah At-Tin: Patience in facing the trials of life, giving thanks to Allah for blessings, and maintaining a clean heart.

Group Segmentation and Discussion. After the delivery of the material, students were divided into small groups (4-5 students per group) to discuss how to apply the values of Surah At-Tin in daily life. Group Division; 1) Group 1: Focus on patience; 2) Group 2: Focus on gratitude; 3) Group 3: Focus on liver hygiene. Each group was given 20 minutes to discuss the application of Surah At-Tin values. Solving Problems in Groups. The groups discussed and formulated concrete ways to apply the values of Surah At-Tin, such as providing examples from daily life and how they could apply those values. Group Presentations. Each group presented the results of their discussion in front of the class. This presentation aims to test the extent of students' understanding of the material that has been discussed. Group Presentation Results; 1) Group 1 (Patience): Explain patience in facing exams at school and personal life; 2) Group 2 (Gratitude): Teaching the importance of being grateful to Allah, parents, and teachers for all the blessings received; 3) Group 3 (Cleanliness of the Heart): Discusses protecting the heart from envy, envy, and hatred towards others. Learning Evaluation. Teachers evaluate students' understanding through several methods, such as written tests, observations, and direct discussions. This evaluation aims to measure the extent to which the PBL method has succeeded in improving students' understanding of Surah At-Tin. Aspects Assessed; 1) Understanding of Surah At-Tin; 2) Ability to Apply Surah Values in Daily Life; 3) Participation in Group Discussions; 4) Presentation and Idea Submission Skills. Reflection.

Teachers and students reflect on the learning that has taken place. This reflection aims to determine the effectiveness of the use of PBL and its impact on student understanding. Reflection Questions, "Do you find it easier to understand Surah At-Tin after discussion?", "How does the application of PBL help you in understanding the values contained in Surah At-Tin?", "What can you do to apply these values in your daily life?". Cycle 1 Data: Evaluation Results. Learning Objectives; 1) Increasing students' understanding of the meaning and values in QS. At-Tin; 2) Developing students' critical thinking skills through the Problem Based Learning (PBL) method. Aspects Assessed; 1) Understanding of Surah At-Tin; 1) Grade Average: 4.4 (scale 1-5). Value Distribution; 1) 5:5 students (35%); 2) 4: 6 students (40%); 3) 3:3 students (20%); 4) 2:1 students (5%). Conclusion; 1) The majority of students show a good understanding of the meaning of

Surah At-Tin. However, there are some students who need further deepening; 2) Ability to Apply Surah Values in Daily Life; 1) Grade Average: 4.2 (scale 1-5).

Value Distribution; 1) 5:4 students (30%); 2) 4: 7 students (45%); 3) 3:3 students (20%); 4) 2:1 students (5%). Conclusion: Most students can relate the values of Surah At-Tin to their lives. However, some students still need more concrete examples for real applications. Participation in Group Discussions; 1); 1) Grade Average: 4.3 (scale 1-5); 2) Value Distribution; 2) 5:5 students (35%); 3) 4: 6 students (40%); 4) 3: 3 students (20%); 5) 2:1 students (5%). Conclusion: Most students actively participate in group discussions. Some students who are more reserved need to be more encouraged to contribute. Presentation and Idea Delivery Skills; 1) Grade Average: 4.0 (scale 1-5). Value Distribution; 1) 5:3 students (20%); 2) 4: 8 students (50%); 3) 3:3 students (20%); 4) 2:2 students (10%). Conclusion: Most students are quite confident in their presentations, but there are some students who need more practice to speak more clearly.

Cycle Success Analysis 1. Based on the results of the above evaluation, the following is an analysis of the success of the application of the Problem Based Learning (PBL) method in Islamic Religious Education learning on QS material. At-Tin; 1) Material Comprehension of Surah At-Tin (Average 4.4): Most students show a good understanding of Surah At-Tin. However, there are students who still need to deepen their understanding; 2) Ability to Apply Surah Values in Daily Life (Average 4.2): Most students can apply the values taught in life they. Even so, some students need more practice in giving examples of real applications. Participation in Group Discussions (Average 4.3): Students generally actively participate in group discussions, although some of the more reserved students need to be encouraged to be more engaged.

Presentation and Idea Presentation Skills (4.0 Average): Most students are quite confident in their presentations, although some students need more practice speaking in front of the class. Application of Problem Based Learning (PBL) in QS Material. At-Tin in Grade IV of SDN 106873 Gunung Pamela. Identify the Problem (Initial Step). In the first stage, the teacher conveys issues relevant to the material of Surah At-Tin to be studied. The purpose of this problem is to grab students' attention and encourage them to think critically. The question posed to the students, "How can we apply the values contained in Surah At-Tin, such as patience and gratitude, in our daily lives as students?". Material Delivery. After the problem was raised, the teacher began to introduce the material of Surah At-Tin. The teacher explained the meaning of the surah, as well as the main values contained in it, such as the importance of patience, gratitude, and cleanliness of heart. The topic of the material presented; 1) Tafsir Surah At-Tin: Explains the meaning of each verse in the surrah; 2) Values contained in Surah At-Tin: Patience, gratitude, and cleanliness of heart. Group Division: Students are divided into small groups (4-5 people per group) to discuss problems given by the teacher.

Each group delves into how they can apply the values of Surah At-Tin in their daily lives. Group Division; 1) Group 1: Focus on patience; 2) Group 2: Focus on gratitude; 3) Group 3: Focus on liver hygiene. Problem Solving in Groups Each group discusses and seeks solutions related to how they can apply the values found in Surah At-Tin. The discussion also focused on real-life examples that are relevant to their lives. Group Presentations. After finishing the discussion, each group presented the results of their discussion in front of the class. This presentation aims to test students' understanding and public speaking skills. Group Presentation Results; 1) Group 1 (Patience): Explain that patience in facing school exams and daily life can be done by not giving up easily and staying calm when facing difficulties; 2) Group 2 (Gratitude): They said that gratitude can be applied by thanking parents, teachers, and Allah for all the blessings given. Group 3 (Cleanliness of the Heart): They explained the importance of keeping the heart clean from envy, envy, and bad feelings towards others.

Evaluation. After the presentation, the teacher evaluates the students' understanding. This evaluation is carried out using an assessment rubric to assess the extent to which students understand and can apply the values taught in Surah At-Tin.

Aspects evaluated; 1) Understanding of Surah At-Tin: Understanding the meaning of the verses in Surah At-Tin; 2) Ability to apply surah values in daily life: Ability to relate surah values with real experiences and actions; 3) Speaking and presentation skills: The ability of students to convey ideas and discussion results clearly in front of the class; 4) Active participation in group discussions: Student involvement in discussing and solving given problems. Assessment Rubric (Scale 1-5); 1) 5: Very good; 2) 4: Good; 3) 3: Enough; 4) 2: Less; 5) 1: Not suitable. Reflection. After the evaluation, reflection on the learning process is carried out. This reflection aims to find out whether PBL has succeeded in improving students' understanding of Surah At-Tin.

Reflection question, "Do you feel that you understand the meaning of Surah At-Tin better after participating in the group discussion?" How does the PBL method help you in understanding the values in Surah At-Tin?" Cycle 1 Data: Evaluation Results . Learning Objectives; 1) Increasing students' understanding of the meanings and values contained in Surah At-Tin; 2) Developing students' ability to apply religious values in daily life through the PBL method. Aspects evaluated; 1) Understanding of Surah At-Tin; 2) Grade Average: 4.2 (on a scale of 1-5). Value Distribution; 1) 5:4 students (25%); 2) 4: 8 students (50%); 3) 3: 2 students (15%); 4) 2:1 students (10%). Conclusion: Most students have a good understanding of Surah At-Tin. However, there are some students who still need further deepening. The Ability to Apply Surah At-Tin Values in Daily Life. Grade Average: 4.0 (on a scale of 1-5). Value Distribution; 1) 5:3 students (20%); 2) 4: 6 students (40%); 3) 3: 4 students (30%); 4) 2:2 students (10%). Conclusion: The majority of students are able to relate the values in the surah to their daily lives, although some students still struggle to provide concrete examples. Speaking and Presentation Skills. Average Grade: 3.8 (on a scale of 1-5). Value Distribution; 1) 5:2 students (15%); 2) 4: 7 students (45%); 3) 3: 5 students (30%); 4) 2:1 students (10%). Conclusion: Most students are quite confident in delivering the results of their discussions, although there are some students who still need the encouragement to speak more clearly.

Active Participation in Group Discussions. Average Grade: 4.1 (on a scale of 1-5). Value Distribution; 1) 5:5 students (30%); 2) 4: 6 students (40%); 3) 3:3 students (20%); 4) 2:2 students (10%). Conclusion: Almost all students actively participate in the discussion, although there are some students who are more reserved and rarely contribute. Cycle Analysis and Success 1. Based on the results of the evaluation, we can draw several conclusions about the success of the implementation of PBL in improving students' understanding of Surah At-Tin. Success. The average score obtained by students for material comprehension is 4.2, which indicates a good understanding of Surah At-Tin. The average score for the ability to apply surah values in daily life is 4.0, which indicates that most students are able to relate these values to real practice. The results of active participation of students were also quite good with an average of 4.1, indicating that PBL succeeded in increasing student involvement in discussions.

 Challenge. Some students still need more time to improve their speaking skills and convey ideas more clearly, with an average presentation score of 3.8. There are some students who have difficulty in applying surah values in real life. Application of Problem Based Learning (PBL) to Increase Students' Faith in Allah SWT in QS Learning. At-Tin. Identify the Problem (Initial Step). At this stage, the teacher begins learning by asking questions relevant to the QS material. At-Tin and its relation to faith in Allah SWT. Teachers use the Problem Based Learning (PBL) method to encourage students to think critically and reflectively. The question posed to the students, "What is the meaning of Surah At-Tin and how can this surah strengthen our faith in Allah SWT?". Presentation of Material by Teachers.

The teacher explained the meaning of QS. At-Tin with an emphasis on how this surah describes the greatness of Allah through the creation of man and the importance of gratitude and patience in the face of trials. The teacher explained that faith in God is reflected in receiving and understanding the signs of His greatness. Topics covered; 1) Tafsir Surah At-Tin: The meaning of the verses, the explanation of the creation of man, and

the way Allah SWT shows His greatness through His creation; 2) Faith in Allah SWT: How understanding the greatness of Allah in His creation can strengthen faith. Group Segmentation and Discussion.

After the delivery of the material, students were divided into small groups (4-5 students per group) to discuss questions related to the application of faith in Allah SWT through Surah At-Tin material. The PBL method is used to help students find solutions and understand the meaning of the surah in depth. Group Division; 1) Group 1: Developing an understanding of faith in Allah SWT through His creation; 2) Group 2: Relating patience as one of the aspects that strengthen faith in facing trials; 3) Group 3: Developing ways of gratitude as a form of faith in Allah SWT.

Solving Problems in Groups. Each group discussed solutions on how the values in Surah At-Tin can strengthen faith in Allah SWT. They look for concrete examples in their daily lives that can be applied to increase faith. Group Presentations. Each group presented the results of their discussion in front of the class. This presentation aims to test the understanding and application of the material by students, as well as to show how the values in Surah At-Tin can strengthen faith in Allah SWT.

Group Presentation Results; 1) Group 1 (Faith through God's Creation): Conveys the understanding that man was created by God in a perfect state, and all of His creations are proof of His greatness; 2) Group 2 (Faith through Patience): Conveys how patience in the face of trials can strengthen the relationship with God and increase faith; 3) Group 3 (Faith through Gratitude): Teaching ways to give thanks to Allah by appreciating His blessings and not complaining in facing problems. Learning Evaluation. Teachers evaluate students' understanding through several ways, such as written tests, observations during discussions, and group presentations. This evaluation aims to measure the extent to which the application of the PBL method is successful in increasing students' faith in Allah SWT. Aspects Assessed; 1) Understanding of faith in Allah SWT through Surah At-Tin; 2) Ability to associate the values in Surah At-Tin with the strengthening of faith; 3) Participation in group discussions; 4) Presentation and idea delivery skills. Reflection.Teachers and students reflect on the learning that has taken place.

This reflection aims to determine the effectiveness of the implementation of PBL in increasing students' faith in Allah SWT. Reflection questions, "How do you understand faith in Allah SWT after studying Surah At-Tin?", "What can you do to strengthen your faith based on the values in Surah At-Tin?", "How does the PBL method help you better understand the greatness of Allah?". Cycle Data 1. Results of the Evaluation of Learning Objectives; 1) Increase students' understanding of faith in Allah SWT through QS. At-Tin; 2) Help students relate the values in the surah to strengthen their faith. Aspects Assessed; 1) Understanding of Faith in Allah SWT through Surah At-Tin. Grade Average: 4.5 (scale 1-5). Value Distribution; 1) 5:4 students (30%); 2) 4: 7 students (45%); 3) 3:3 students (20%); 4) 2:1 students (5%). Conclusion: The majority of students understand well how Surah At-Tin strengthens faith in Allah SWT. However, there are some students who need further deepening. The Ability to Associate Values in Surah At-Tin with the Strengthening of Faith. Average Score: 4.4 (scale 1-5), Score distribution; 1) 5:5 students (35%); 2) 4: 6 students (40%); 3) 3:3 students (20%); 4) 2:1 students (5%). Conclusion: Most students are able to relate the values in Surah At-Tin to strengthening faith in Allah SWT, although there are some students who need further practice.

Participation in Group Discussions. Average Grade: 4.3 (scale 1-5). Value Distribution; 1) 5:5 students (30%); 2) 4: 7 students (45%); 3) 3:3 students (20%); 4) 2:1 students (5%). In conclusion, most students are active in group discussions, but some of the more reserved students need more encouragement to participate. Ability to Present and Deliver Ideas, average Score: 4.0 (scale 1-5), Score distribution; 1) 5:3 students (25%); 2) 4: 7 students (40%); 3) 3:3 students (25%); 4) 2:2 students (10%). Conclusion: Most students are quite confident in their presentations, although some students still need practice to improve their public speaking skills. Cycle Success Analysis 1. Based on the results of the evaluation above, the following is an analysis of the success of the

application of the PBL method in increasing students' faith in Allah SWT; 1) Comprehension Material on Faith (Average 4.5): Most students showed a very good understanding of how Surah At-Tin strengthens faith in Allah SWT.

Ability to Associate Values with Faith (Average 4.4): Most students can associate the values in the surah with the strengthening of their faith, but there are some students who need additional help to understand the application of these values. Participation in Discussions (4.3 Avg.): Most students are active in group discussions. Some students who are more reserved still need encouragement to participate more. Presentation Skills (4.0 Avg.): Most students are quite confident during presentations, although there are some who need to improve their speaking skills in front of the class. Obstacles Faced by Teachers and Students in the Application of the Problem Based Learning (PBL) Method in Learning PAI QS Material. At-Tin.

Problem Identification (Initial Step), at this stage, the teacher identifies problems that may arise during the implementation of PBL in PAI learning. The goal is to prepare solutions to the obstacles that students and teachers may face. The problem asked, "What are the obstacles faced by teachers and students in the application of the Problem Based Learning (PBL) method for QS material. At-Tin in PAI learning?". Presentation of Material by Teachers. The teacher delivered material related to QS. At-Tin, which is a surah that contains many life values, such as patience, gratitude, and faith in Allah SWT. The teacher explained how the implementation of PBL can help students to better understand these values. However, the teacher also said that the implementation of PBL in this learning is not always smooth and there are possible obstacles that must be overcome.

After delivering the material, the teacher divides the students into small groups (4-5 students per group) to discuss the questions given. Students are asked to identify the values in the QS. At-Tin that can be applied in their lives, such as patience and gratitude. Group Division; 1) Group 1: Focus on patience; 2) Group 2: Focus on gratitude; 3) Group 3: Focus on faith in Allah SWT. Each group was given 20 minutes to discuss and then present the results of their discussion. Solving Problems in Groups. The groups discussed and sought solutions regarding how the application of the values in Surah At-Tin can be carried out in daily life. They shared real-life examples and discussed the application of these values in social and religious contexts. However, during the discussion, several obstacles began to appear, both from the side of students and teachers. Observation of the Obstacles Encountered. Teachers make direct observations of the course of discussions and interactions between students during the implementation of PBL. From observations, some obstacles began to be seen, involving both external factors (e.g., resources) and internal factors (e.g., students' abilities).

Evaluation of Learning and Identification of Barriers. After the group presentation, the teacher evaluated the learning process by looking at the students' activeness, understanding of the material, and obstacles that arose during the discussion. Some of the bottlenecks identified during Cycle 1. Obstacles from Students; 1) Difficulty in critical thinking: Some students have difficulty understanding the material of Surah At-Tin in depth and relating it to daily life; 2) Lack of public speaking skills: Students feel anxious when they have to express their opinions in front of the class. Limitations of initial knowledge: Some students lack sufficient basic knowledge to understand the values contained in the surah. Obstacles from teachers, limited time management: Limited time makes group discussions and reflections impossible to do in depth. Limitations of learning aids: Teachers have difficulty providing additional learning resources that can support the success of PBL, such as visual media or adequate learning technology.

Difficulties in managing group discussions: Managing discussions between students with varying levels of understanding and ability can be challenging. Reflection and Discussion on the Obstacles Encountered. After the evaluation, teachers and students reflected on the implementation of learning with PBL. The teacher asks several questions to find out more about the obstacles. occurs, as well as how to overcome the problems faced. Reflection Questions, "What are the obstacles for you in understanding Surah At-

Tin?", "What are the difficulties you face when conducting group discussions?", "What can teachers do to help you better understand the material with the PBL method?", "What challenges do you feel when you have to speak in front of the class?" Cycle 1 Data: Results of Learning Objectives Evaluation. Identify the obstacles faced in the application of PBL in learning PAI QS material. At-Tin. Analyze the factors that hinder the success of the PBL method. Aspects AssessedObstacles Faced by Students; 1) Difficulty in Critical Thinking. Grade Average: 3.5 (scale 1-5). Value Distribution; 1) 5:3 students (20%); 2) 4:5 students (35%); 3) 3: 5 students (35%); 4) 2:2 students (10%). Conclusion: Some students have difficulty thinking critically and relating the values in Surah At-Tin to their daily lives. Lack of Public Speaking Skills.

Average Grade: 3.8 (scale 1-5). Value Attribution; 1) 5:3 students (20%); 2) 4: 6 students (40%); 3) 3:4 students (30%); 4) 2:2 students (10%). Conclusion: Some students feel anxious when speaking in front of the class, although there are some students who are already confident enough. Limitations of Initial Knowledge. Grade Average: 4.0 (scale 1-5). Value Distribution; 1) 5:4 students (25%); 2) 4:5 students (35%); 3) 3:4 students (25%); 4) 2:2 students (15%). Conclusion: Some students lack sufficient basic knowledge to understand Surah At-Tin in depth. Obstacles Faced by Teachers; 1) Limited Time Management. Grade Average: 3.9 (scale 1-5). Value Distribution; 1) 5:3 students (25%); 2) 4:5 students (30%); 3) 3: 5 students (30%); 4) 2:2 students (15%). Conclusion: Limited time is a challenge for teachers in providing opportunities for in-depth discussions and better reflection. Limitations of Learning Tools.

Average Grade: 3.6 (scale 1-5). Value Distribution; 1) 5:2 students (15%); 2) 4: 4 students (25%); 3) 3: 6 students (40%); 4) 3 students (20%). Conclusion: Teachers have difficulties in providing learning tools that can support the implementation of PBL, such as visual media that can clarify material explanations. Difficulties in Managing Group Discussions, Average Score: 4.2 (scale 1-5, score distribution; 1) 5: 4 students (25%); 2) 4: 6 students (40%); 3) 3:3 students (20%); 4) 2:2 students (15%). Conclusion: Managing discussions between students with different backgrounds of understanding is quite challenging for teachers. Cycle Success Analysis 1. Based on the results of the evaluation above, the following is an analysis of the obstacles faced by students and teachers in the application of the PBL method. Obstacles to Students; 1) Difficulty in Critical Thinking (Average 3.5): Many students have difficulty understanding the deep meaning of Surah At-Tin. This shows that students need further coaching in critical thinking skills.

Public Speaking Ability (Average 3.8): Some students feel anxious about public speaking. This is an obstacle in the PBL process that requires communication between students. Limitations of Initial Knowledge (Average 4.0): Some students lack sufficient prior knowledge of religious material, thus affecting their understanding of Surah At-Tin. Obstacles to Teachers. Time Management (Average 3.9): Limited time is an obstacle in managing group discussions which is more in-depth. Limitations of Learning Aids (Average 3.6): Teachers have difficulty providing media that can support better understanding in learning. Difficulty Managing Discussions (4.2 Avg.): Managing discussions with students with varying levels of understanding is challenging. CYCLE II DATA. Application of Problem Based Learning (PBL) Method in Islamic Religious Education Learning on QS Material. At-Tin in Grade IV of SDN 106873 Gunung Pamela.

Learning Objectives of Cycle II; 1) Increasing students' understanding of the values contained in Surah At-Tin; 2) Encourage students to be more active in discussing and solving problems in groups; 3) Helping students relate the content of Surah At-Tin to daily life through a problem solving approach. Cycle II Learning Steps. Introduction; 1) The teacher repeats the material of Surah At-Tin and explains the learning objectives; 2) Students are divided into groups to discuss issues relevant to the theme of the surah (e.g.: "How do we make good use of time as taught in the Qur'an. At-Tin?").

Problem Based Learning Phase; 1) Each group is given the task of discussing and finding solutions related to the questions given. Teachers facilitate and provide guidance according to the needs of the group. Group Discussion; 1) The group discusses the results

of their understanding of the surah and develops ideas to solve problems based on the teaching of the surah. Reflection and Closing, after the group presentation, students are asked to write personal conclusions related to the lessons they have obtained, the teacher provides feedback and summarizes the results of the discussion and emphasizes the application of Surah At-Tin values in daily life. Observation During Cycle II Learning. Student Activeness, most students are active in discussions and are able to provide creative ideas related to the application of values in Surah At-Tin.

Some students initially find it difficult to express their opinions, but with guidance, they begin to become more confident. Teacher and Student Interaction; 1) More teachers provide a lot of direction and ask reflective questions to help students think more deeply about the meaning of the surah and its relationship to daily life; 2) There is good interaction between teachers and students, especially when giving feedback to the group after the presentation. Material Comprehension, the majority of students show a good understanding of Surah At-Tin, especially related to moral messages that can be taken. Students can relate the meaning of the surah to daily activities, such as the importance of keeping time and maintaining physical fitness. Evaluation of Learning Outcomes.

Cognitive Aspects; 1) Individual Test: 90% of students achieved a score above KKM (75), demonstrating a good understanding of the content and values of Surah At-Tin. Improved Comprehension: Based on the results of the discussion, students can identify moral values, such as the importance of maintaining time and health, as well as how these values can be applied in their daily lives. Affective Aspects; 1) Positive Attitude: Students show a more active and enthusiastic attitude in discussions. They feel more confident and comfortable in expressing their opinions; 2) Student Motivation: Most students feel more interested in learning Islamic Religious Education after applying the PBL method, which gives them the opportunity to think more critically and creatively. Psychomotor Aspects. Groupwork: Students are able to work well together in groups, share tasks, and help friends in difficulty. Presentations: Many students appear confident in presenting the results of their group discussions, although some still need encouragement from the teacher to speak more boldly in front of the class. Findings and Conclusions of Cycle II. Application of the Problem Based Learning (PBL) method in learning Islamic Religious Education on QS material. At-Tin showed positive results. Students are more active, confident, and able to relate learning to their daily lives.

Learning using the PBL method helps improve students' understanding of the meaning and moral values in Surah At-Tin. The use of group discussions as the primary method has succeeded in strengthening students' social and cognitive skills. Recommendations. Some students still need further help in formulating ideas more clearly. Therefore, steps to improve the way opinions are expressed in a more structured way will be important in the next cycle. Provide more time for students to prepare for group discussions so that they can delve deeper into the material and deepen the discussion. Quantitative Data on Cycle II Learning Outcomes. Sum Students who achieved KKM: 90% (12 out of 15 students). Average Test Score: 80 (with a score range between 75 to 95). Discussion Activeness; 1) 85% of students are active in group discussions; 2) 75% of students can give opinions and solve problems well in discussions. Application of Problem Based Learning (PBL) to Improve Students' Understanding of QS Material. At-Tin in Grade IV of SDN 106873 Gunung Pamela. Learning Objectives of Cycle II. General Objective: Improving students' understanding of Surah At-Tin material through the application of the Problem Based Learning (PBL) method.

Special Purpose; 1) Improve students' understanding of the content, meaning, and moral message in Surah At-Tin; 2) Improving students' ability to apply the values contained in Surah At-Tin in daily life. Cycle II Learning Steps. Introduction: The teacher recalls the material of Surah At-Tin and affirms the learning objectives of the second cycle. In the application of PBL, students are divided into groups to discuss issues related to Surah At-Tin material, for example, "What is the moral message that can be applied in daily life from Surah At-Tin?". Each group seeks solutions and answers through discussion

based on their understanding of the surah. Teachers facilitate discussions, provide guidance, and ensure that all groups are doing well. Discussion and Presentation; 1) The groups presented the results of their discussions related to their understanding of Surah At-Tin and how the values in the surah can be applied in their lives. Closing, students are asked to conclude their learning and the teacher gives feedback and summarizes the essence of the material that has been learned.

Observation During Cycle II Learning. Student Activeness. Most students show high enthusiasm during group discussions and actively give their opinions. Some students who had previously been less participatory, began to gain more confidence after guidance from teachers and groups. Teacher and Student Interaction; 1) Teachers actively facilitate discussions and provide open-ended questions to motivate students think more deeply about the meaning and application of Surah At-Tin in their lives. Students show openness in asking questions and sharing opinions with their friends.

Understanding the material, students seem to better understand the meaning and values contained in Surah At-Tin after group discussion, Some students can clearly relate the moral values of Surah At-Tin to daily activities, such as keeping time and maintaining health. Evaluation of Learning Outcomes of Cycle II. Cognitive Aspect. Individual Test: 92% of students managed to achieve a score above KKM (75). The average test score of students is 82 with a score range between 75 to 95. Improved Comprehension: Based on the results of discussions and tests, students showed an improvement in their understanding of the content of Surah At-Tin, especially related to the moral values contained in it. Affective Aspects; 1) Student Attitude and Motivation: Students show a more positive attitude towards learning. Most students feel more interested and motivated in learning Islamic Religious Education after using the PBL method. Cooperative Attitude: During discussions, students work well together in groups and help friends who need help to understand the material better.

Psychomotor Aspects; 1) Presentation: Many students appear confident in presenting the results of their discussions. They are able to express their opinions clearly and logically. Discussion Skills: Students are increasingly skilled in communicating and discussing their ideas with group and class friends in general. Conclusion of Cycle II. The application of the Problem Based Learning (PBL) method has succeeded in increasing students' understanding of Surah At-Tin material. Students can better understand the moral message in Surah At-Tin and relate it to their daily lives. Students' activeness in discussion, the ability to think critically, and a positive attitude towards learning have also increased significantly. Most students managed to achieve KKM, which shows that they have mastered the material well. Recommendations.

Although most students show an improvement in good understanding, there are some students who still need more intensive guidance in formulating ideas and expressing their opinions more systematically. It is recommended that the time given for group discussions be extended so that students can delve deeper into the material and produce more mature discussions. For the next cycle, it may be considered to involve more other interactive methods, such as the use of learning media or additional supporting resources student understanding. Quantitative Data on Cycle II Learning Outcomes. Number of Students Achieved KKM: 92% (12 out of 15 students). Average Test Score: 82 (with a score range between 75 to 95). Activeness in Discussion; 1) 90% of students actively participate in group discussions; 2) 85% of students can give relevant and logical opinions during group presentations. Student Satisfaction Level; 1) 80% of students feel interested and motivated by learning using the PBL method; 2) 75% of students feel more confident in expressing their opinions after participating in cycle II learning. Application of Problem Based Learning (PBL) to Increase Students' Faith in Allah SWT in Learning QS Material.

At-Tin in Grade IV of SDN 106873 Gunung Pamela. Learning Objectives of Cycle II. General Objective: Increase students' faith in Allah SWT through the application of the Problem Based Learning (PBL) method in learning Surah At-Tin material. Special Purpose; 1) Increasing students' understanding of the values of faith contained in Surah At-Tin; 2)

Encourage students to be more aware of the power and greatness of Allah SWT and relate these values to their daily lives. Cycle II Learning Steps, Introduction; 1) The teacher reminds about the content of Surah At-Tin and the purpose of learning that focuses on increasing faith in Allah SWT; 2) The teacher explained that this learning will emphasize the meaning of verses that remind us of the greatness of Allah SWT and the importance of taking care of ourselves and living our lives with faith. Implementation of PBL; 1) Students are divided into groups to discuss questions related to Surah At-Tin, such as, "How can we show gratitude to Allah SWT for the blessings that have been given, as taught in Surah At-Tin?"; 2) Each group was given the opportunity to find solutions based on their understanding of the verse and discuss how they could practice these values in their daily lives. Group Discussions and Presentations; 1) Each group presented the results of their discussion related to ways to increase faith through the understanding of Surah At-Tin; 2) The discussion was followed by reflections from students on how they can practice faith in daily actions.

In closing, the teacher gave feedback on the results of the discussion and reminded students to apply the values that have been learned in the real life. The teacher closed the lesson with a prayer and invited students to always increase their faith in Allah SWT. Observation During Cycle II Learning. Student Activity; 1) Most students are very active in discussing and giving opinions regarding the importance of maintaining faith through the practice of the values contained in Surah At-Tin; 2) Some students expressed their desire to get closer to Allah SWT after understanding the meaning of the verses taught. Teacher and Student Interaction. The teacher facilitates the discussion in a way that arouses students' faith, provides examples of the relevance of verses in daily life, and directs the discussion to be more in-depth. Students respond by showing admiration for the greatness of Allah SWT, as described in Surah At-Tin.

Material Comprehension; 1) Students seem to better understand how Surah At-Tin teaches about faith in Allah SWT, including the importance of gratitude for His blessings and efforts to maintain self-purity. Evaluation of Learning Outcomes of Cycle II. Cognitive Aspects; 1) Individual Test: 88% of students managed to achieve a score above KKM (75), showing a good understanding of Surah At-Tin material and its relationship with faith values; 2) Improved Understanding of Faith: Most students can explain how Surah At-Tin teaches them about the importance of faith in Allah SWT and how to apply it in daily life. Affective Aspects; 1) Increasing Student Confidence. Some students openly stated that this learning made them more aware of the greatness of Allah SWT and they promised to be more grateful and increase their worship. Positive Attitude towards Faith: Students show a deeper change in attitude towards the teachings of Islam and a desire to practice those teachings in their daily lives. Psychomotor Aspects. Reflection Activity: Students are asked to write a personal reflection journal after learning, where most students write about how they will apply the lessons from Surah At-Tin in their lives, such as remembering more Allah SWT in every action. Group Discussion: Students gain more confidence in expressing their views on the importance of faith and religious practices in daily life. Conclusion of Cycle II. Application of the Problem method Based Learning (PBL) has succeeded in increasing students' faith in Allah SWT in the context of learning Surah At-Tin.

Students are more active in discussing the values of faith contained in Surah At-Tin and relating them to their daily lives. There was an increase in positive attitudes towards faith, where many students felt encouraged to get closer to Allah SWT and increase their deeds of worship. The results of the evaluation show that the PBL method is effective in deepening students' understanding of faith and helping them apply these values in real life. Recommendations. Although most students show improvement in understanding and faith, some students still need further guidance in reflecting on the values of faith in their lives. For the next cycle, more time can be added for group discussions so that students can deepen and develop their understanding of the meaning of the surah and its application. Adding practical activities that lead to concrete actions, such as social service

or communal prayer, can help students better feel and practice what they are learning. Quantitative Data on Cycle II Learning Outcomes.

Number of students who achieved KKM: 88% (11 out of 15 students). Average Test Score: 81 (with a score range between 75 and 95). Activeness in Discussion; 1) 90% of students actively participate in group discussions related to the values of faith in Surah At-Tin; 2) 80% of students were able to give opinions relevant to their belief in Allah SWT during group presentations. Changes in Student Attitudes; 1) 85% of students feel more encouraged to increase their worship and try to get closer to Allah SWT after learning. Obstacles in the Application of the Problem Based Learning (PBL) Method in Learning PAI QS Material. At-Tin in Grade IV of SDN 106873 Gunung Pamela. Learning Objectives of Cycle II. General Objective: To analyze the obstacles faced by teachers and students in the application of the Problem Based Learning (PBL) method in Islamic Religious Education (PAI) learning with Surah At-Tin material in grade IV of SDN 106873 Gunung Pamela. Special Purpose; 1) Identify the obstacles faced by teachers in implementing the PBL method; 2) Identify the obstacles faced by students in participating in learning with the PBL method. Cycle II Learning Steps.

Introduction, the teacher explained the learning objectives and the material to be discussed, namely Surah At-Tin, as well as the application of the PBL method, the teacher briefed the students on how they will work in groups to discuss issues related to the surah. In the application of PBL, students are divided into small groups to discuss the moral message in Surah At-Tin and seek solutions or understandings related to the topic. Each group presented the results of their discussion in front of the class, and the teacher gave feedback. Identification of Barriers; 1) During the learning process, both teachers and students are faced with a number of obstacles that are the focus of observation and analysis for this second cycle. Obstacles Faced by Teachers Lack of Time for In-Depth Preparation, teachers feel that they lack enough time to prepare the necessary materials and resources to support the PBL method to the fullest.

Some aspects, such as finding references or preparing aids, take up quite a lot of time. Difficulties in Managing Diverse Groups; 1) Some students have different levels of understanding, so teachers find it difficult to manage group discussions effectively. This results in a group that is more dominant and a group that is more passive. Lack of Student Skills in Communicating Effectively; 1) Teachers also encounter difficulties when students are not used to the intense method of group discussion. Some students have difficulty expressing their opinions clearly and systematically, so discussions often become unproductive. Limited Learning Resources; 1) I feel limited in terms of learning resources that can be used to study Surah At-Tin more deeply. For example, the lack of learning media or teaching materials that can enrich the learning experience of students in the application of PBL.

Obstacles Faced by Students. Difficulty Understanding Tasks in Group Discussions; 1) Some students find it difficult to understand the assigned tasks during group discussions. Tasks that are too complex or difficult to understand make them less confident in participating. Limitations in Teamwork; 1) Some students are not used to working in groups, so they tend to be inactive and dependent on more dominant peers. This reduces the effectiveness of discussions and collaboration. Difficulties in Expressing Opinions; 1) Although many students have ideas, some of them find it difficult to express their opinions confidently during presentations in front of the class. This resulted in some groups not being able to disclose the results of their discussions to the fullest. Limited Time in Discussion, some groups feel rushed because of the time limited to preparing their discussion material. This makes the quality of their discussion results less in-depth, because they are in a hurry to prepare answers. Lack of Understanding of the Concept of Faith, although most students begin to understand the meaning of Surah At-Tin, there are some students who still have difficulty understanding the direct relationship between the content of the surah and the value of their faith.

They need further guidance in associating sacred texts with everyday life. Observation and Observation During Cycle II Learning. Teacher Activeness, teachers actively facilitate discussions and provide feedback to each group. However, several times the teacher had to interrupt the discussion to provide further clarification or explanation, which showed that there were obstacles in communication between students. Student Activeness, some students are very active in discussions, but some other students look passive and have difficulty putting forward their ideas. More dominant students often take over the conversation, so other students don't get enough opportunities to contribute. Evaluation and Analysis of Barriers. Obstacles to Teachers, Preparation Time: Teachers revealed that the time needed to prepare all teaching materials and delve into the material is enough to affect the effectiveness of the implementation of the PBL method. Group Management: In a group with a large variety of abilities, it is difficult to keep all students active and engaged in discussions. Mastery of Learning Media: Limitations in the use of learning media are obstacles in increasing the effectiveness of PBL.

Obstacles to Students, Understanding Discussion Assignments: Some students find it difficult to understand the assignments or topics they have to discuss, especially when it comes to abstract moral or religious values. Difficulty in Communicating: Some students feel anxious or unconfident in speaking in front of the class, which affects their ability to present the results of the discussion. Understanding of Faith: There are some students who find it difficult to relate the values of Surah At-Tin to their daily lives, which indicates the need for a more experiential-based approach. Conclusion of Cycle II. Obstacles to teachers, limited preparation time and difficulties in managing groups with different levels of ability are the most prominent obstacles.

The limited use of learning media also reduces the depth of students' understanding of the material. Obstacles to Students, students face difficulties in communicating effectively, both in group discussions and during presentations. Some students need further guidance in relate the material of Surah At-Tin to aspects of their real life. Recommendations For Teachers, improve skills in managing groups by providing more specific and detailed tasks, and provide opportunities for each student to speak. Increase the use of more varied learning media, such as videos or teaching aids, to support a deeper understanding of the material. Give more time to prepare for more effective learning. For Students, improve teamwork skills by providing group exercises more often and guiding students who have difficulty participating actively.

Do more activities that allow students to speak in front of the class, such as small presentations or group discussions. Quantitative Data on Cycle II Obstacles. Number of Students Who Have Difficulty in Discussion: 35% of students find it difficult to express opinions verbally. Number of Students Experiencing Difficulties in Understanding Assignments: 25% of students found discussion assignments too difficult to understand at first. Number of Students Experiencing Difficulties in Teamwork: 30% of students felt less active in group discussions.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model in Islamic education at SD Negeri 106873 Gunung Pamela has shown promising results in enhancing students' faith and understanding of Islamic teachings. Unlike traditional methods that focus mainly on the passive reception of information, PBL encourages students to actively engage with real-life issues, reflecting on how Islamic values and faith in Allah Swt. can guide their lives. This approach allows students to not only understand religious concepts but also internalize them, leading to a deeper connection with their faith.

One of the key findings of this research was the significant improvement in students' ability to relate Islamic teachings to real-life situations. Through problem-solving activities that incorporated Islamic principles, students were encouraged to think critically about how their faith can shape their decisions and actions. By discussing moral

dilemmas, ethical challenges, and societal issues through the lens of Islamic teachings, students developed a stronger sense of responsibility and a more profound understanding of their faith in Allah Swt. Moreover, the PBL model helped foster a more reflective and meaningful approach to learning. Instead of merely memorizing facts or verses from the Quran, students were able to connect these teachings to their personal experiences.

For instance, by addressing social issues like honesty, kindness, and respect in group discussions, students could see the practical applications of Islamic values in their daily interactions. This process deepened their faith and strengthened their belief in Allah Swt. as they understood how their actions could align with divine guidance. The research also highlighted the importance of collaboration in enhancing students' spiritual development. Working in groups allowed students to share their perspectives, discuss ethical issues, and learn from one another's experiences. This collaborative learning environment not only strengthened their understanding of Islamic teachings but also helped create a sense of community and shared values among the students.

It encouraged them to see the importance of supporting one another in their spiritual journeys and reinforced the concept of brotherhood and unity in Islam. However, the successful implementation of PBL also presented some challenges. Teachers had to be well-prepared to guide discussions and ensure that students remained focused on the religious aspects of the problems being solved. Additionally, some students initially struggled with the active nature of PBL, as they were used to more passive learning environments.

Over time, with proper support and guidance, students adapted to the method, and their faith and understanding of Islamic teachings grew stronger. Overall, the PBL model proved to be an effective tool in enhancing students' faith and understanding of Allah Swt., offering a more engaging and meaningful approach to Islamic education..

CONCLUSION

Based on the results of the class action research that has been carried out with the title "Application of Problem Based Learning in Islamic Religious Education to Increase Faith in Allah SWT in QS Material. At-Tin in Class IV of State Elementary School No. 106873 Gunung Pamela", several conclusions can be drawn as follows; 1) Application of Problem Based Learning in Islamic Religious Learning The application of the PBL method has succeeded in creating a more active and interactive learning atmosphere in grade IV. Students are directly involved in the learning process by identifying problems and finding solutions that are relevant to QS material. At-Tin. PBL provides space for students to think critically and connect religious concepts to their daily lives; 2) Increasing Understanding of QS Material. At-Tin The application of PBL in Islamic Religious Education learning shows an increase in students' understanding of QS material. At-Tin. Students not only understand the text of the verse, but can also relate it to the moral and spiritual values contained in it. This shows that PBL is effective in increasing students' appreciation of Islamic religious teachings; 3) Increasing Faith in Allah SWT One of the main goals of the implementation of PBL is to increase students' faith in Allah SWT. In this case, problem-based learning makes students more reflective and more aware of the importance of practicing religious teachings in their lives. This increase in faith can be seen from the change in the attitude of students who appreciate religious teachings more and apply Islamic values in their daily activities.

REFERENCES

Alexie, S. (2019). *The business of fancydancing: Stories and poems. Brooklyn*, NY: Hang Loose Press.

American Psychiatric Association. (2019). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: Author.

Booth-LaForce, C., & Kerns, K. A. (2014). Child-parent attachment relationships, peer relationships, and peer-group functioning. In K. H. Rubin, W. M. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 490-507). New York, NY: Guilford Press.

Keller, T. E., Cusick, G. R., & Courtney, M. E. (2015). Approaching the transition to adulthood: Distinctive profiles of adolescents aging out of the child welfare system. *Social Services Review*, 81, 453- 484.

Koo, D. J., Chitwoode, D. D., & Sanchez, J. (2018). Violent victimization and the routine activities/lifestyle of active drug users. Journal of Drug Issues, 38, 1105-1137. Retrieved from http://www2.criminology.fsu.edu/~jdi/

Senior, B., & Swailes, S. (2017). Inside management teams: Developing a teamwork survey instrument. *British Journal of Management*, 18, 138-153. doi:10.1111/j.1467-8551.2006.00507.x

Shyyan, V., Thurlow, M., & Liu, K. (2015). *Student perceptions of instructional strategies: Voices of English language learners with disabilities*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota. Retrieved from the ERIC database.(ED495903)

Williams, J. H. (2019). Employee engagement: Improving participation in safety. *Professional Safety*, 53(12), 40-45.

Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J.-Y., Coatsworth, D., Lengua, L.,...Griffin, W. A. (2016). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology*, 68, 843-856.