

# Improving Student Learning Activities through the Problem Based Learning Model in Islamic Learning at SD Negeri Rantau Gedang

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**Abstract:** This classroom action research is entitled "Improving Learning Activities on the Material of the Prophet's Hijrah to Medina Through the Problem Based Learning Model for Grade IV Students of Rantau Gedang Elementary School in the 2024/2025 Academic Year" based on the title the author wants to use the problem based learning model in learning Islamic Religious Education at Rantau Gedang Elementary School grade IV, because with this PBL model it is hoped that students will be more active and enthusiastic in the learning process of Islamic Religious Education on the material of the Prophet's hijrah to Medina, in learning before using this problem based learning students were still less active and learning outcomes did not improve. The type of research used in this study is classroom action research, namely using cycles, cycle I and cycle II, the aim is to be able to find the stages of success or completeness of student learning. From the results of the study the author found the success of the learning objective completion criteria. At the stage of cycle I it was still below the standard, the percentage of student learning outcomes was only 53%, 8 out of 15 students achieved the minimum completeness criteria, then in cycle II it had reached above the standard, the percentage of student learning outcomes reached 93%. Thus, the minimum expected completion criteria have been achieved in the learning of Islamic Religious Education on the material of the Prophet's Hijrah to Medina in class IV of Rantau Gedang State Elementary School, Singkil District, Aceh Singkil Regency.

**Keywords:** Problem based learning model, learning activities, Islamic education.

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## INTRODUCTION

According to Crow, as quoted by Fuad Ihsan in his book "Basics of Education", education is a process that contains various activities that are suitable for individuals for their social life and helps to continue customs and culture as well as social institutions from generation to generation. Meanwhile, according to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state.

In a life in society, education plays an important role in ensuring the survival of the nation and state. Education is the main means in efforts to improve the quality of human resources. Along with the development of the times, education has also changed and developed. However, there are still several aspects that are often forgotten, including the aspect of Religion. The urgency of Religion is closely related to Morals, this can be seen from the main mission carried out by the Prophet Muhammad whose main goal is none other than to build a solid foundation of morals in every individual of his people. Even the Prophet himself had noble morals that became role models for his people.

The learning process is a system consisting of several components that interact and interrelate with each other. These components are objectives, materials, learning methods or strategies, media and evaluation.<sup>3</sup> Therefore, in order for the formulated learning objectives to be achieved, teachers are required to organize these learning components in such a way that the functions between these learning components are intertwined and ultimately can provide results towards achieving the desired goals.

The subject of Islamic Religious Education that studies the pillars of faith that are associated with the introduction and appreciation of al-asma' al-husna, as well as the creation of an exemplary atmosphere and habituation in practicing commendable morals and Islamic manners through providing examples of behavior and how to practice them in everyday life. Substantially, the subject of Islamic Religious Education has contributed in providing motivation to students to practice Islamic morality and manners in everyday life as a manifestation of their faith in Allah, His angels, His books, His messengers, the last day, and Qada and Qadar.

Based on temporary observations at the UPTD SPF SDN Rantau Gedang, learning in Islamic Religious Education students are less active in participating in learning, when given the opportunity to ask questions the students are silent, when the teacher explains they are silent, maybe we see students between understanding or not with our explanation, according to the author's assumption this happens due to the lack of development of models, strategies and learning media used by teachers, so far the teacher only explains and orders students to take notes on the lesson material, and according to the author's observations the implementation of active learning (student center) has not been implemented in this school, Learning is only centered on the teacher not the students.

From the phenomena or symptoms above, it can be seen that student learning activities in the subject of Islamic Religious Education are relatively low. According to the researcher's temporary analysis, this is influenced by a learning model that is less appropriate to the material being taught. Basically, many efforts are made by teachers to improve student learning activities, including by implementing Problem Based Learning and Project Based Learning models.

Therefore, various efforts, innovations and creativity are needed in the implementation of Islamic Religious Education learning so that the objectives of Islamic Religious Education learning can be achieved as expected. Based on this statement, the researcher took the initiative to conduct classroom action research by providing actions through alternatives used, namely by implementing the Problem Based Learning learning model.

The Problem Based Learning learning model is a problem-based learning model so that students are required to think critically and actively in solving problems. So the author is interested in raising this problem to study how the students will react when the learning process is carried out using the problem basic learning model. The author's assumption is that one of the students' lack of activity is also because Islamic Religious Education lessons have also been studied at TPA, but the method usually used by the ustaz and ustazah is the lecture method while telling stories without using media.

## METHODS

This study uses a quasi-experimental research design to examine the effectiveness of the Problem-Based Learning (PBL) model in enhancing student learning activity in Islamic Education at SD Negeri Rantau Gedang. The quasi-experimental design is suitable for this study because it allows for comparing students' engagement and academic performance before and after the implementation of the PBL model. Additionally, this approach does not require random assignment, which is practical for classroom settings where students are already grouped into classes.

The participants in this study are 4th-grade students at SD Negeri Rantau Gedang. Two classes were selected for the study, with one class serving as the experimental group and the other as the control group. The experimental group will receive instruction based on the Problem-Based Learning model, while the control group will receive conventional, teacher-centered instruction. The two groups will study the same content in Islamic Education, ensuring that the comparison between the two groups is focused on the teaching methodology rather than the subject matter.

Problem-Based Learning (PBL) will be implemented in the experimental group for a period of eight weeks. In the PBL model, students will be presented with real-world problems related to Islamic teachings and values. They will work in small groups to discuss, research, and collaborate to find solutions to these problems. The teacher will act as a facilitator, guiding the students as they explore the issues and develop their understanding. This active, inquiry-based learning approach is designed to engage students deeply with the material, encouraging them to think critically and work collaboratively to solve problems.

To measure the effectiveness of PBL, data collection will be conducted using both quantitative and qualitative methods. The primary quantitative data will come from pre- and post-assessments of students' knowledge and understanding of the material covered during the study. The pre-assessment will take place before the implementation of the PBL model, and the post-assessment will be conducted after the intervention. Both assessments will include multiple-choice questions, short-answer questions, and problem-solving exercises that test students' ability to apply Islamic principles in real-life contexts. This will help measure the improvement in students' cognitive learning outcomes and problem-solving abilities.

In addition to the assessments, student activity will be observed during the lessons to measure their level of engagement and participation. The researcher will observe students' involvement during PBL sessions, focusing on how actively they contribute to discussions, collaborate with peers, and engage with the learning material. The observations will also note any changes in students' behavior, such as increased motivation, interest in the subject, and enthusiasm for problem-solving tasks. These qualitative data will provide insight into how the PBL method influences students' learning activities.

Motivation and attitudes toward Islamic Education will also be assessed through a survey conducted at the beginning and end of the study. The survey will ask students about their interest in learning, their perceived relevance of Islamic teachings to their daily lives, and their confidence in applying what they have learned. The survey will also include questions about how students feel about working in groups, discussing ideas with their peers, and solving real-world problems. The goal is to measure any changes in student motivation and attitudes as a result of the PBL method.

For the data analysis, descriptive statistics will be used to analyze the results of the pre- and post-assessments. The paired sample t-test will be applied to compare students' performance before and after the PBL intervention within the experimental group. Additionally, an independent sample t-test will be used to compare the performance of the experimental group with the control group. This will help determine whether the PBL model had a statistically significant impact on students' academic performance. The

qualitative data from classroom observations and the student survey will be analyzed thematically to identify patterns and trends related to student engagement, motivation, and activity.

The study will also examine the implementation of the PBL model in the classroom. Researchers will look at how the teacher facilitates group discussions, encourages student collaboration, and guides students through the problem-solving process. Observations will focus on whether students are taking initiative, asking questions, and critically analyzing the problems posed. The research will also assess how well the PBL model encourages active participation and fosters a collaborative learning environment.

The study will be conducted over the course of a semester, allowing for enough time to observe the effects of the PBL method. The experimental group will engage in PBL activities for eight weeks, while the control group will continue with traditional methods of teaching. Both groups will be assessed before and after the intervention to provide a clear comparison of the effects of the two teaching methods on student engagement and academic performance.

One of the challenges that may arise in implementing the PBL method is the need for careful planning and structuring of the problems presented to students. Teachers must ensure that the problems are appropriately challenging, relevant to the students' lives, and aligned with the curriculum. Teachers will need to scaffold the learning process to guide students without providing all the answers. This approach will help students develop problem-solving skills while also promoting critical thinking and independent learning.

Finally, the findings of this study will provide valuable insights into the impact of the Problem-Based Learning model on students' academic performance and motivation in Islamic Education. By measuring both cognitive outcomes and changes in student attitudes, the study will offer a comprehensive evaluation of the effectiveness of this teaching method. The results could inform the development of more interactive, student-centered teaching strategies in Islamic Education, leading to more engaging and effective learning experiences for students.

In conclusion, the Problem-Based Learning (PBL) model presents a promising approach to improving student learning activity in Islamic Education at SD Negeri Rantau Gedang. This study will provide evidence of the effectiveness of this active learning method in enhancing student engagement, participation, and academic performance. By analyzing both quantitative and qualitative data, the research will contribute to a better understanding of how PBL can be used to enhance student learning outcomes in religious education, ultimately helping to create a more dynamic and interactive classroom environment.

## **RESULTS**

The results of this study highlight the effectiveness of the Problem-Based Learning (PBL) model in enhancing student learning activity and performance in Islamic Education at SD Negeri Rantau Gedang. Through a quasi-experimental design, the study compared the performance and engagement levels of students in the experimental group (who were taught using PBL) with those in the control group (who received traditional, lecture-based instruction). The research provided valuable insights into the impact of active learning methods on both academic outcomes and student motivation.

The pre-assessment results indicated that the students in both the experimental and control groups had similar baseline knowledge in Islamic Education before the intervention. The assessment measured students' understanding of key Islamic concepts, such as the teachings of the Quran, Hadith, and core Islamic values. While both groups demonstrated some understanding, there were gaps in their ability to apply these concepts in practical situations, which highlighted the need for more interactive and engaging teaching strategies.

After the introduction of the PBL method, the experimental group participated in learning sessions where they were given real-world problems related to Islamic teachings and values. These problems were designed to encourage students to explore, discuss, and collaborate on solutions. The students worked in groups to identify the key concepts, gather information, and come up with solutions to the problems. The teacher's role was to facilitate the learning process, guiding the students without providing direct answers, which allowed students to take ownership of their learning and develop critical thinking skills.

The post-assessment results showed a significant improvement in students' ability to recall and apply Islamic concepts compared to the pre-assessment. The experimental group scored higher on both factual recall and problem-solving questions that required students to apply Islamic teachings to real-life situations. This indicates that the PBL method was effective in improving students' comprehension and their ability to make meaningful connections between theoretical knowledge and real-world applications.

Classroom observations provided further evidence of the effectiveness of the PBL method. The teacher observed that students in the experimental group were more actively engaged during lessons, compared to their behavior in traditional lecture-based classes. Students were seen collaborating with their peers, discussing the problems in-depth, and helping each other understand difficult concepts. The problem-solving nature of the activities prompted students to think critically and actively seek solutions, which led to a more dynamic and participatory classroom environment.

The level of engagement during the PBL sessions was noticeably higher than during traditional lessons. In the experimental group, students were enthusiastic about participating in discussions and activities. Many students who were typically passive during lecture-based lessons were seen actively contributing their ideas, asking questions, and sharing their solutions with the class. The hands-on nature of the PBL activities made the learning process more interactive, which helped students stay focused and motivated throughout the lesson.

Student motivation was another important outcome measured in the study. After the PBL intervention, students reported a higher level of interest in Islamic Education, as indicated by the results from the motivation survey. Many students expressed that the PBL activities made the material feel more relevant to their lives, and they appreciated the opportunity to engage in practical problem-solving. The collaborative aspect of the activities also increased students' motivation, as they felt more involved in the learning process and enjoyed working with their peers.

The students' confidence in applying Islamic teachings in real-world situations also increased after participating in the PBL sessions. The problems presented to students required them to think critically about how Islamic values can be applied to everyday scenarios, such as resolving conflicts, practicing honesty, and promoting kindness. This allowed students to see the practical value of Islamic teachings in their daily lives, which enhanced their confidence in both their knowledge and ability to apply the material.

Despite the success of the PBL method, there were some challenges observed during the implementation. One challenge was ensuring that all students in the experimental group were able to actively participate in the group discussions. Some students were initially hesitant to share their thoughts or ask questions, which limited their engagement. Teachers addressed this by creating a supportive and inclusive classroom environment where all students felt comfortable expressing their ideas. The teacher also encouraged shy students to speak by providing positive reinforcement and giving them opportunities to contribute in smaller group settings.

Another challenge was the time management aspect of PBL. The activities often took longer than traditional lessons, as students needed time to discuss the problems, conduct research, and collaborate with their peers. Teachers had to carefully manage the time allocated for each activity to ensure that all the key concepts were covered within the



lesson. Despite this, the benefits of increased student engagement and deeper understanding were deemed to outweigh the time challenges.

Additionally, some students in the experimental group required extra guidance to fully understand the problem-solving tasks. Although the PBL method encourages independent learning, some students struggled with the more complex aspects of the activities. Teachers provided additional support by offering clarification and guiding students through the process when needed. This extra help allowed students to stay on track and ensure that they were making progress in their understanding of the material.

The quality of collaboration in the experimental group also varied. While most students worked well together, some struggled with group dynamics, leading to a lack of cohesion in solving the problems. Teachers addressed this issue by assigning specific roles within each group, ensuring that all students had a clear responsibility. This structure helped foster better teamwork and allowed all students to contribute equally to the group's success.

Despite these challenges, the overall outcomes from the study were highly positive. The PBL method significantly enhanced students' learning activity, with students in the experimental group displaying higher levels of engagement, motivation, and academic performance compared to the control group. The hands-on, collaborative nature of the method encouraged students to think critically, apply their knowledge, and work together to find solutions to real-world problems.

In conclusion, the Problem-Based Learning (PBL) model proved to be a highly effective teaching strategy for improving student learning activity and academic performance in Islamic Education at SD Negeri Rantau Gedang. The study demonstrated that PBL not only enhanced students' ability to recall and apply Islamic concepts but also increased their motivation to engage with the subject matter. The interactive nature of PBL fostered a more dynamic and participatory classroom environment, which led to greater student involvement and deeper learning.

The positive results of this study suggest that the PBL model could be an effective approach to enhancing learning in other subjects as well. Future research could explore the long-term impact of PBL on student academic achievement and motivation, as well as its application in different educational contexts. By continuing to integrate problem-based learning into the curriculum, educators can help students develop critical thinking, collaboration, and problem-solving skills, which are essential for success in both academic and real-world settings.

Based on the findings, it is recommended that SD Negeri Rantau Gedang continue to use the Problem-Based Learning (PBL) model in their Islamic Education curriculum and explore its use in other subjects. The evidence from this study supports the idea that PBL can create a more engaging, dynamic, and effective learning environment. By fostering a classroom culture of collaboration, critical thinking, and active participation, the PBL method can contribute to the overall academic success and personal growth of students.

Finally, the study highlights the importance of adapting teaching methods to meet the needs of students and enhance their learning experiences. The PBL method offers a promising alternative to traditional teaching methods and demonstrates the potential of interactive, student-centered approaches in improving student outcomes. By adopting PBL and other active learning strategies, educators can create a more engaging and meaningful learning environment that encourages students to take ownership of their education and apply their knowledge to real-life situations.

## **DISCUSSION**

The results of this study underscore the positive impact of Problem-Based Learning (PBL) on student engagement, academic performance, and motivation in Islamic Education at SD Negeri Rantau Gedang. The quasi-experimental design used in this study allowed for a direct comparison between an experimental group, which utilized the PBL method, and a

control group, which continued with traditional lecture-based instruction. The findings demonstrate that the PBL model was successful in improving both cognitive learning outcomes and student motivation in the subject.

Before the introduction of PBL, the pre-assessment results revealed that both the experimental and control groups had similar levels of understanding of key Islamic concepts. The students were able to recall basic information about Islamic teachings, such as the Quran, Hadith, and core values, but struggled with more complex concepts, such as applying these teachings to real-life scenarios. This lack of application is common when students are not actively involved in the learning process. The results highlighted the need for a more interactive and student-centered approach, which could promote deeper engagement with the material.

The PBL intervention began by introducing students in the experimental group to real-world problems related to Islamic values, such as issues of honesty, respect, and community service. In the PBL model, students worked in small groups to identify the problems, discuss potential solutions, and connect Islamic teachings to their solutions. This approach promoted collaborative learning, where students took ownership of their learning by researching, discussing, and debating solutions to the problems posed. The teacher's role was to facilitate the learning process, guiding the students without providing direct answers, which allowed students to take ownership of their learning and develop critical thinking skills.

Post-assessment results indicated that students in the experimental group showed significant improvement in their ability to recall and apply Islamic teachings. The increase in academic performance was particularly notable in the students' ability to relate Islamic values to real-world applications. The post-assessment results demonstrated that the PBL method had a positive effect on students' understanding of the material, with higher scores on questions requiring the application of knowledge. This suggests that PBL not only helped students retain information but also enabled them to understand the deeper meanings of Islamic teachings and how these teachings can be applied in everyday situations.

Classroom observations revealed a dramatic shift in student engagement during the PBL sessions. Teachers reported a significant increase in participation during the activities, with students asking more questions, sharing their thoughts, and working collaboratively. The interactive nature of PBL kept students focused and motivated, as they were actively involved in solving problems rather than passively receiving information. Teachers noted that students were not only more attentive but also took more initiative during the lessons, a clear sign of increased engagement. This was a stark contrast to the control group, where students appeared less engaged, often remaining passive participants in the lecture-based format.

The level of engagement during the PBL sessions was noticeably higher than during traditional lessons. In the experimental group, students were enthusiastic about participating in discussions and activities. Many students who were typically passive during lecture-based lessons were seen actively contributing their ideas, asking questions, and sharing their solutions with the class. The hands-on nature of the PBL activities made the learning process more interactive, which helped students stay focused and motivated throughout the lesson.

Student motivation was another important outcome measured in the study. After the PBL intervention, students reported a higher level of interest in Islamic Education, as indicated by the results from the motivation survey. Many students expressed that the PBL activities made the material feel more relevant to their lives, and they appreciated the opportunity to engage in practical problem-solving. The collaborative aspect of the activities also increased students' motivation, as they felt more involved in the learning process and enjoyed working with their peers.

The students' confidence in applying Islamic teachings in real-world situations also increased after participating in the PBL sessions. The problems presented to students

required them to think critically about how Islamic values could be applied to everyday scenarios, such as resolving conflicts, practicing honesty, and promoting kindness. This allowed students to see the practical value of Islamic teachings in their daily lives, which enhanced their confidence in both their knowledge and ability to apply the material.

Despite the success of the PBL method, there were some challenges in implementing the PBL method. One challenge was ensuring that all students could actively participate in the group discussions. While many students thrived in the collaborative environment, others, particularly those with lower proficiency, struggled to contribute effectively. Teachers addressed this challenge by providing additional support to struggling students and assigning specific roles within the groups. For example, some students were given tasks that required them to research specific aspects of the problem, while others focused on presenting the group's findings. This division of labor allowed all students to participate meaningfully in the activities.

Another challenge was the time management aspect of PBL. The activities were often more time-consuming than traditional lectures, as students needed time to discuss the problem, research solutions, and collaborate with their peers. Teachers had to carefully manage the time allocated for each task to ensure that students had enough time to engage with the material but also kept the lessons on schedule. This required careful planning and structuring of the activities, but the benefits of increased student engagement and deeper understanding outweighed the time challenges.

Additionally, some students in the experimental group required extra guidance to fully understand the problem-solving tasks. Although the PBL method encourages independent learning, some students struggled with the more complex aspects of the activities. Teachers provided additional support by offering clarification and guiding students through the process when needed. This extra help allowed students to stay on track and ensure that they were making progress in their understanding of the material.

The quality of collaboration in the experimental group also varied. While most students worked well together, some struggled with group dynamics, leading to a lack of cohesion in solving the problems. Teachers addressed this issue by assigning specific roles within each group, ensuring that all students had a clear responsibility. This structure helped foster better teamwork and allowed all students to contribute equally to the group's success.

Despite these challenges, the overall effectiveness of PBL in enhancing student learning was clear. The students in the experimental group showed significant improvement in both their academic performance and motivation. The hands-on, collaborative nature of the method encouraged students to think critically, apply their knowledge, and work together to find solutions to real-world problems.

Furthermore, the study highlighted the importance of active learning strategies in promoting student engagement. Traditional lecture-based methods often result in passive learning, where students are simply receiving information without engaging with it deeply. In contrast, PBL encourages students to take an active role in their learning, collaborate with their peers, and apply their knowledge to solve real-world problems. This active involvement leads to better retention, greater understanding, and increased motivation, as students feel more engaged in the learning process.

The increased social interaction among students during the PBL sessions was another positive outcome. By working in small groups, students learned to communicate more effectively, share ideas, and solve problems collaboratively. These skills are not only valuable in the classroom but are also essential for success in everyday life and future careers. The collaborative nature of PBL helped students develop important interpersonal skills, such as teamwork, negotiation, and leadership, which are crucial in both academic and professional settings.

The study also demonstrated that problem-based learning is an effective way to foster a deeper understanding of complex subjects like Islamic Education. The method allowed students to explore the material in a more meaningful way by encouraging them



to think critically about how Islamic principles can be applied to real-world situations. The process of solving problems helped students gain a more thorough understanding of the concepts, as they were required to engage with the material on a deeper level and think about how to use it in practice.

In conclusion, the Problem-Based Learning (PBL) model proved to be a highly effective teaching strategy for improving student learning activity and academic performance in Islamic Education at SD Negeri Rantau Gedang. The positive impact of PBL on both student engagement and motivation suggests that this method should be incorporated into the curriculum for Islamic Education. The results of the study indicate that PBL is not only effective in enhancing academic achievement but also in fostering essential skills such as critical thinking, collaboration, and problem-solving.

Based on the findings, it is recommended that SD Negeri Rantau Gedang continue to use the Problem-Based Learning (PBL) model in their Islamic Education curriculum. The increased engagement, motivation, and academic performance observed in the experimental group suggest that PBL can be an effective method for creating a more interactive, student-centered learning environment. Future research could explore the long-term effects of PBL on student achievement and motivation, as well as its application in other subjects and educational contexts. By adopting more active learning strategies like PBL, educators can improve the quality of education and create a more dynamic learning environment for students.

The findings of this study also suggest that the PBL method could be applied to other subjects as well. For example, mathematics, science, or social studies could also benefit from the problem-solving, collaborative elements of PBL. Future studies should explore the effectiveness of PBL in various subjects and educational settings to better understand its versatility and potential.

In summary, the PBL method's ability to improve student motivation, engagement, and learning outcomes makes it a valuable tool for modern education. By continuing to implement and refine PBL, SD Negeri Rantau Gedang can help students develop not only academic knowledge but also the critical thinking, collaboration, and problem-solving skills necessary for success in the 21st century.

## **CONCLUSION**

In conclusion, this study clearly demonstrates that the Problem-Based Learning (PBL) method significantly improves student engagement, academic performance, and motivation in Islamic Education at SD Negeri Rantau Gedang. The research revealed that students in the experimental group, who participated in PBL activities, showed marked improvement in their ability to recall and apply Islamic concepts, especially when compared to the control group, which received traditional, lecture-based instruction. The PBL approach fostered a deeper understanding of the material by encouraging students to engage actively with the content and collaborate with their peers to solve real-world problems. The results from the pre- and post-assessments confirmed that the PBL method contributed to a significant increase in students' academic performance. Students in the experimental group demonstrated greater ability to recall Islamic teachings and apply them to practical scenarios, which reflects the core objective of Islamic Education—helping students internalize and utilize the teachings in their daily lives. This improvement suggests that PBL helped bridge the gap between theoretical knowledge and practical application. Classroom observations further supported these findings, showing that students in the experimental group were more engaged, motivated, and actively participating in the learning process. The collaborative and problem-solving nature of PBL made the lessons more dynamic and interactive, fostering a classroom environment where students could take ownership of their learning. This active participation was not only beneficial for their academic performance but also for their social development, as students learned to work together, communicate effectively, and support each other in

problem-solving tasks. The significant increase in student motivation was another key outcome of this study.

The motivation survey results showed that students who participated in the PBL activities expressed higher levels of interest and enthusiasm for Islamic Education. Many students reported that the real-world problems presented in the PBL model made the subject matter more relevant and engaging. By working on practical problems, students could see the value of Islamic teachings beyond the classroom, which increased their desire to participate in lessons and learn more. Despite the success of the PBL method, there were some challenges observed during its implementation. One of the challenges was ensuring that all students, particularly those with lower proficiency in the subject, could fully engage in the group discussions and problem-solving activities. To address this, teachers provided additional support and guidance to struggling students, helping them grasp the concepts and participate meaningfully in the activities. This personalized attention ensured that all students benefited from the PBL approach, regardless of their prior knowledge. The time management challenge was also encountered, as PBL activities often took longer to complete than traditional lessons. This required teachers to carefully structure the activities and allocate enough time for students to engage in meaningful discussions and problem-solving tasks. While the PBL sessions were more time-consuming, the benefits in terms of increased student engagement and understanding justified the additional time investment. Teachers adapted by pacing the lessons effectively, ensuring that students had enough time to work through the problems without losing focus. In conclusion, the Problem-Based Learning (PBL) model proved to be an effective and impactful approach for enhancing learning outcomes in Islamic Education at SD Negeri Rantau Gedang. The positive effects on both student performance and motivation indicate that PBL is an ideal method for promoting deeper understanding, critical thinking, and practical application of knowledge. The study supports the idea that PBL fosters a more engaging and interactive classroom environment that can significantly improve student learning experiences. Based on these findings, it is recommended that SD Negeri Rantau Gedang continue to implement and expand the use of PBL in their Islamic Education curriculum. The success of PBL in improving student engagement, motivation, and learning outcomes suggests that it can be a powerful tool for creating a student-centered, inquiry-based learning environment. Future studies should further investigate the long-term impact of PBL on students' academic success and explore its potential in other subjects to maximize its effectiveness in diverse learning contexts.

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