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Application of the Problem Solving Method to improve the Mental Attitude of Students in Islamic Education Subjects at SD Negeri Lubok Pasi Ara

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Abstract: This study aims to determine the effectiveness of the Problem Solving method in improving students' mental attitudes in Islamic Religious Education at SD Negeri Lubok Pasi Ara. This study was conducted to determine whether the use of Problem Solving can improve students' motivation, engagement, critical thinking skills, and emotional resilience. This study used a quasi-experimental design, with the experimental group implementing the Problem Solving method and the control group following the traditional teaching method. Data were collected through pretest and posttest, classroom observation, and qualitative feedback from students. The findings of the study revealed that the experimental group showed significant improvements in motivation, critical thinking, and emotional resilience compared to the control group. Students who participated in the Problem Solving activity showed greater engagement, active participation, and collaboration. In addition, students showed improvements in social interaction, communication skills, and problem-solving abilities. The control group, on the other hand, showed minimal changes in their mental attitudes, highlighting the effectiveness of the Problem Solving method in fostering a more dynamic and positive learning environment. This study concludes that the Problem Solving method is an effective approach to improving students' mental attitudes in Islamic Education. By encouraging active learning, critical thinking, and collaboration, this method provides students with a meaningful and engaging learning experience. The results of the study suggest that educators should consider integrating Problem Solving strategies into their teaching to improve student motivation and overall learning outcomes. Further research is recommended to explore the long-term impact of this method on students' academic performance and personal development.

Keywords: Problem solving method, mental attitude, Islamic education.

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INTRODUCTION

In the context of education, students' mental attitudes play a crucial role in determining their academic success and overall development. Mental attitudes, including motivation, perseverance, and problem-solving skills, are essential components that shape how students engage with the learning process. In particular, the development of these attitudes is critical in subjects like Islamic Education, where students are expected to not only acquire knowledge but also internalize values and apply them in their daily lives.

Unfortunately, many students in Indonesian schools face challenges in demonstrating positive mental attitudes, especially in subjects that require self-reflection and ethical reasoning, such as Islamic Education.

One of the ways to improve students' mental attitudes is by adopting effective teaching methods that encourage active engagement and critical thinking. In this regard, the Problem Solving method has been recognized as a valuable pedagogical approach. Problem Solving involves presenting students with real-life challenges that require them to think critically, collaborate with peers, and devise solutions. By focusing on the process of finding solutions rather than merely memorizing facts, this approach promotes a more active learning experience, which can help shape students' mental attitudes, such as resilience, confidence, and perseverance. At SD Negeri Lubok Pasi Ara, teachers have observed that while students show basic understanding of Islamic Education concepts, many of them struggle with demonstrating the appropriate mental attitudes towards learning. The passive learning environment, which primarily involves rote memorization and teacher-centered instruction, often fails to encourage students to actively engage with the material or to think critically about the subject matter. As a result, students' mental attitudes remain underdeveloped, which affects their overall academic performance and personal growth.

Research indicates that one of the main factors influencing students' mental attitudes is the teaching methodology employed. Traditional teaching methods, such as lectures and rote memorization, do not adequately promote the development of essential mental attitudes. Therefore, there is a need to implement more interactive and student-centered methods that can actively engage students in their learning process and help them develop positive mental attitudes towards the subject.

The Problem Solving method, with its focus on real-life problem scenarios and critical thinking, presents a promising solution to this issue. By using Problem Solving, students are given the opportunity to address challenges, collaborate with peers, and apply their knowledge in practical contexts. This approach encourages them to think independently, evaluate different perspectives, and develop the resilience needed to overcome difficulties. Furthermore, it fosters a sense of ownership over their learning, as students are actively involved in solving problems rather than passively receiving information. Previous studies have demonstrated that Problem Solving is an effective teaching method for improving various aspects of student learning, including cognitive skills, social skills, and emotional development. In the context of Islamic Education, Problem Solving can help students internalize Islamic values by encouraging them to consider ethical dilemmas and make informed decisions based on Islamic teachings. For example, students can be presented with real-world issues, such as conflicts or moral challenges, and tasked with finding solutions that align with Islamic principles. This process not only improves their understanding of the material but also enhances their ability to apply Islamic values in their daily lives.

Additionally, Problem Solving helps students develop a growth mindset, which is essential for cultivating positive mental attitudes. By confronting challenges and working through solutions, students learn to embrace difficulties as opportunities for growth rather than obstacles to success. This shift in mindset can improve students' motivation and perseverance, which are key elements of a positive mental attitude. As students encounter and resolve challenges through Problem Solving, they also develop the confidence to tackle future problems with a more proactive and constructive approach.

In light of these observations, the purpose of this study is to explore the application of the Problem Solving method in improving the mental attitudes of students in Islamic Education at SD Negeri Lubok Pasi Ara. By investigating the impact of this method on students' mental attitudes, the study seeks to provide valuable insights into the effectiveness of Problem Solving as a teaching strategy for fostering positive mental traits such as resilience, confidence, and critical thinking in the context of Islamic Education.

This research is particularly significant as it addresses a gap in current educational practices at SD Negeri Lubok Pasi Ara, where traditional methods have failed to foster the desired mental attitudes in students. The findings of this study may contribute to the broader body of knowledge on teaching strategies that enhance students' mental attitudes, especially in subjects like Islamic Education, where both intellectual and moral development are equally important. By identifying the ways in which Problem Solving can improve students' mental attitudes, this study aims to offer practical recommendations for educators seeking to create a more dynamic and engaging learning environment that supports students' overall development.

Ultimately, this research will explore whether the implementation of Problem Solving in Islamic Education classes leads to improvements in students' attitudes toward learning, their ability to overcome challenges, and their overall academic performance. The expected outcome is to demonstrate that active learning strategies like Problem Solving can create a positive and motivating classroom environment that nurtures students' mental attitudes, paving the way for both their academic and personal growth.

METHODS

This study aimed to explore the effectiveness of the Problem Solving method in improving students' mental attitudes in Islamic Education at SD Negeri Lubok Pasi Ara. To achieve this, a quasi-experimental design was employed, using both qualitative and quantitative approaches to gather comprehensive data on the impact of the intervention. The methodology outlined below describes the research design, participants, instruments, data collection procedures, and analysis techniques.

The research was conducted at SD Negeri Lubok Pasi Ara, involving two classes of students in the school's Islamic Education curriculum. A total of 60 students participated in the study, with 30 students placed in the experimental group and 30 in the control group. These groups were selected based on the school's existing class structure. The students in both groups were similar in terms of academic background, age, and socio-economic status, ensuring that any changes in mental attitudes could be attributed to the teaching method used rather than other external factors.

To measure the mental attitudes of the students, a pretest and posttest were administered. The pretest, given at the beginning of the study, assessed students' initial attitudes toward learning Islamic Education. It consisted of a combination of Likert-scale questions, open-ended questions, and behavioral observations designed to capture key indicators of mental attitudes such as motivation, confidence, resilience, and engagement in the learning process. The posttest, administered after the intervention, was designed to measure any changes in these same areas.

The intervention involved the implementation of the Problem Solving method in the experimental group. The Problem Solving approach was incorporated into the Islamic Education curriculum through structured activities in which students were presented with real-life issues or scenarios related to Islamic values. These problems encouraged students to collaborate in small groups, engage in critical thinking, and apply Islamic principles to resolve the challenges presented to them. The problems ranged from moral dilemmas to contemporary issues that required students to think about how Islamic teachings could guide decision-making in everyday life.

For example, in one session, students were asked to discuss the issue of helping the less fortunate, a core value in Islam. They worked together to devise solutions for raising awareness and organizing community service activities in line with Islamic values. The role of the teacher was to facilitate the learning process, guiding students through the problem-solving stages, providing necessary resources, and prompting discussion, without directly providing the answers. The teacher's role was to act as a coach, helping students to explore solutions collaboratively while applying Islamic principles.

In contrast, the control group continued to receive traditional teacher-centered instruction, where the teacher provided direct lectures and explanations of the Islamic teachings. Students were expected to memorize facts and respond to questions through rote learning, with limited opportunities for group interaction or critical thinking. The teacher used standard teaching materials such as textbooks and lecture notes, and the focus was on knowledge acquisition rather than skill development. The data collection process involved both quantitative and qualitative methods. The pretest and posttest scores provided quantitative data, which allowed the researcher to analyze changes in students' mental attitudes. The Likert-scale questions measured students' levels of motivation, engagement, and confidence, while the open-ended questions and behavioral observations provided insights into the students' emotional and social responses to learning. Additionally, during the intervention, the researcher conducted classroom observations to capture the dynamics of student collaboration, problem-solving, and interactions within the experimental group.

The observation checklist used during the Problem Solving sessions focused on key aspects such as student participation, group communication, critical thinking, and emotional responses. Observations were recorded in field notes, which were analyzed to identify patterns in student behavior and attitudes. This qualitative data helped to complement the quantitative findings by offering a more holistic understanding of how students' mental attitudes evolved during the intervention.

Data analysis was conducted using both statistical and thematic analysis techniques. The pretest and posttest scores were analyzed using paired sample t-tests to determine whether there were statistically significant differences between the experimental and control groups. This allowed the researcher to assess whether the Problem Solving method led to a significant improvement in students' mental attitudes compared to the traditional approach. The Likert-scale responses were analyzed to determine changes in students' motivation, confidence, and engagement. Qualitative data from the open-ended questions, behavioral observations, and field notes were analyzed using thematic analysis. The researcher identified recurring themes and patterns related to students' emotional and social responses to the learning process. This included aspects such as changes in students' self-esteem, willingness to engage in collaborative activities, and their ability to solve problems independently. The findings were compared between the experimental and control groups to provide a more comprehensive understanding of the impact of the Problem Solving method.

Reliability and validity were ensured throughout the study by using established instruments for the pretest and posttest. The problem-solving activities were carefully designed to align with the learning objectives of the Islamic Education curriculum, and the observation checklist was developed based on recognized indicators of mental attitude change. Furthermore, the researcher ensured that the data collection process was consistent and objective, minimizing the potential for bias in the results.

Ethical considerations were a key component of the study. Informed consent was obtained from both the students and their parents, with clear explanations of the study's purpose, procedures, and confidentiality measures. Students were assured that their participation was voluntary and that they could withdraw from the study at any time without any negative consequences. The identities of the participants were kept confidential, and all data collected was used solely for research purposes.

This study employed a rigorous methodology to assess the effectiveness of the Problem Solving method in improving students' mental attitudes in Islamic Education. By combining both quantitative and qualitative approaches, the research aimed to provide a comprehensive understanding of how this teaching strategy can foster positive mental attitudes such as motivation, resilience, and critical thinking. The findings of this study are expected to offer valuable insights into the potential of the Problem Solving method as a tool for enhancing student learning outcomes and promoting holistic development in the context of Islamic Education.

RESULTS

The results of this study provide insights into the effectiveness of the Problem Solving method in improving students' mental attitudes in Islamic Education at SD Negeri Lubok Pasi Ara. Data were collected through pretests and posttests, as well as observations of student engagement and behavior during the intervention. This section presents a detailed analysis of the findings from the pretest and posttest scores, classroom observations, and qualitative responses from the students. The pretest results indicated that students in both the experimental and control groups had similar mental attitudes at the beginning of the study. In terms of motivation, engagement, and confidence, there was no significant difference between the two groups before the intervention. The majority of students exhibited a relatively passive attitude toward learning Islamic Education, with limited engagement in class discussions and a tendency to rely on rote memorization rather than critical thinking or problem-solving.

After the intervention, which involved the implementation of the Problem Solving method in the experimental group, there was a notable improvement in the students' mental attitudes. The posttest scores showed significant gains in motivation, engagement, and confidence among the students in the experimental group, compared to the control group. These improvements were particularly evident in the areas of active participation, critical thinking, and willingness to collaborate with peers. The paired sample t-test analysis of the pretest and posttest scores for the experimental group revealed statistically significant differences. The average score for the experimental group increased substantially from the pretest to the posttest, with the largest improvements observed in the areas of motivation and critical thinking. These findings suggest that the Problem Solving method effectively enhanced students' mental attitudes by fostering greater engagement and encouraging them to think more deeply about the material.

In contrast, the control group, which continued with traditional teaching methods, showed minimal improvement in their posttest scores. While there was a slight increase in scores in some areas, particularly in knowledge recall, the overall mental attitudes of the students in the control group did not change significantly. The posttest results for the control group indicated that the traditional method, characterized by teacher-centered instruction and rote memorization, did not significantly impact students' motivation, confidence, or critical thinking skills.

Qualitative data gathered from the students' responses to the open-ended questions and classroom observations provided further insights into the impact of the Problem Solving method. During the Problem Solving sessions, students in the experimental group demonstrated a higher level of engagement compared to those in the control group. Students actively participated in group discussions, shared ideas, and contributed to finding solutions to the problems presented in the activities. This level of collaboration was not observed in the control group, where students tended to be more passive and focused primarily on following the teacher's instructions. The observations revealed that students in the experimental group were more confident when addressing challenges. They approached problems with a proactive mindset, discussing potential solutions and justifying their choices based on Islamic teachings. This was particularly evident during group work, where students applied critical thinking to analyze problems and collaboratively develop solutions. The teacher facilitated these discussions by guiding students through the problem-solving process but allowed them the freedom to explore various solutions on their own.

In the control group, however, students rarely engaged in collaborative problem-solving. Most students relied on the teacher for answers and did not participate in discussions unless directly prompted. They showed less confidence in their abilities and were more likely to disengage when the lesson became difficult. This lack of participation reflected the limitations of traditional, lecture-based teaching methods in fostering active learning and positive mental attitudes.

Furthermore, the students in the experimental group showed an improved ability to apply Islamic principles in their problem-solving. For instance, when presented with a moral dilemma related to honesty and integrity, students were able to discuss how Islamic values could guide their decision-making process. This demonstrated not only an improvement in their mental attitudes but also a deeper understanding of the material, as students began to connect theoretical knowledge to real-life situations. In terms of emotional responses, students in the experimental group exhibited greater resilience and perseverance. When faced with challenges during the Problem Solving activities, they displayed determination and worked together to overcome obstacles. This contrasts with the control group, where students were more likely to become frustrated or give up when faced with difficult tasks. The ability to persevere in the face of challenges is an important aspect of developing a positive mental attitude, and it was clearly enhanced in the experimental group through the Problem Solving method.

The findings from the classroom observations also indicated a significant improvement in the students' social interactions. Students in the experimental group interacted more positively with their peers, offering help and encouraging each other during the problem-solving activities. This collaborative approach helped to build a sense of community and mutual respect within the classroom, which further contributed to the students' mental and emotional development.

In contrast, the social interactions in the control group were more limited. Most students worked individually, and there was little collaboration or peer support. This lack of social interaction hindered the development of important social skills such as teamwork and communication, which are integral to a positive mental attitude. The posttest responses from the experimental group also revealed that students had a stronger sense of ownership over their learning. They expressed a greater interest in the subject matter and a desire to explore the topics covered in class more deeply. Many students reported feeling more motivated to learn and more confident in their ability to solve problems independently. These responses align with the key goals of the Problem Solving method, which seeks to foster self-directed learning and critical thinking.

In contrast, the control group showed limited interest in the subject matter. While some students expressed a basic understanding of the topics covered in Islamic Education, many reported that they did not enjoy the lessons and found the material to be dry and unengaging. This lack of enthusiasm is indicative of the passive learning environment fostered by traditional teaching methods. Additionally, the observations and feedback from the teacher indicated that students in the experimental group demonstrated an increased ability to work independently. In Problem Solving activities, students were encouraged to take the initiative and explore different solutions on their own. As a result, they developed greater self-reliance and the ability to think critically about the material. In contrast, students in the control group were more dependent on the teacher for guidance and were less likely to take initiative in their learning. The data also revealed that the Problem Solving method helped students to better retain the material covered in class. Students in the experimental group were able to recall information more effectively and apply it in practical contexts, demonstrating a deeper level of understanding. This is consistent with the idea that active learning strategies like Problem Solving promote long-term retention by engaging students in meaningful, real-world tasks.

In conclusion, the results of this study suggest that the Problem Solving method has a significant positive impact on students' mental attitudes in Islamic Education. The experimental group showed considerable improvements in motivation, engagement, confidence, and critical thinking, compared to the control group, which received traditional instruction. These findings highlight the potential of Problem Solving as an effective teaching strategy for fostering positive mental attitudes and improving student learning outcomes in Islamic Education. The next section will discuss these results in more detail and explore their implications for educational practice.

DISCUSSION

The findings from this study suggest that the Problem Solving method significantly improved students' mental attitudes in Islamic Education at SD Negeri Lubok Pasi Ara. The positive changes observed in the experimental group's mental attitudes, including increased motivation, engagement, and critical thinking skills, demonstrate that active learning strategies, such as Problem Solving, can play a key role in shaping students' overall attitudes towards learning. This section discusses the implications of these results in greater detail, relating them to existing literature and examining the potential benefits of Problem Solving in fostering positive mental attitudes.

One of the most noticeable improvements observed in the experimental group was in their motivation levels. Before the intervention, both the experimental and control groups exhibited similar levels of motivation, with students in both groups demonstrating a tendency to approach learning in a passive manner. This is a common issue in traditional educational settings, where students often lack the intrinsic motivation to actively engage with the material. However, after implementing the Problem Solving method, students in the experimental group became more interested and motivated to learn. This change can be attributed to the problem-based tasks, which were designed to be more engaging and directly relevant to students' everyday lives. By allowing students to solve real-world problems, the method provided a sense of purpose and relevance to their learning, which in turn increased their motivation to participate and learn.

The increase in motivation is consistent with previous research that highlights the positive effects of active learning strategies on student engagement and enthusiasm for learning. Studies have shown that when students are actively involved in their learning process, rather than being passive recipients of information, they are more likely to develop a genuine interest in the subject matter. This aligns with the findings from this study, where the experimental group demonstrated heightened enthusiasm for Islamic Education as a result of the problem-solving tasks.

Another significant improvement was observed in the students' ability to engage in critical thinking. Prior to the intervention, many students in the control group struggled with analyzing information critically or applying their knowledge in practical situations. This is a common challenge in traditional teaching methods, where students are often expected to memorize facts without being encouraged to question, analyze, or think critically about the material. In contrast, the Problem Solving method encouraged students in the experimental group to approach learning with a critical mindset. By engaging with complex, real-life problems, students were forced to evaluate different perspectives, consider various solutions, and justify their decisions. This process of critical thinking not only improved their understanding of Islamic teachings but also enhanced their ability to make thoughtful decisions based on Islamic principles.

The improved critical thinking skills in the experimental group support findings from existing literature, which suggest that problem-based learning fosters higher-order cognitive skills. Research has consistently shown that students who engage in problem-solving activities develop stronger analytical abilities and are better equipped to tackle challenges independently. This is particularly important in subjects like Islamic Education, where students are expected to not only acquire knowledge but also apply ethical reasoning and critical thinking to real-world issues.

In addition to critical thinking, the Problem Solving method also contributed to improvements in students' social skills. The collaborative nature of the learning tasks required students to work together in groups, share ideas, and listen to their peers' perspectives. This was a key aspect of the intervention that differentiated it from traditional, lecture-based instruction. In the experimental group, students demonstrated greater collaboration, helping and supporting one another throughout the problem-solving process. They exhibited better communication skills and were more willing to

engage in discussions, which contributed to a positive and supportive classroom environment.

The social dynamics within the experimental group were notably different from those in the control group. In the control group, students were primarily focused on individual tasks and rarely interacted with their peers. When students did collaborate, it was often limited to group work that was not directly related to the subject matter or problem-solving. The lack of meaningful collaboration in the control group may have contributed to the limited development of social and emotional skills, such as teamwork and empathy. These findings highlight the importance of social interaction in the learning process and emphasize the benefits of collaborative learning environments for students' overall development.

Furthermore, the Problem Solving method also appeared to enhance students' emotional resilience. In the experimental group, students demonstrated greater persistence and perseverance when faced with challenges. Rather than becoming discouraged or frustrated, students in the experimental group were more likely to approach problems with a positive attitude and work together to find solutions. This was a significant contrast to the control group, where students tended to disengage when faced with difficult tasks or when the material became challenging. The increased resilience in the experimental group suggests that the Problem Solving method helps students develop the confidence and mindset needed to tackle difficulties head-on, an essential component of a positive mental attitude.

The improvement in resilience is particularly relevant in the context of Islamic Education, where students are often expected to confront moral dilemmas and ethical challenges. The ability to persevere and make thoughtful decisions in difficult situations is a key skill that the Problem Solving method helps to cultivate. By addressing real-life problems and discussing potential solutions, students are better equipped to navigate the challenges they encounter, both in their academic studies and in their personal lives.

One of the most important aspects of the Problem Solving method is its ability to make learning more relevant and meaningful for students. The problems presented in the experimental group were designed to reflect real-world issues, which allowed students to see the practical application of the Islamic principles they were studying. This relevance increased students' engagement and made the lessons more meaningful, as students could relate the content to their everyday lives. In the control group, however, students were less likely to see the practical value of the material, as the lessons were largely theoretical and focused on memorization.

The increased relevance of learning in the experimental group is consistent with the findings of studies that emphasize the importance of authentic learning experiences. When students can relate what they are learning to real-world situations, they are more likely to retain the information and develop a deeper understanding of the material. This is particularly important in Islamic Education, where the application of ethical values in daily life is a core component of the curriculum.

Moreover, the Problem Solving method also fostered a greater sense of ownership over the learning process. In the experimental group, students were encouraged to take an active role in solving problems and making decisions. This level of autonomy allowed students to feel more in control of their learning and more responsible for their outcomes. In contrast, the control group remained passive, with the teacher directing most aspects of the learning process. This lack of agency in the control group may have contributed to students' lack of interest and engagement in the lessons.

Another key observation from this study was the improvement in students' ability to apply Islamic values to real-life situations. By working through problem-solving activities that involved moral and ethical issues, students in the experimental group demonstrated a deeper understanding of how Islamic principles could guide their decisions. This was evident in their discussions and the solutions they proposed to various ethical dilemmas. For example, students were able to apply Islamic teachings on honesty and integrity to

real-world scenarios, demonstrating a practical understanding of the values they had been taught.

The ability to apply Islamic values in everyday life is a critical aspect of Islamic Education. The Problem Solving method encourages students to engage with the material in a way that promotes the practical application of knowledge, rather than just theoretical understanding. This approach not only deepens students' understanding of the subject but also helps them internalize Islamic values and integrate them into their daily lives.

Overall, the findings of this study suggest that the Problem Solving method is an effective strategy for improving students' mental attitudes in Islamic Education. The method not only enhances cognitive skills like critical thinking but also promotes social, emotional, and ethical development. By encouraging collaboration, resilience, and the practical application of Islamic principles, the Problem Solving method helps students develop a positive mental attitude that will serve them well in both their academic and personal lives. These findings highlight the potential of active learning strategies to improve student outcomes and create a more engaging and meaningful learning environment in Islamic Education. The findings align with previous studies that emphasize the role of active learning in fostering critical thinking, collaboration, and student engagement. The success of the Problem Solving method in this study provides further evidence that active learning approaches can be effective in promoting positive mental attitudes and enhancing the overall learning experience for students. In conclusion, the Problem Solving method proved to be an effective teaching strategy for enhancing students' mental attitudes in Islamic Education. The results of this study suggest that by encouraging students to engage actively with the material, collaborate with their peers, and apply critical thinking, educators can foster a positive learning environment that supports the development of key attitudes such as motivation, resilience, and social skills. These skills are not only important for academic success but also for students' personal growth and development. The findings of this study have important implications for teaching practices in Islamic Education. Educators should consider incorporating Problem Solving and other active learning methods into their teaching strategies to improve students' engagement, motivation, and critical thinking skills. By creating a more interactive and collaborative learning environment, teachers can help students develop a deeper understanding of Islamic teachings while also enhancing their mental attitudes toward learning. Future research could explore the long-term effects of the Problem Solving method on students' academic performance and personal development. Further studies could also investigate how the method can be adapted for use in other subjects or grade levels to evaluate its broader applicability. Nonetheless, the results of this study underscore the potential of the Problem Solving method as an effective tool for improving students' mental attitudes and promoting a more engaging and dynamic learning experience.

CONCLUSION

This study aimed to explore the effectiveness of the Problem Solving method in enhancing students' mental attitudes in Islamic Education at SD Negeri Lubok Pasi Ara. The results demonstrate that the Problem Solving method significantly improved students' motivation, engagement, critical thinking skills, and emotional resilience. The findings suggest that the use of active learning strategies, such as Problem Solving, can effectively foster positive mental attitudes in students, which are crucial for their academic and personal development. First, the significant improvement in student motivation is a key takeaway from this study. Prior to the intervention, both the experimental and control groups exhibited similar levels of motivation. However, after the application of the Problem Solving method, students in the experimental group showed marked increases in motivation. This improvement is likely due to the engaging nature of the Problem Solving activities, which allowed students to actively participate and connect the lessons to real-

life situations, making learning more relevant and meaningful. In addition to motivation, critical thinking skills also saw notable improvement among students in the experimental group. The problem-solving activities encouraged students to think more deeply about the subject matter, analyze various perspectives, and develop solutions based on Islamic principles. This highlights the value of incorporating critical thinking into the learning process, as it not only enhances students' understanding but also helps them to apply their knowledge in real-world contexts. The results also indicate a significant enhancement in students' social interactions. By working together in groups, students developed better communication skills, learned to collaborate, and supported each other throughout the problem-solving process. This positive shift in social dynamics contrasts with the control group, where students were largely disengaged and worked individually. The collaborative environment fostered by the Problem Solving method contributed to the development of important social and emotional skills, such as teamwork, empathy, and mutual respect. Another key finding from this study is the improvement in emotional resilience among students in the experimental group. When faced with challenging tasks, students in the experimental group showed greater persistence and problem-solving abilities. They approached difficulties with a more positive mindset and worked together to overcome obstacles, demonstrating the benefits of resilience in learning. This ability to persevere through challenges is crucial not only in academic settings but also in daily life, particularly when students are faced with moral dilemmas and ethical decisions, which are central to the Islamic Education curriculum. The improvement in students' mental attitudes also highlights the importance of making learning relevant and engaging. The Problem Solving method provided students with real-world problems that were directly related to Islamic teachings, making the lessons more meaningful. Students were able to apply Islamic principles to solve practical issues, which likely contributed to their increased interest in the subject matter. In contrast, the control group, which relied on traditional methods, showed less engagement and enthusiasm for the lessons, as they lacked this real-world connection. Moreover, this study contributes to the growing body of research supporting the benefits of active learning strategies in improving student outcomes.

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