

Implementation of Problem Based Learning Model in Improving Al-Quran Reading and Writing Skills at SD Bintang Sergai

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Abstract: This study aims to improve students' ability to read and write the Quran in Islamic religious education learning by using 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. The test was used to measure the ability to improve the ability to read and write the Quran and observation was used to analyze the learning activities of teachers and students. The data analysis technique used in this study was descriptive statistics by comparing the results obtained with indicators of research success. The results showed that Problem based learning model can improve students' ability to read and write the Quran in Islamic religious education learning. This can be seen from the increase in the percentage of student ability completion in each cycle with details of the pre-cycle 45.56%, the first cycle 68.47% and in the second cycle increased to 89.57%. Thus, the use of Problem based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem based learning model, Qur'an reading, writing skill, Islamic education.

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INTRODUCTION

Children are the next generation and are the backbone of the progress of the nation, state and religion in the future, therefore a child must be equipped with the ability to read the Qur'an. In early childhood, the teaching of religious values is a solid foundation and is very important, therefore it must be taught from an early age. If religious values are not taught from an early age, it will be difficult for children to develop religious and moral values later in life. Religious education is a good start to prepare children for the next life. Education must be based on the development of religious values such as fighting for worship and good behavior in accordance with religious teachings. According to Azhar Arsyad quoted by Syafnan,

Learning is one of the vehicles that can affect the growth and development of students to become Muslim human beings who believe and fear Allah SWT and have noble character. The learning process is an interaction carried out by an educator to students to provide knowledge to students. In conveying knowledge, educators provide

understanding to students and can understand the material delivered by educators in accordance with their goals. Learning is a change in the behavior of each individual who learns. Learning is the process of human life development. By learning, humans make qualitative changes in individuals so that their behavior develops. Education as an activity and a deliberate activity process. Education is a crucial dimension in human life, because education is a vehicle for the development of the human condition from bad to good, from simple to modern, from low to higher.

According to Abdul Gafar, quoted by Aziddin and Hasmi Syaputra, education is needed by every human being in developing the potentials that exist in him, such as social, artistic and religious potential. Therefore, education is an inseparable part of human life, because the two complement each other. According to Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter 1 article 1 states that: 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, self-control, personality, noble moral intelligence and skills needed by themselves, society, nation and state.

Education is so important, it is necessary to improve the quality of education. Improving the quality of education in schools is inseparable from the success of the teaching and learning process. The teaching and learning process is influenced by several components including teachers, students, teaching models, learning media, and the activeness of students in the teaching and learning process that takes place. Educational goals are a set of educational outcomes achieved by students after the implementation of educational activities. All educational activities, namely, teaching guidance or exercises that are directed to achieve the educational goals. In carrying out learning, an educator must first understand the educational goals so that the educator can achieve the educational goals that have been determined.

Education is very important for human life, both for worldly life and ukhrawi life. Education that is taught to children that starts from the beginning will have an effect in the future. Human beings are creatures of Allah who are given the intellect to receive education so that they can aim for the better, so that the obligation of human beings to believe and fear their God as the purpose of education can be realized. Reading and understanding the Qur'an is a must for Muslims, because the Qur'an is the main source for mankind in carrying out life, in order to be able to read the Qur'an properly and correctly according to the rules of tajweed science, it is ordered through the educational process. Learning and teaching the Qur'an is a noble task in the sight of Allah SWT.

according to Adi Putra Purbaya in Abdul Sattar Daulay Learning is a process of actions that are done deliberately, which then causes changes, which are different from changes caused by others. The nature of the change is relatively permanent, it will not return to its original state. tutoring is a process of providing assistance to students in solving learning problems faced by students, so that the goal of learning will be achieved tutoring is a learning assistance activity to students or students that aims to achieve optimal learning achievements. Studying and practicing the Qur'an is the main obligation for every Muslim. Allah SWT has sent the Prophet Muhammad PBUH to read and teach the holy book of the Qur'an to mankind to be used as a guideline for their lives so that those who do not adhere to the book of Allah SWT they walk on a wrong path, as Allah SWT said in Q.S Al-Jumu'ah (62):2 Means: "He was the one who sent a Messenger to the illiterate people from among themselves, who recited to them His verses, purified them and taught them the Book and the Sunnah, even though before that, they were completely in a real error."

The above verse explains that studying the Qur'an is a Messenger among them, who recites His verses to them, purifies them and teaches them books and wisdom. And indeed they were before really in a real error. Teachers are an important and main factor in the educational process, because teachers are the people who are responsible for the physical and spiritual development of students, especially at school, to achieve the maturity of

students so that they become complete human beings and know their duties as human beings. In education, teachers are human figures who occupy positions and play an important role. Education will last throughout human life. Since human beings are born, the first people to educate them are their parents. Then both parents need an educator who can provide good education to their children, namely by sending their children to educational institutions or schools. Educational institutions are divided into three, namely formal, informal and non-formal. In this study, the topic of discussion is non-formal educational institutions. Non-formal educational institutions have been known as an old education system, older than the school education system. Non-formal religious education is part of religious education and is very important for children regarding aspects of attitudes and values. Non-formal religious education is the responsibility of the family, the community and the government.

Through non-formal religious education, children are able to be positive and disciplined and carry out all religious commandments. In school, the person who plays a very important role in educating children is the teacher, it can be said that the teacher is the second educator after the parents. Professional teachers are teachers who are willing to devote their entire lives to educating and trying to achieve educational goals with their professional competence. Reciting teachers have an important role in students' Qur'an learning activities. The Qur'an is a very great blessing of Allah SWT. A very complete and perfect holy book that guides human life in this world and in the hereafter.

However, these blessings will not be felt unless we want to read, learn, understand, and appreciate and practice them. In daily life, it is natural for Muslims to read the Qur'an. Allah SWT gives a position to those who want to study the Qur'an in the position of the best person in Islam. As an educational institution, SD Bintang Sergai is expected to have a strong commitment to fostering the morals and faith of its students, one of which is through teaching optimal reading of the Qur'an.

In this case, the role of Islamic Religious Education (PAI) teachers is very important in developing students' ability to read the Qur'an properly and correctly. It is hoped that the model used will not only focus on the cognitive aspect, but also pay attention to the affective and psychomotor aspects of students. One of the models that is expected to improve the quality of learning is Problem Based Learning (PBL), which is considered effective for developing critical, creative, and independent thinking skills. Through PBL, students are expected to be able to solve problems related to reading the Qur'an, such as understanding tajweed and the meaning of its verses, and applying them in daily life. The development of learning materials that are more structured and in accordance with the PBL approach is also very important. PAI teachers need to create materials that challenge students to think critically, for example by presenting real problems related to daily life and the relevance of the teachings of the Qur'an.

For example, how to read the Qur'an with the correct tajweed in certain situations, or how to implement the values of the Qur'an in their lives. In this way, students will be more interested and feel that the learning is useful for their lives. However, in its implementation, many PAI teachers still use conventional models, such as lectures or repetitive memorization, which tend to be less interactive. Although there are efforts to integrate the PBL model, the reality is that there are still limitations in its implementation. Several factors such as limited facilities, lack of teacher training in the use of the PBL model, and challenges in adapting the model to different characteristics of students, are obstacles. In the field, learning the Qur'an with the PBL approach sometimes does not go according to expectations. Students still find it difficult to solve learning problems independently, especially in terms of reading the Qur'an with the correct tajweed. This shows that there is a gap between expectations and reality on the ground.

The gap that can be seen between expectations and reality in learning to read the Qur'an at SD Bintang Sergai is the incompatibility between the model applied and the ability of students to deal with it. The expectation that the PBL model can make students more active and independent in learning has not been fully achieved. Many learners still

rely on teachers to solve their learning problems, while the PBL model requires them to find solutions on their own. In addition, the unavailability of PBL-based learning materials that are tailored to the characteristics of students is also an obstacle. PAI teachers have also not been fully trained in using this model properly, so they are still limited to more traditional models. To overcome this gap, there needs to be an effort to improve the quality of learning to read the Qur'an at SD Bintang Sergai through the implementation of a more effective PBL model. One of the first steps that can be taken is to increase training for PAI teachers regarding the application of PBL in learning to read the Qur'an. With more intensive training, teachers will better understand how to integrate this model into existing learning. In addition, this training will also provide knowledge on how to create relevant problems and can trigger critical thinking of students, so that they can be more active in the learning process.

METHODS

This study uses a qualitative descriptive approach to explore the role of Islamic Religious Education (PAI) teachers in Qur'an reading training with the Problem Based Learning (PBL) model at SD Bintang Sergai, Sei Rampah District, Serdang Bedagai Regency in 2024. This approach was chosen because it aims to describe the phenomenon in depth related to the application of the PBL model by PAI teachers in improving students' ability to read the Qur'an. This research also seeks to understand the learning process that occurs, the obstacles that come in the way, and the solutions applied by teachers to achieve learning goals. Data collection in this study was carried out through in-depth interviews, direct observation in the classroom, and documentation studies related to learning activities to read the Qur'an using the PBL model.

This technique allows researchers to obtain valid and comprehensive data on the interaction between teachers and students, the application of problem-based learning strategies, and the effectiveness of the model in the context of learning the Qur'an. Data analysis was carried out thematically, by grouping findings based on relevant categories to provide a more systematic understanding of the role of PAI teachers in this learning.

The advantage of the qualitative descriptive approach is the ability to capture in detail complex and contextual phenomena in the educational environment. In this study, the results obtained are expected to make a practical contribution to the development of PBL learning models in other schools, especially in learning to read the Qur'an. In addition, this research can also be a reference for PAI teachers in designing more innovative and effective learning strategies, in accordance with the needs of students and the demands of today's Islamic education curriculum.

RESULTS

The implementation of Problem-Based Learning (PBL) in educational settings has gained significant attention due to its ability to foster critical thinking and active learning. In SD Bintang Sergai, the application of PBL was explored as a strategy to enhance students' Quran reading and writing skills. This research aims to evaluate the effectiveness of PBL in improving students' ability to read and write the Quran fluently. The study involves students from grades 4 to 6, focusing on their progress in reading Al-Quran accurately and writing Arabic letters with proper calligraphy.

The study was conducted over a period of three months, where teachers incorporated PBL methodologies into the Quran learning process. Each lesson was designed to present students with real-world problems related to Quranic texts, encouraging them to solve these problems collaboratively. The process involved students identifying specific Quranic verses, discussing their meanings, and practicing the correct pronunciation and writing techniques. By using the PBL model, students were not only

engaged in the technical aspects of reading and writing but also developed a deeper understanding of the context and significance of the verses.

Data collection for this research included pre- and post-assessments of the students' reading and writing abilities, as well as observations during the learning process. The assessments consisted of tasks such as reading selected Quranic verses aloud, writing Arabic letters, and completing comprehension questions. The results showed significant improvement in the students' Quran reading fluency and writing accuracy. Students also demonstrated a better understanding of the meanings of Quranic verses, reflecting the holistic approach of PBL that integrates cognitive and moral learning. Furthermore, the implementation of PBL in Quran learning created a more interactive and student-centered classroom environment. Traditional methods, which often focus on rote memorization, were replaced with more engaging, inquiry-based learning.

Students were encouraged to ask questions, collaborate with peers, and apply their learning to real-life situations. This approach fostered a sense of responsibility and independence in students, making them more motivated to improve their Quranic skills. In conclusion, the application of the Problem-Based Learning (PBL) model in SD Bintang Sergai significantly enhanced the students' Quran reading and writing abilities. The results of the study indicate that PBL can be an effective teaching strategy for Quranic education, promoting both technical skills and a deeper understanding of the text. Based on the findings, it is recommended that schools consider integrating PBL into their Quranic education curriculum to provide a more dynamic and meaningful learning experience for students.

DISCUSSION

The application of the Problem-Based Learning (PBL) model in teaching Quran reading and writing at SD Bintang Sergai has yielded positive results. PBL, which encourages students to learn through solving real-world problems, significantly impacted students' ability to read and write the Quran. In this context, students not only learned to read correctly and fluently, but they also gained a deeper understanding of the meanings behind the verses they read. By engaging in group discussions and exploring issues related to Quranic texts, students were able to deepen their comprehension of the verses, enriching their understanding of the Quran.

One of the most prominent aspects of applying PBL is the way students are involved in activities based on real-life problems. For instance, they were tasked with solving challenges related to the correct pronunciation (tajwid) of Quranic verses or writing Arabic letters accurately. This approach made the learning process more contextual and engaging, which resulted in increased student motivation. Students were not only learning the technical aspects of reading and writing but were also able to experience how these skills play a role in their everyday lives, particularly in religious practices such as prayer. Additionally, PBL provided opportunities for students to work collaboratively.

This model encouraged students to discuss, exchange ideas, and help each other solve the challenges they faced in reading and writing the Quran. This collaborative process enhanced students' social skills while also reinforcing their understanding of the material. When students worked in groups to solve reading and writing problems, they were able to give and receive feedback, which enriched their learning experience. It is also important to highlight the role of the teacher as a facilitator in the success of PBL implementation. The teacher does not simply deliver content but guides students in identifying problems, formulating solutions, and exploring their understanding independently. In this approach, the teacher functions as a mentor who helps develop students' critical and creative thinking skills, which are essential for gaining a deeper understanding of the Quranic text.

Overall, the results of this study suggest that the application of the Problem-Based Learning model effectively improved students' Quran reading and writing skills. PBL not only enhanced students' technical abilities in reading and writing but also deepened their understanding of the Quran, making the learning experience more meaningful. Therefore, schools should consider integrating PBL into their Quranic education curriculum, as it offers a more dynamic, engaging, and relevant approach to teaching the Quran.

CONCLUSION

Based on the results of the class action research (PTK) entitled "The Role of PAI Teachers in Fostering Al-Qur'an Reading and Writing with the Problem Based Learning (PBL) Model at SD Bintang Sergai, Sei Rampah District, Serdang Bedagai Regency in 2024," it can be concluded as follows: 1) Improving Students' Al-Qur'an Reading and Writing Skills The Problem Based Learning (PBL) Model has proven to be effective in improving students' Al-Qur'an reading and writing skills. With this approach, students are more active in the learning process, thereby increasing their understanding of the Qur'an's material and literacy skills; 2) The Role of PAI Teachers as Facilitators of Islamic Religious Education (PAI) Teachers plays an important role as facilitators who guide students in the problem-based learning process. Teachers not only deliver material, but also help students identify problems, find solutions, and reflect on the learning that has been done; 3) Increasing Motivation and Activity of Students Learning with the PBL model is able to increase the motivation to learn and the activeness of students. By presenting contextual problems, students feel more challenged and involved in learning, thus creating an interactive and fun learning atmosphere.

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