

## Increasing Learning Motivation for Islamic Education Through the Problem Based Learning Model at SD Negeri 31 Hajoran

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**Abstract:** This research aims to improve student learning outcomes in Islamic religious education learning using problem-based learning. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this study is high school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that problem-based learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of the pre-cycle 41.19%, the first cycle 69.27% and in the second cycle it increased to 87.93%. Thus, the use of problem-based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** learning outcomes, Islamic education, problem based learning.

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### INTRODUCTION

Education at the elementary level plays an important role in the formation of children's character and intellectual development. At an early age, especially in elementary school, students begin to be introduced to various basic concepts of life, one of which is Islamic religious education material. One of the important materials taught is Asmaul Husna, which contains 99 beautiful names of Allah SWT that describe His attributes. This material has a very important value to introduce students to the majesty and greatness of God, as well as to deepen their understanding of the religion of Islam.

However, in practice, Asmaul Husna's learning in elementary school is often only focused on the memorization aspect, without providing a deep understanding of the meaning of each of the names of Allah. Students may be able to memorize these names, but often they do not understand the relevance and application of the meaning of Asmaul Husna in daily life. This can cause students to feel less interested and less motivated in learning the material.

On the other hand, students' motivation to learn is a very important factor in educational success. High motivation will make students more active, excited, and feel more interested in participating in learning. However, many students find it difficult to stay motivated in learning, especially if the material being taught is considered monotonous or difficult to understand. Therefore, innovative and interesting learning methods are needed so that students are more motivated to learn, especially in materials that are considered difficult or less interesting such as Asmaul Husna.

One of the methods that has proven effective in increasing student learning motivation is Problem-Based Learning (PBL). PBL is a learning approach that focuses on solving real problems that are relevant to students' lives. In this method, students are not only given knowledge directly, but also invited to be actively involved in the learning process by solving the given problems. PBL prioritizes problem-based learning that requires students to think critically, work together in groups, and find solutions independently.

In the context of Asmaul Husna learning, the application of PBL can be done by associating the names of Allah with various life problems that are close to the student's experience. For example, students can be invited to find solutions related to social or moral problems that are relevant to the traits contained in Asmaul Husna, such as compassion, justice, and wisdom. With this approach, students not only memorize the names of God, but also understand the meanings contained in them and how to apply them in their daily lives.

Students at SD Negeri 31 Hajoran are faced with learning challenges that require more interesting and interactive methods, especially in learning religious materials such as Asmaul Husna. Conventional methods that focus more on memorization may not be enough to improve their understanding and motivation to learn. Therefore, the application of the PBL method is expected to bring positive changes in the way students learn and understand the material. With a more contextual and problem-based approach, it is hoped that students can more easily understand and relate Asmaul Husna to their lives.

In addition, the implementation of PBL can also improve social skills and cooperation between students. In PBL, students not only learn individually, but they are also invited to work in groups. This allows them to discuss with each other, share opinions, and find solutions together. Through these interactions, students can also develop communication, cooperation, and critical thinking skills. These skills are essential for the student's future personal development. The application of PBL in Asmaul Husna's learning can also have a positive impact on student confidence. When students successfully complete a given problem or task, they will feel proud and confident. This can increase their confidence in facing other challenges in learning. Higher learning motivation will encourage students to continue to strive and actively participate in the learning process, both inside and outside the classroom. However, the implementation of the PBL method is not without challenges. Teachers' readiness and skills are needed in designing and implementing problem-based learning. Teachers must be able to create situations that allow students to think critically and creatively in solving problems. In addition, the material provided must be relevant to the student's life, so that students feel challenged and interested in finding solutions. Therefore, it is important for teachers to do careful and in-depth planning before implementing PBL in learning.

On the other hand, the PBL method also requires support from various parties, including schools and parents. Schools should provide supporting facilities and infrastructure, such as classrooms that allow for group discussions and relevant learning resources. Parents also have an important role in supporting children's learning at home, both through discussions about the material learned at school and by providing motivation and encouragement to continue learning. With this support, the implementation of PBL is expected to run smoothly and effectively. Based on this background, this study aims to explore how the application of the Problem-Based Learning (PBL) method can increase students' learning motivation in learning Asmaul Husna

material at SD Negeri 31 Hajoran. This study also aims to identify factors that affect the increase in student learning motivation through the application of this method. Thus, it is hoped that the results of this research can make a positive contribution to the development of learning methods that are more effective, interactive, and in accordance with student needs.

## **METHODS**

In this study, the researcher tries to describe a form of learning that can increase students' interest in learning by applying the Problem-Based Learning (PBL) method in Islamic Religious Education (PAI) subjects. Therefore, the data collected is descriptive, which includes a description of student learning activities. This study uses a qualitative approach with the type of classroom action research (PTK), where the researcher acts directly in the entire research process, from the initial stage to the end of the action. PTK is a combination of three main concepts, namely research, action, and class. Research is defined as the activity of observing an object by using certain methods to obtain data that is useful for quality improvement in various fields. According to Ebbutt in Wiriadmadja, PTK is how a group of teachers can organize learning practices to improve the quality of learning in the classroom.

In this study, there are two main variables analyzed, namely independent variables and dependent variables. The independent variable in this study is the Problem-Based Learning (PBL) method applied in Asmaul Husna's learning in grade IV of SD Negeri 31 Hajoran. PBL is a problem-based learning method, where students are given problems relevant to the material being taught and asked to solve them collaboratively. This model aims to increase students' understanding of the material studied. The characteristics of the PBL method in the context of this study include problem-based learning that focuses on the application of Asmaul Husna in daily life, active involvement of students in discussion and problem-solving, and groupwork-based learning to encourage collaboration between students.

Meanwhile, the dependent variable in this study is the learning motivation of students in studying Asmaul Husna. Learning motivation refers to students' involvement, enthusiasm, and interest in participating in learning. Indicators used to measure students' learning motivation include interest in learning, active involvement in learning activities, desire to understand more deeply, and independence in learning. The measurement of independent variables was carried out through the application of the PBL method during the learning process, while the dependent variables were measured using instruments such as questionnaires or Likert scales to assess the level of student motivation before and after the application of the PBL method.

The population in this study is all grade IV students of SD Negeri 31 Hajoran, which is 16 students. This population was chosen because it was in accordance with the focus of the research that wanted to test the influence of the application of the PBL method on Asmaul Husna's material. The sample in this study consisted of 16 students, consisting of 8 male students and 8 female students. In this class action research, the data collected was divided into two main categories, namely primary data and secondary data. Primary data includes student test results to measure their understanding of Asmaul Husna material, observation of student activities during the learning process, and questionnaires to measure students' interest in learning. Meanwhile, secondary data is obtained from supporting documents such as daily test results and student academic records. The main source of data in this study is the fourth grade students of SD Negeri 31 Hajoran, who are the subjects in the application of the PBL method. Meanwhile, secondary sources include documents such as learning implementation plans (RPPs) and literature that supports research on PBL and student learning motivation.

The data collection technique in this study was carried out through several methods, namely questionnaires or questionnaires, observations, documentation, and

interviews (optional). The questionnaire was used to measure students' learning motivation before and after the implementation of PBL using the Likert scale. Observations were made to observe students' involvement in learning, interaction in groups, and how they solved problems related to Asmaul Husna. Documentation is used to gather information from written sources that support research, such as lesson plans and students' academic records. In addition, interviews with teachers and some students can be conducted to dig deeper into their experiences during the implementation of PBL, as well as the challenges they face in learning. Through these various data collection techniques, it is hoped that this study can provide a comprehensive overview of the effectiveness of the Problem-Based Learning method in improving student motivation and learning outcomes in Asmaul Husna material.

## RESULTS

The implementation of this research was carried out at UPTD SD Negeri 31 Hajoran. This research consists of 2 cycles with each cycle being carried out 1 meeting with a time allocation of 2 hours (2x35 minutes) on the theme of Exemplary Noble Asmaul Husnah to improve student learning outcomes in grade IV by using the Problem Based Learning method. Each cycle will be known whether using the Problem Based Learning method can improve student learning outcomes or not through tests used by researchers, therefore researchers use steps from PTK. PAI and BP learning is considered one of the difficult materials if it is only explained without using strategies suitable for the material taught. In Class IV of SDN 31 Hajoran, students experience difficulties in the learning process, so that almost all students do not ask questions about the material being taught. This happened because the researcher knew that when learning PAI and BP in delivering material, they used more lectures, wrote material on the blackboard, and read the material books taught without any other strategies or methods. Based on the data obtained from the results of initial observations and researchers' observations regarding the learning conditions of PAI and BP in Class IV of SDN 31 Hajoran, it is known that the activities and learning outcomes of students are still low. Many students still have not achieved the completeness of learning outcomes.

The table above can be seen that the initial ability of students to understand the material of Exemplary Mulia, Asmaul Husnah is still low. From the test given to 16 students, 5 students (31.25%) were completed, and 11 students (68.75%) were not completed and the average score of the pre-action student learning outcomes was 68.75. Cycle I in this study was carried out on Wednesday, October 18, 2024 in grade IV of SD Negeri 31 Hajoran, in the odd semester of the 2024/2025 school year. The action in this study applies the Problem Based Learning (PBL) model for Islamic Religious Education subjects on the material of TELADAN MULIA ASMAUL HUSNA. PAI Subject Teachers also act as researchers who will take corrective actions in the learning process. When carrying out the action, the researcher was accompanied by one colleague who acted as an observer, namely Mrs. Surya Celly as the homeroom teacher of class IV. At the planning stage, the researcher prepares everything necessary during the research. What the researcher did during the planning stage was to create a Teaching Module (MA) which are equipped with teaching materials, learning media and assessment instruments according to the action plan (diagnostic assessment, formative assessment), (2) Preparing learning tools in the form of student worksheets (LKPD) for exercises on knowledge aspects, worksheets for group discussions, skill assessment worksheets, and attitude assessment worksheets, as well as enrichment questions and remedial questions. (3) Preparing an observation sheet In this cycle I The learning objectives studied are: 1) Explaining Asmaulhusna Al-malik, Al-Aziz, Al-Quddus, As-salam and Al-mukmin and their meanings; 2) Make calligraphy of Asmaulhusna Al-malik, Al-Aziz, Al-Quddus, As-salam and Al-mukmin.

The Teaching Module consists of identity, learning objectives, learning materials, approaches, learning models and methods, media, learning tools and resources, learning activity steps, assessment, reflection and follow-up of assessment results. In order for the indicators to be achieved, the learning process is carried out by applying the PBL model with the main method of group discussion. The learning material that will be discussed in the first cycle is *Teladan Mulia Asmauhusna*, Learning activities are carried out in three main stages, namely preliminary activities, core activities consisting of five learning steps using the PBL model, and closing activities. The final component at this learning planning stage is the assessment of student learning outcomes. Spiritual attitudes and social attitudes are assessed by observation and self-assessment as well as peer assessment. Knowledge aspects were assessed by written tests with multiple-choice questions and short fills, and skills were assessed by demonstrating the results of group discussions in front of the class.

In line with the activity of compiling this Teaching Module, the researcher also compiled a group discussion worksheet. In this group discussion worksheet, there is a series of activities that students must do in accordance with the PBL model, where students discuss and formulate explanations for the problems to be solved. To observe the learning process in the classroom, the researcher compiles an observation sheet on teacher activities and an observation sheet on student activities. Each observation sheet has several activities, ranging from activities in preliminary activities, activities in core activities, to activities in learning closing activities. This observation sheet is filled out by checking the part of the process that is carried out according to the Teaching Module. The implementation will be calculated to determine the percentage of teacher performance achievement and student activities in learning in the first cycle. The observation results and learning outcome values for KKTP-1 and KKTP-2 will be a benchmark for learning improvement plans in the next cycle.

The first cycle of the first meeting was carried out according to the targeted schedule, namely on Wednesday, October 18, 2024 during the 2nd-3rd class hours. The material studied was the Noble Example of *Asmaulhusna*. The learning process lasted for 70 minutes which was attended by 16 out of 16 students. During the learning process, the researcher acts as a practitioner teacher. Meanwhile, the one who acted as an observer was Mrs. Surya Celly Dalimunthe as the Grade IV Guardian who was asked for her cooperation.

The first cycle of learning was carried out during one meeting. In accordance with the Cycle I Teaching Module that has been prepared previously, the learning process in this study goes through three activities, namely preliminary activities, core activities and closing activities. For more details on the implementation of the learning process, the researcher will describe it as follows. The preliminary activity lasted for 10 minutes. In this activity, the teacher begins learning by entering the classroom while saying greetings, preparing students physically and psychologically, guiding all students to pray and check attendance, greeting students and asking about their condition, doing apperception and providing motivation, conveying learning objectives, learning activity models, forms of assessment at the end of learning later, and providing diagnostic assessments to find out the requests, learning style and readiness of students in learning. At this stage, students carefully observe the material delivered by the teacher through PPT and learning videos through LCD projectors. Furthermore, the teacher provoked students with questions through a video from Youtube about *Asmaulhusna*, students expressed their opinions regarding the teacher's questions. Then the teacher briefly explained about *asmaulhusna*.

At this stage, students discuss problems in their groups in the LKPD, and teachers guide the investigation by accompanying them, facilitating learning resources and helping them understand the discussion material. In this activity, students in their group read back the results of the discussion for problem solving, which had been written on their group assignment sheet. Other students in the same group gave suggestions on developing their answers. Furthermore, each group appeared in turn, to convey the results of the

discussion. Group representatives read their answers, other members prepare to record questions or suggestions from other groups. Groups that are not performing, are given the opportunity to respond to the results of the group discussion that is performing. However, in its implementation, it is very difficult for almost all students to dare to express their opinions. When asked for a response, only a few students responded, that was also after being asked repeatedly by the teacher.

At this stage, it is planned for teachers to help students reflect on the efforts and results of their respective group discussions. Furthermore, teachers provide reviews and reinforcement with other learning resources with students. After that, students are asked to carefully examine the results of their group discussions, and complete if there are incomplete answers, and correct if there are incorrect answers. However, in its implementation, only the teacher had time to give a review, but the students no longer had time to revisit the initial answer to be completed or perfected. After the teacher gave a review and reinforcement, the teacher shared a formative assessment.

After the teacher checks the formative results of the students, students who have not reached the KKTP will work on remedial questions and students who have reached the KKTP will work on enrichment questions. In this activity, it is hoped that the teacher and the students will conclude the subject matter, then the students fill out the attitude assessment sheet, then reflect on the entire learning process today, the teacher conveys a moral message, and informs the activities of the KKTP-1 and KKTP-2 before closing the lesson. However, not all activities took place as planned. Not all students are actively involved in concluding the lesson. This activity is dominated only by teachers. In addition, teachers have invited students to reflect on the overall learning experience today, but some students are still confused in answering reflection questions from teachers. Theoretical learning lasted only 2 x 35 minutes (2 JP), and the 2 JP time that day was used to carry out assessments, namely diagnostic assessments, formative assessments, enrichment questions and remedial questions.

Knowledge assessment is carried out by written tests, multiple-choice questions, with a total of 5 items, with a time of 15 minutes. The score per question is 20, so if the student answers each question correctly he will get the maximum score, which is 100. Meanwhile, the skill assessment was carried out by demonstrating work. Using pictures of human development, students in groups are called to the front of the class to read them. While her friend performed, other students waited while filling out self-assessment sheets and assessments between friends regarding aspects of spiritual attitudes and social attitudes. The day before the learning process with the PBL model, the researcher gave an observation sheet to the observer (peers) as well as discussed the aspects to be observed and how to give an assessment score on the observation sheet. This is so that during observation, observers are ready to fill out observation sheets on teacher activities and student activities. In the learning activity, the observer observed and recorded all events in accordance with the learning steps of the scientific approach of the PBL model and unplanned side effects.

## **DISCUSSION**

Based on the results of the research during the learning process starting from cycle I (first) to cycle II (second), the learning outcomes of students in PAI subjects continue to improve. The increase occurred because in addition to the application of the Project Based Learning learning model, there was also a good cooperative relationship between researchers and students, students and researchers and students with other students. Such an atmosphere is actually expected by students, so that students easily absorb the knowledge conveyed by educators and are able to apply it in their daily lives.

Meanwhile, in the assessment of the skill aspect, there are still 8 people who have very good scores, namely 50%. In this class action research, the expectation is to reach 80% of students who have very good grades, so it is necessary to conduct classroom action

research in cycle II. Learning Islamic Religious Education with the application of the PBL model in the first cycle in grade IV of SD Negeri 31 Hajoran has been carried out well, although there are still many shortcomings in several aspects of implementation, both from teacher activities, student activities, and student learning outcomes that have not met expectations. In terms of student activities, there are still many obstacles that occur in the learning process using the PBL model. Some students looked awkward because they were first recorded in a learning activity, and several times they were reprimanded for often peeking at the camera. This makes them less comfortable in learning. In addition, there are still many students who do not dare to express their opinions when the teacher asks questions, either at the perception stage, when responding to the results of other group discussions, or when concluding the lesson. Teachers must ask many times so that students are willing to express their opinions until they feel confident. Most students feel embarrassed because the learning process is recorded.

The discussion was also still limited to learning resources from the PAI and LKPD package books only. Students do not have access to more learning resources, while teachers only provide discussion materials from learning videos and one teaching material from Google Docs. In addition, the time management by teachers is not optimal, so evaluation activities are carried out in a hurry. As a result, students do not have enough time to think about the answers well. Several technical obstacles at the beginning of learning also cause learning time to be confiscated. The main weaknesses in the implementation of learning in the first cycle are disproportionate time management, lack of learning resources, and lack of teacher efforts in activating discussion activities and communicating the results of student discussions. As a result, some activities are not carried out or carried out in a hurry.

However, in addition to the many disadvantages, there are several advantages in this cycle I. Most of the students have been able to work together in discussion groups, start collecting and processing information from the source book, and follow each learning process carefully. Students are more focused on learning activities and begin to be trained in communicating by presenting and responding to the results of discussions critically. In addition, they began to be able to relate learning to real problems in daily life. Based on the data that has been presented, student activities in the first cycle have only been carried out by 41.6% with the success criteria of the "good" category, while the researcher's expectation is to achieve a minimum of 80% for the "very good" category. Meanwhile, the achievement of teacher performance in implementing learning in the first cycle reached 75% with the "good" category.

From the students' learning outcomes, the average class for the knowledge aspect was 88.75. Students who achieved KKTP 80 were 9 out of 16 people, with a classical completion percentage of 56.25%. Meanwhile, the assessment of the attitude aspect showed that 9 people (61.5%) obtained very good scores, while the skill aspect showed that 8 people (50%) obtained very good scores. The conclusion of the implementation of learning in cycle I is that learning activities and learning outcomes with the application of the PBL model in the first part of the Mulia Asmaulhusna Teladan material have not succeeded as expected. Based on the results of observation, reflection, and discussion with collaborators, the researcher decided to continue to cycle II with a record of improvement in several aspects, namely learning time management and organizing learning activities, increasing student involvement in discussions and communication of their thoughts, involving all students in analyzing and evaluating problem solving and reflecting on learning experiences, as well as increasing learning resources and the focus of discussion tasks on a problem to be solved. Based on the results of observations, reflections, and tests in cycle I, it was concluded that the students' learning outcomes were not satisfactory or had not reached the complete score. There are still many students who have not played an active role in learning, and there are still many who consider the Problem Based Learning model as an activity without an end goal in improving their learning outcomes. Therefore, in this second cycle, researchers are trying to increase the effectiveness of the

implementation of the Project Based Learning model in order to improve student learning outcomes.

The action plan in cycle II is carried out by paying attention to the results of the reflection of cycle I. Based on the causative factors that have been previously explained, in cycle II, the researcher is more prepared to be able to explain how to use the Project Based Learning model more clearly, in detail, and systematically so that students can understand and carry out learning better. Cycle II was carried out in one meeting with a duration of 2 hours of lessons (2x35 minutes) in grade IV of SD Negeri 31 Hajoran. At the planning stage, a Teaching Module was created with the application of the Project Based Learning model, and improvements were made based on the Teaching Module in cycle I so that the actions in cycle II ran optimally.

Cycle II will be held on Wednesday, September 25, 2024 with an allocation of 2 hours of lessons. Learning consists of three activities, namely preliminary activities, core activities, and closing activities. The preliminary activity began with greetings, greeting students, asking about health conditions, and praying together. Teachers also check the attendance of students, invite them to sing the national mandatory song "Seventeen August" through video shows, and build their enthusiasm with applause. After that, an aperception was carried out by displaying a PPT containing learning objectives and triggering questions so that students were interested in participating in the lesson. In the core activities, learning is divided into six syntax. First, students watched a video with the theme "Don't Lose to Satan" prepared by the teacher. After watching, they were asked to give a response, then the teacher strengthened the material and explained the project to be carried out, namely making a poster inviting kindness that reflects Asmaulhusna's values.

Second, students begin to design projects by working in heterogeneous groups that have been formed by the teacher. They discuss ideas as well as elements that should be present in the poster. Third, teachers and students agree on a 30-minute project work schedule. Fourth, teachers monitor the progress of the project, guide each group in creating posters, and help them write down the ideas they get. Fifth, each group presented the results of their project in front of the class, while the other group listened and gave feedback. Sixth, project evaluation is carried out through discussion and reflection, where students correct and provide input to other group presentations. The closing activity was carried out by inviting students to reflect on learning, make conclusions from the material that has been learned, and do formative assessments. After that, students are asked to write a short essay about their experience in applying Asmaulhusna values in daily life. The teacher also schedules the material to be studied at the next meeting, then closes the activity with prayers and greetings.

Based on the table above, it can be explained that the achievement of learning achievement in Islamic Religious Education and Ethics with the material of Exemplary Mulia Asmaulhusna students in grade IV of SD Negeri 31 Hajoran in the second cycle of 16 students who obtained a score of >80 as many as 15 students or 93.75% and students who obtained a score of < 80 as many as 1 student or 6.25% with a class average of 92.18 In accordance with the research performance indicators that learning is said to be successful if the learning achievement of students who obtain a score of >80 (KKTP) of at least 75%. So classically, the learning in cycle II has been successful.

This research was conducted at SDN 31 Hajoran, which is an elementary school with a focus on teaching Islamic Religious Education. This research involves grade IV students as the main subject in data collection. The data collected in this study consists of primary and secondary data. Primary data was obtained from students through observation and learning interest test results, while secondary data included supporting documents relevant to the research. Based on cumulative data and the percentage of student learning outcomes as a whole, it can be seen that student learning outcomes in PAI subjects have increased significantly. In cycle I, student learning outcomes only reached 56.25%. After improvements were made in cycle II, learning outcomes increased



significantly to 93.75%. In the first cycle, of the 16 students who participated in the learning, only 9 students (56.25%) achieved learning completion, while 7 students (43.75%) had not completed it. After corrective actions were taken in the second cycle, the number of students who completed increased to 15 students (93.75%), and only 1 student (6.25%) remained who had not completed. This improvement shows that the application of more effective learning methods can help students understand the material better.

In the first cycle, the Problem Based Learning (PBL) method was applied in learning Islamic Religious Education with the material of Exemplary Mulia Asmaulhusna. The results of the study show that this method is able to increase the active participation of students. Students are more involved in the learning process, which is reflected in increased activity and interaction during learning. From the questionnaire data collected, there was an increase in students' interest in learning after the implementation of the PBL method. Students feel more interested and motivated to learn, which is also reflected in the results of their observation of activities in class. In cycle II, Project Based Learning (PjBL) was implemented with the sub-material Lima Asmaulhusna and Meaning, which aims to deepen students' understanding through creative projects. The application of this method turned out to be more effective than the first cycle because learning became easier, less boring, and fun through project-based activities. With the project, students become more active in exploring the material and understanding the application of Asmaulhusna values in daily life.

From the results of this study, it can be concluded that there is a very significant increase in student learning outcomes from cycle I to cycle II. Therefore, after reflecting on cycle II, the researcher decided that this study was sufficient to reach cycle II because the learning target had been achieved. In addition to improving learning outcomes, students also become more trained in implementing the steps of the Project Based Learning learning model, so that in the next meeting they do not have difficulties in following the learning process. The success of this research makes a positive contribution to the development of active learning methods in elementary schools, especially in Islamic Religious Education learning. By actively involving students in the learning process, they become more motivated and able to understand the material better. This analysis can be the basis for further development in educational practices in schools, particularly in the application of project-based learning models and problem-solving to improve student learning outcomes and interests.

## **CONCLUSION**

Based on the formulation of the problem as a result of the findings and discussions that have been submitted, it can be concluded that problem-based learning in the PAI-BP subject of Teladan Mulia Asmaul Husna grade IV material has gone smoothly. This is characterized by an increase in the activeness of students who previously tended to be passive after the implementation of this learning model began to experience an increase in their activeness in the classroom while learning was in progress. The application of the Problem Based Learning learning model in the PAI-BP subject of the Mulia Asmaul Husna Teladan material in cycle I can increase students' interest and learning outcomes. This can be seen from the learning outcomes of students who have improved from the pre-cycle results. However, it has not reached the standard of completeness. In the second cycle, the application of the Project Based Learning learning model in the PAI subject of Teladan Mulia Asmaul Husna material can significantly increase students' interest and learning outcomes. Before this study was held, the average score of students was very low, the completeness of their learning was evidenced by the number of students who had not completed it, in the application of the Problem Based Learning learning model, the percentage of student learning outcomes began to increase but was still unsatisfactory, as evidenced by the number of students who had not completed it. And the application of the Project Based Learning learning model in cycle II has been very satisfactory, as evidenced

by only one student who has not completed it. From the learning outcomes of students, it can be seen that the influence of changing the learning method from the pre-cycle method to the first cycle with the PBL method began to increase but has not yet reached the KKTP and in the second cycle with the PjBL method, the results and learning interests of students have been very satisfactory. And students can already apply and emulate the nature of *asmaulhusna* in daily life.

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