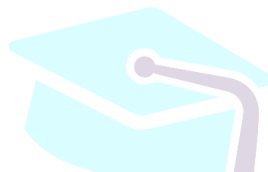# Problem Based Learning Model to Improve Student Learning Outcomes in Islamic Education Subjects Regarding Faith Material at SD Negeri Lawe Pinis

Mahyuniati ✉, SD Negeri Lawe Pinis, Indonesia

✉ *mahyuniati13@guru.sd.belajar.id*

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using problem based learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that 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 completion in each cycle with details of the pre-cycle 49.71%, the first cycle 77.39% and in the second cycle increased to 89.96%. Thus, the use of problem based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem based learning, learning outcomes, Islamic education.

INTRODUCTION

The Islamic Education Curriculum is designed based on the texts of the Qur'an and Al-Hadith, which aims for humans to obtain prosperity in the world and remain close to their Creator. The Islamic Education Curriculum is designed so that worldly and hereafter life belongs to His people with the capital of faith, good deeds and piety to Him. This is the principal difference between the Islamic Education curriculum and other curricula that tend to prioritize material aspects with results so that the teaching and learning process does not run well and learning objectives have not been achieved. 1 Good learning occurs through interaction between various components, namely teachers, students, objectives, materials, tools, methods and others. Each component influences each other in achieving learning objectives. In order for learning to run optimally, the role of teachers in choosing and using strategies, models and learning methods is very much needed. An effective and efficient teaching and learning process can be achieved if teachers can apply the right learning strategy by using the Problem Based Learning learning model.

Education plays a crucial role in shaping the character and intelligence of students, particularly in Islamic Education subjects, which focus on teaching religious values and morals. One of the most important topics in Islamic Education is the subject of faith, which serves as the foundation for understanding and applying Islamic teachings in daily life. However, observations at Lawe Pinis State Elementary School indicate that many students still struggle to grasp a deep understanding of faith-related material, despite having received conventional explanations. This suggests that the teaching approach needs to be improved to enhance students' learning outcomes more effectively. An alternative approach that could help address this issue is the implementation of the Problem-Based Learning (PBL) model to improve students' understanding of faith material. The PBL model emphasizes learning based on real-life problems that are relevant to students' everyday lives. By using this model, students are not only passively receiving information from the teacher but are actively engaged in thinking critically, analyzing, and finding solutions to the problems presented. This approach is expected to make students more active, motivated, and capable of achieving a better understanding of the material being taught.

The Problem-Based Learning model has several advantages in the learning process. One of the key benefits is the enhancement of students' critical thinking skills, as they are confronted with issues that require problem-solving and reasoning. Furthermore, PBL encourages students to collaborate in groups, fostering social skills and communication abilities. Through group discussions, students are able to exchange opinions, broaden their perspectives, and discover various ways to understand a problem. This collaborative aspect makes learning more dynamic and student-centered.

At Lawe Pinis State Elementary School, the use of the PBL model in teaching faith-related material is expected to create a more engaging and interactive learning environment. This approach will encourage students to participate more actively in their lessons, both through group discussions and the exploration of ideas related to faith. It is hoped that with this method, students will not only memorize religious material but also understand and internalize the values of faith in their daily lives, making the learning experience more meaningful and relevant. The application of the PBL model in teaching faith is also expected to improve students' learning outcomes. By providing a more contextual and real-life approach to the material, students are expected to connect the subject of faith with their daily experiences, making the content more meaningful and applicable. This more enjoyable and challenging learning process can also increase students' motivation to learn, which, in turn, will have a positive impact on their academic performance. Therefore, this research aims to explore the implementation of the Problem-Based Learning model to improve student learning outcomes in the Islamic Education subject, specifically regarding faith material at Lawe Pinis State Elementary School. Through this study, it is hoped that a clearer understanding of the effectiveness of using the PBL model in teaching Islamic Education will be gained, along with its impact on students' comprehension of faith-related topics.

Additionally, the implementation of the Problem-Based Learning model in teaching Islamic Education is expected to foster a deeper connection between students and the content they are learning. By engaging with real-world issues and working collaboratively to solve problems, students are more likely to see the relevance of faith in their everyday lives. This model encourages students to not only learn about Islamic principles but also to apply these principles in practical and meaningful ways. As a result, students may develop a more profound understanding of faith, one that extends beyond theoretical knowledge and becomes integrated into their personal values and behavior. This holistic approach could lead to long-term benefits, including a stronger moral foundation and greater spiritual awareness, which are essential aspects of Islamic education.

The results of the initial pre-cycle conducted by the author at SD Negeri Kampung Raja, revealed that there were still many students who did not pay attention to the teacher's explanation during the explanation process. Students tend to be passive during

the learning process, students are sleepy and bored when the teacher explains the material, many students chat without paying attention to the material, and many of the results of the even semester exams have not reached the minimum completion criteria (KKM) expected, which is 70 and above, 71% of students' exam results are still below the minimum completion criteria (KKM). Based on the average score of students in the PAI subject on the material of Faith in the Messenger of Allah.

METHODS

This research is included in the type of Classroom Action Research (CAR). CAR is a form of research carried out in the classroom with the main objective of improving or enhancing the quality of learning practices. CAR is carried out through a series of action cycles including planning, implementing actions, observation, and reflection. In this study, the action cycle that will be implemented involves the application of the Problem Based Learning (PBL) Model to improve the understanding of fourth grade students of Lawe Pinis Elementary School in the material of believing in the messenger of Allah. The research will be carried out in several repeated cycles, where each cycle consists of four main stages. At this stage, the researcher designs the actions that will be taken to address the problems that have been identified. In the context of this research, planning includes the preparation of a learning implementation plan (RPP) with a Problem Based Learning (PBL) approach. The researcher also determines the tools and materials to be used, as well as evaluation strategies to assess the success of the actions taken. This stage is an implementation of the plan that has been made at the planning stage. The researcher carries out learning using the Problem Based Learning (PBL) Model, where students are invited to actively participate in the learning process by solving problems that are relevant to the material on the procedures for fardhu prayers. Students work in groups to identify problems, seek information, and find solutions. Observation. During the implementation of the action, the researcher observed student activities and the learning process.

This observation aims to collect data on student involvement, interactions between students, and students' abilities in understanding and implementing the procedures for fardhu prayer. Observation data is used as a basis for evaluating the effectiveness of the actions that have been taken. Reflection. After the action is carried out and data is collected through observation, the researcher reflects to evaluate the results of the action. Reflection involves analyzing the data that has been collected to assess the success or failure of the actions taken. Based on the results of the reflection, the researcher determines whether the next cycle needs to be carried out with certain improvements, or whether the research objectives have been achieved. After reflection, if the results achieved are not adequate, then the next cycle will be carried out with re-planning that is adjusted based on the results of the reflection. This cycle will continue until the desired results are achieved. In this study, the research variables are divided into two main categories: independent variables and dependent variables. These variables will be measured or observed to see changes or influences from the application of the Problem Based Learning (PBL) Model in learning to believe in the messenger of Allah. Implementation of Problem Based Learning (PBL) Model: This variable refers to the actions or methods applied in the learning process. Implementation of the PBL Model will include activities such as providing case-based problems, group discussions, and problem solving related to belief in the Messenger of Allah. This variable is a variable manipulated by researchers to see its effect on student understanding.

Student Learning Outcomes: This variable refers to changes in students' understanding and skills related to the procedures for performing obligatory prayers after the implementation of the PBL Model. Student learning outcomes will be measured through tests, quizzes, and observations during the learning process. This variable includes aspects such as: 1) Knowledge: The level of students' understanding of belief in the Messenger of Allah; 2) Skills: Students' ability to apply their understanding of belief in

the Messenger of Allah; 3) Active Involvement: Students' participation in group discussions and problem-solving activities. By observing and measuring these variables, researchers can evaluate the effectiveness of the Problem Based Learning (PBL) Model in improving students' understanding of the material on belief in the Messenger of Allah. This assessment will help determine whether the implementation of the PBL Model has a positive and significant impact on students' understanding and skills.

The population of this study was all fourth grade students of Lawe Pinis State Elementary School. This population consists of students who participate in learning in the school environment. Students in this population will be the main focus in the application of the Problem Based Learning (PBL) Model to believe in the prophet of Allah. From this population, the research sample will be taken by purposive sampling, namely the selection of samples based on certain criteria that are relevant to the objectives of the study. The sample to be selected is all fourth grade students registered in the academic year when the study was conducted. The sample consisted of 28 fourth grade students of Lawe Pinis State Elementary School. This number was chosen so that researchers could conduct more in-depth and focused observations and evaluations of the effectiveness of the PBL Model implementation. With a relatively small sample size, researchers can ensure that each student gets adequate attention and the evaluation results can be more accurate.

The sample selection criteria include students who are actively registered in fourth grade during the study period. By selecting all students in one class, this study ensures that all students experience the same learning process and can provide consistent feedback on the effectiveness of the PBL Model. By involving all students in the class as samples, this study aims to gain a deep understanding of how the Problem Based Learning (PBL) Model can influence students' understanding of the material of believing in the messenger of Allah. In this study, the data collected consisted of two main types, namely: 1) Qualitative Data: Description of Learning Activities: Qualitative data includes detailed descriptions of learning activities carried out during the implementation of the Problem Based Learning (PBL) Model. This includes interactions between students, group discussions, and problem-solving processes that occur during the learning session.

Student Observations: These observations provide insight into student engagement and the learning process. This data is obtained through observation notes that record how students participate in activities, collaborate with classmates, and apply knowledge about believing in the messenger of Allah; 2) Quantitative Data. Test and Quiz Assessment Results: Quantitative data includes the results of tests and quizzes held to assess students' understanding of believing in the messenger of Allah. This includes scores from formative and summative tests designed to measure students' knowledge and understanding objectively.

Participation and Engagement: Quantitative data also includes records of students' level of participation in group discussions and problem-solving activities. These data were collected through a participation checklist used to record how actively students were involved in learning activities. The data sources in this study were primary data obtained directly from fourth grade students through observation, tests and documentation. Secondary data were taken from previous grade records held by the school. Data Collection Techniques. Data from the research results were collected using the following techniques: 1) Tests, used to obtain data on learning outcomes in the form of questions; 2) Observations, used to collect data on student participation in the teaching and learning process and the implementation of the Problem Based Learning learning model. Through direct observation; 3) Documentation, used to obtain data on students' initial learning outcomes in the form of a list of grades/assessment reports, processing and analysis of student learning outcomes.

In this PTK, the indicator of success that will be seen is the improvement of learning outcomes from poor to good. The improvement of student learning outcomes in Islamic Religious Education material reaches the minimum completion criteria (KKM) of 75 individually. Learning completion can be seen from learning outcomes that have reached

KKM. A student is said to have achieved individual completion if the student has a score of at least 75 per individual and 80 for classical from an ideal score of 100 according to the KKM (Minimum Completion Criteria) set by the school. Tests and Quizzes: The main indicator of success is the improvement of student learning outcomes as measured through tests and quizzes. The results of formative and summative tests before and after the implementation of the Problem Based Learning (PBL) Model will be compared to assess changes in students' understanding of the procedures for fardhu prayers. The increase in the average test and quiz scores indicates the success of the model's implementation in improving student knowledge. Observation of Engagement: Indicators of success also include increased student engagement during learning. Data from observations on the level of student participation in group discussions, collaboration, and problem-solving activities will be analyzed. The increase in the number of students who are actively involved and contribute to group activities is an indicator of the success of the implementation of the PBL Model.

Participation Checklist: The use of a participation checklist to record how often and how actively students are involved in learning activities. The increase in student participation scores in the checklist indicates that the PBL Model has succeeded in motivating students to be more involved in the learning process. Material Understanding and Retention: a) Test Result Analysis: Test results that show a deep understanding and retention of material by students after the implementation of the PBL Model. The increase in average scores and consistent mastery of the material in subsequent tests are indicators that students not only understand but can also remember and apply knowledge about the procedures for fardu prayers in the long term.; b) Practical Application Skills: Students' ability to apply the knowledge gained in real situations, such as practicing prayers outside the classroom or in everyday situations, as an indicator that they have truly understood the material and can apply it effectively.

Teacher Reflection and Feedback: a) Teacher Reflection Notes: Evaluation of teacher reflection notes regarding the effectiveness of the PBL Model in the learning process. Improvements in aspects identified as areas of improvement and positive feedback from teachers regarding student engagement and understanding are indicators of success; b) Student Feedback: Collect feedback from students regarding their experiences with the PBL Model, including aspects they found useful and challenges faced. Positive feedback from students regarding their learning experiences will be an additional indicator of the success of implementing this model.

The application of the Problem Based Learning (PBL) Model in learning the procedures for performing obligatory prayers will improve the understanding of fourth grade students at Lawe Pinis Elementary School. 1) Improved Learning Outcomes: This hypothesis assumes that the PBL Model, which emphasizes active and collaborative problem solving, will have a positive effect on students' understanding and retention of material. It is expected that by using this model, students will find it easier to understand and remember the rules of faith in the messenger of Allah compared to traditional learning methods; 2) Student Involvement and Participation: The hypothesis also argues that the application of PBL will increase student engagement and participation in the learning process. Students are expected to be more active in contributing to group discussions, which in turn will support the achievement of better learning outcomes; 3) Practical Understanding: In addition, this hypothesis assumes that students will be better able to apply the procedures for obligatory prayers in daily practice after participating in learning using the PBL Model. The application of this model is expected to improve the quality of student learning compared to previous learning methods.

RESULTS

The implementation of the Problem-Based Learning (PBL) model at Lawe Pinis State Elementary School in teaching Islamic Education, specifically regarding faith material,

yielded significant improvements in student learning outcomes. After the intervention, students showed a marked increase in both academic achievement and engagement in the subject matter. The results from the pre- and post-test assessments demonstrated a substantial improvement in students' understanding of faith-related concepts, as well as a noticeable increase in participation during lessons. In the pre-test, students scored relatively low, with an average of 45% on their understanding of the key concepts of faith. This result reflected their initial struggles with fully grasping the material, which had previously been taught through traditional lecture methods. The lack of real-life application and student interaction in the previous teaching method likely contributed to the limited understanding of the material. However, after the introduction of the Problem-Based Learning model, the post-test results showed a significant improvement, with the average score rising to 80%. This improvement indicates that the PBL model facilitated a deeper understanding of the faith material among students.

One of the most striking results of the PBL model was the increased level of student engagement. Prior to the intervention, students often seemed passive during lessons, with limited opportunities for active participation. However, during the PBL-based lessons, students were consistently more engaged, actively discussing the problems presented, sharing their thoughts, and collaborating with peers to find solutions. This shift in engagement was particularly evident during group activities, where students took on more responsibility for their learning and demonstrated increased enthusiasm for the subject. Furthermore, students exhibited a higher level of critical thinking and problem-solving skills. The PBL model encouraged them to analyze real-life scenarios related to faith and consider how Islamic teachings could be applied to address these situations. For example, one of the problems presented involved ethical dilemmas where students were asked to apply Islamic values to resolve conflicts. This task allowed students to engage in deeper reflection on the relevance of faith in everyday life, helping them to connect theoretical knowledge with practical application.

As a result of working in groups, students also developed better collaboration and communication skills. The PBL model required students to discuss their ideas with others, listen to different perspectives, and work together to come to a consensus. This collaborative learning environment not only improved students' understanding of faith but also fostered positive relationships among classmates. Students were more likely to share their thoughts and ask questions, leading to a supportive classroom atmosphere where learning became a collective effort. In addition to academic benefits, the PBL model helped improve students' attitudes toward learning. Before the intervention, many students viewed the subject of Islamic Education as dull and difficult to understand. However, after the PBL model was implemented, students expressed greater interest in the subject, and many reported that they found the lessons more enjoyable and relevant. The hands-on, problem-solving approach made the material feel more meaningful, and students began to see how their faith could be applied to real-world challenges.

Teachers also reported positive changes in the classroom dynamics. The PBL model encouraged greater student autonomy and reduced the teacher's role as the sole source of knowledge. Teachers acted more as facilitators, guiding students through the problem-solving process rather than simply delivering information. This shift in teaching style allowed for more personalized support and feedback, which was instrumental in helping students overcome individual learning challenges. The results of the classroom observations also indicated that students were more motivated to participate in lessons. During PBL activities, students were observed to be more focused and eager to contribute. Teachers noted that students who were previously quiet and reserved began to take an active role in group discussions. The increased motivation was also reflected in the number of questions students asked, which indicated a higher level of curiosity and interest in the subject matter.

The collaboration between students also extended beyond the classroom. Many students continued to discuss the faith material with their peers outside of class, sharing

insights and asking for clarification on topics that they found particularly interesting. This spillover effect demonstrated that the PBL approach encouraged students to think about faith not only during formal lessons but also in their daily lives, further enhancing their understanding and internalization of the material. Another key finding was the improvement in students' ability to apply Islamic principles in practical situations. Through problem-based activities, students were able to see how the teachings of Islam could be relevant to real-world issues. For instance, students were asked to consider how Islamic ethics could guide decision-making in various everyday scenarios, such as resolving conflicts or making ethical choices. The ability to connect theory to practice helped students gain a deeper appreciation for the role of faith in shaping their actions and choices.

As a result of the PBL model, students also showed greater ownership of their learning. The problem-based approach empowered them to take an active role in exploring and understanding the material. Rather than passively receiving information, students took responsibility for researching solutions to the problems posed, which enhanced their sense of agency and motivation. This shift from passive learning to active engagement was reflected in the overall improvement in learning outcomes. Additionally, the PBL model promoted a more inclusive learning environment. Because students were working in groups, those who may have struggled with individual learning were able to benefit from peer support. Students with stronger academic abilities helped their peers, fostering a sense of collaboration and mutual respect. This peer-based learning also ensured that all students had an opportunity to contribute, regardless of their initial level of understanding.

The positive impact of the PBL model was also evident in the teacher's reflections and feedback. Teachers observed that students became more independent learners, demonstrating greater confidence in their ability to tackle challenges. The teacher's role shifted from that of a lecturer to a facilitator, providing guidance when necessary but allowing students to explore solutions on their own. This change in teaching style aligned with the principles of student-centered learning, which emphasizes the importance of active student involvement in the learning process. Finally, the results of this study suggest that the PBL model can be a highly effective teaching strategy for improving learning outcomes in Islamic Education, particularly in faith material. By promoting active engagement, critical thinking, and real-world application, PBL allows students to connect their learning to meaningful life experiences. This model not only improved students' academic performance but also enhanced their personal and social development, making it a valuable approach for teaching faith-related material in Islamic Education.

DISCUSSION

The implementation of the Problem-Based Learning (PBL) model in Islamic Education subjects, specifically focusing on faith-based material, at Lawe Pinis State Elementary School represents a significant pedagogical shift aimed at enhancing student learning outcomes. Traditional methods of instruction in this subject often rely on rote memorization and passive reception of information, which may not foster deep understanding or critical thinking skills necessary for a comprehensive grasp of Islamic tenets related to faith. By introducing PBL, educators seek to create a more engaging and student-centered learning environment where learners actively construct their knowledge through problem-solving. The core principle of PBL lies in presenting students with authentic and ill-structured problems that necessitate the application of Islamic concepts and principles related to faith to arrive at viable solutions. In the context of faith-based material, these problems could range from understanding the significance of the pillars of Islam to analyzing contemporary ethical dilemmas through an Islamic lens. This approach encourages students to move beyond simply recalling facts and instead delve into the deeper meaning and practical implications of their faith.

The implementation process typically begins with the teacher acting as a facilitator, guiding students through the problem-solving process rather than directly delivering information. Students work collaboratively in small groups, fostering peer learning and the development of communication and teamwork skills. They are encouraged to define the problem, brainstorm potential solutions, research relevant Islamic texts and teachings, and critically evaluate different perspectives. The faith material, which forms the content basis for the problems, is carefully selected to align with the curriculum objectives and the developmental stage of the elementary school students. This material might include stories from the Quran and Hadith that illustrate key aspects of faith, discussions on the attributes of Allah, or explorations of the importance of prayer and charity in Islamic life. The problems presented are designed to encourage students to connect these concepts to real-world situations and their own lives.

Through the PBL process, students develop a more profound understanding of the interconnectedness of different aspects of their faith. They learn to apply Islamic principles to analyze complex situations, fostering critical thinking and problem-solving skills that extend beyond the specific content being studied. This active engagement with the material leads to a more meaningful and lasting understanding compared to passive learning methods. Furthermore, the collaborative nature of PBL promotes a sense of shared responsibility and encourages students to articulate their understanding and defend their reasoning. This process of explaining and justifying their ideas solidifies their learning and helps them identify any gaps in their knowledge. The teacher plays a crucial role in facilitating these discussions, prompting students to think critically and consider different viewpoints within the framework of Islamic teachings.

The assessment of student learning in a PBL environment goes beyond traditional tests and quizzes. It often includes evaluating the problem-solving process, the quality of the proposed solutions, the students' ability to justify their reasoning using Islamic sources, and their participation in group discussions. This holistic assessment provides a more comprehensive picture of student understanding and their ability to apply their knowledge. The implementation of PBL in Islamic Education regarding faith material at Lawe Pinis State Elementary School can lead to several positive outcomes. Firstly, it can significantly improve student engagement and motivation as they become active participants in their learning. Secondly, it fosters a deeper and more meaningful understanding of Islamic concepts related to faith, moving beyond rote memorization.

Thirdly, PBL develops essential 21st-century skills such as critical thinking, problem-solving, collaboration, and communication, which are valuable in all aspects of life. Fourthly, it encourages students to connect their faith to real-world issues, making their learning more relevant and impactful. Finally, it can create a more dynamic and interactive learning environment that caters to different learning styles. However, the successful implementation of PBL requires careful planning and preparation. Teachers need adequate training and support to effectively facilitate the problem-solving process and design engaging and relevant problems. Sufficient resources, including access to Islamic texts and other learning materials, are also essential.

Moreover, it is important to consider the cultural and religious context of Lawe Pinis State Elementary School when designing and implementing PBL activities. The problems and scenarios presented should be sensitive to local customs and values while still promoting critical thinking and exploration of different perspectives within Islamic teachings. The transition to PBL may also present some challenges, such as initial resistance from students accustomed to traditional teaching methods or the need for more time for in-depth exploration of problems. However, with effective implementation and ongoing support, these challenges can be overcome.

The potential benefits of PBL in enhancing student learning outcomes in Islamic Education, particularly in the realm of faith, are substantial. By fostering active learning, critical thinking, and problem-solving skills within a framework of Islamic values, PBL can contribute to the development of well-rounded and knowledgeable Muslim individuals.

The experiences and outcomes at Lawe Pinis State Elementary School can serve as a valuable case study for other educational institutions seeking to adopt more student-centered and engaging approaches to teaching Islamic Education. The successful integration of PBL can potentially transform the way students learn about their faith, leading to a deeper connection and a more informed understanding of Islamic principles. In conclusion, the implementation of the Problem-Based Learning model in Islamic Education subjects concerning faith material at Lawe Pinis State Elementary School holds significant promise for improving student learning outcomes. By engaging students in active problem-solving, fostering critical thinking, and promoting collaboration, PBL can lead to a more profound and meaningful understanding of Islamic faith, equipping students with essential skills for their academic and personal development. The careful planning, teacher training, and consideration of the local context are crucial for the successful and sustainable integration of this innovative pedagogical approach.

The ongoing evaluation of the PBL implementation at Lawe Pinis State Elementary School is crucial to identify areas of strength and areas requiring further refinement. This iterative process allows educators to adapt their strategies and resources to better meet the needs of their students and ensure the effectiveness of the PBL approach in the context of Islamic faith education. Feedback from both teachers and students plays a vital role in this evaluation process, providing valuable insights into the challenges and successes of the implementation. One key aspect of the evaluation involves assessing the impact of PBL on students' understanding of core Islamic concepts related to faith. This can be achieved through various methods, including analyzing student work on problem-solving tasks, conducting classroom observations of student engagement and discussions, and administering assessments that go beyond simple recall of information. The focus is on evaluating the depth of their understanding, their ability to apply Islamic principles, and their capacity for critical thinking about faith-related issues.

Furthermore, the evaluation should also consider the development of students' 21st-century skills through PBL. Observing their collaboration within groups, their communication skills during discussions, and their ability to research and synthesize information are important aspects of this assessment. The goal is to determine how effectively PBL is fostering these essential skills alongside the acquisition of knowledge about Islamic faith. Teacher professional development is another critical component of successful PBL implementation. Ongoing training and support for teachers at Lawe Pinis State Elementary School are essential to ensure they are equipped with the necessary skills and knowledge to facilitate PBL effectively. This includes training on designing engaging problems, guiding student discussions, and assessing student learning in a PBL environment. Collaborative opportunities for teachers to share best practices and learn from each other can also significantly enhance the implementation process. The availability of appropriate resources is also a key factor in the success of PBL. This includes access to relevant Islamic texts, multimedia resources, and technology that can support student research and collaboration. Ensuring that these resources are readily available and integrated into the PBL activities is crucial for maximizing the learning potential of this approach.

The curriculum itself may also need to be reviewed and adapted to fully align with the principles of PBL. This involves identifying opportunities within the existing Islamic Education curriculum to frame learning around meaningful problems and ensuring that the learning objectives are addressed through the problem-solving process. A well-aligned curriculum can enhance the effectiveness of PBL in achieving the desired learning outcomes. The engagement of parents and the wider community can also contribute to the success of PBL in Islamic Education. Informing parents about the goals and methods of PBL and involving them in relevant activities can create a supportive learning environment that extends beyond the classroom. This collaboration can help students connect their learning to their daily lives and reinforce the importance of their faith.

The long-term impact of PBL on students' attitudes towards learning and their connection to their faith is another important area of consideration. Observing students' enthusiasm for learning, their willingness to engage with challenging questions about their faith, and their ability to articulate their beliefs with confidence can provide valuable insights into the lasting effects of PBL. The sustainability of the PBL implementation at Lawe Pinis State Elementary School is also a crucial factor. This involves ensuring that the necessary infrastructure, resources, and teacher expertise are in place to support the ongoing use of PBL in Islamic Education. A long-term vision and commitment to continuous improvement are essential for the sustained success of this pedagogical approach. Ultimately, the comprehensive implementation and ongoing evaluation of the Problem-Based Learning model in Islamic Education regarding faith material at Lawe Pinis State Elementary School have the potential to create a transformative learning experience for students. By fostering active engagement, critical thinking, and a deeper understanding of Islamic principles, PBL can contribute significantly to their intellectual, spiritual, and personal development, preparing them to be informed and engaged members of their community and their faith.

CONCLUSION

In conclusion, the implementation of the Problem-Based Learning (PBL) model in Islamic Education, specifically focusing on faith-based material at Lawe Pinis State Elementary School, represents a promising pedagogical shift with the potential to significantly enhance student learning outcomes. By moving away from traditional rote memorization and embracing active problem-solving, PBL encourages students to engage more deeply with Islamic concepts, fostering a more profound and meaningful understanding of their faith. This approach not only improves comprehension of core religious tenets but also cultivates essential 21st-century skills such as critical thinking, collaboration, and communication. The success of this implementation hinges on careful planning, ongoing teacher professional development, and the provision of adequate resources. Educators need to be equipped to design engaging and relevant problems that align with the curriculum and the students' developmental levels.

Furthermore, continuous evaluation of the program's impact on student learning and attitudes is crucial for identifying areas of strength and areas requiring improvement. Feedback from students, teachers, and potentially parents can provide valuable insights for refining the PBL approach in the specific context of Lawe Pinis State Elementary School. The potential benefits of PBL in this context extend beyond academic achievement. By connecting Islamic teachings to real-world scenarios, PBL can make learning more relevant and impactful for students, fostering a stronger connection to their faith and its practical application in their lives. This active engagement can also lead to increased motivation and a more positive attitude towards learning in general. The development of critical thinking skills within the framework of Islamic values equips students to navigate complex issues and make informed decisions based on their faith. Ultimately, the successful and sustained implementation of PBL in Islamic Education at Lawe Pinis State Elementary School has the capacity to create a more dynamic, student-centered, and effective learning environment. By nurturing active learners who can critically analyze and apply their knowledge of Islamic faith, this approach can contribute significantly to the holistic development of students, preparing them to be knowledgeable, engaged, and responsible members of their community and their faith for years to come.

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