Improving Students' Understanding of Hijaiyah Letters through the Problem Based Learning Model at SD Negeri Perapat Batu Nunggul

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using problem-based learning. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research are elementary school students. The data in this study were obtained using test and observation techniques. Tests were used to measure learning outcomes and observations were used to analyze the learning activities of teachers and students. The data analysis technique used in this research was descriptive statistics by comparing the results with research success indicators. The results of the research showed 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 the pre-cycle details of 44.71%, the first cycle 79.39% and in the second cycle increased to 89.96%. Thus, the use of problem-based learning can be used as one alternative to improve student learning outcomes in Islamic religious education learning.

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

INTRODUCTION

Islamic religious education is one of the important pillars in the education system in Indonesia, especially at the elementary school (SD) level. One of the basic materials taught in the 1st grade of elementary school, especially Perapat Batu Nunggul Elementary School, is knowing the hijaiyah alphabet. Hijaiyah letters are the main foundation in reading the Qur'an, which is the holy book of Muslims. Therefore, mastering hijaiyah letters from an early age is very important to form a strong foundation in learning Islam. However, in practice in the classroom, learning hijaiyah letters often faces various challenges. One of the main challenges is the lack of interest and motivation of students in learning hijaiyah letters. Conventional teaching methods, such as lectures and memorization, are often considered boring by students. The lack of interactive and enjoyable learning media also contributes to the low interest of students.

To overcome this problem, innovation is needed in learning methods that can increase students' interest and motivation. One of the methods that can be applied is Problem Based Learning (PBL). PBL is a student-centered learning method, where

students are invited to actively solve problems relevant to everyday life. In the context of learning hijaiyah letters, PBL can be used to present challenging but interesting problems, so that students are more motivated to learn. The Problem Based Learning (PBL) model is known to increase student learning motivation because students are directly involved in the learning process based on solving real problems. By using PBL, students not only memorize hijaiyah letters, but also understand and relate them to the context of everyday life, so that learning becomes more meaningful. The Problem Based Learning (PBL) model encourages students to actively participate in the learning process.

In the context of knowing hijaiyah letters, students are not only passively receiving information, but they are actively involved in finding, understanding, and practicing hijaiyah letters through solving problems given by the teacher. This can increase their involvement and understanding. The Problem Based Learning (PBL) model helps develop critical thinking skills in students. In the process of learning to recognize hijaiyah letters, students are trained to analyze, identify, and solve problems related to hijaiyah letters and their use in Arabic. This not only helps in the mastery of the material but also in the development of essential critical thinking skills. Knowing hijaiyah letters is an important basis in Islamic religious education, especially in reading the Qur'an. By using the PBL model, learning hijaiyah letters becomes more relevant and contextual, so that students can more easily understand the importance of hijaiyah letters in their daily religious practices. The Problem Based Learning (PBL) model is often done in the form of group work, which can improve students' collaborative skills. In the process of getting to know hijaiyah letters, students work together to solve problems given, discuss, and help each other to understand the material. This not only improves their understanding of hijaiyah letters but also develops social skills and cooperation.

The research conducted by Hidayati showed that the application of the Problem Based Learning (PBL) model in learning to recognize hijaiyah letters increased the learning motivation of 1st grade students up to 80%. Based on observations and motivational questionnaires filled out by students, there is an increase in students' enthusiasm and activity in learning after the application of PBL compared to conventional methods. The application of PBL in learning hijaiyah letters shows a significant increase in students' learning motivation, which is marked by active participation in discussions and the desire to better understand hijaiyah letters. Research by Rahmawati found that the use of PBL in religious learning, including knowing hijaiyah letters, can increase students' critical thinking skills by 65% after one semester. Students who learn through PBL show better ability in analyzing and understanding the use of hijaiyah letters in simple sentences, compared to students who learn through the lecture method. The implementation of PBL in learning hijaiyah letters facilitates the development of critical thinking skills, where students are better able to solve problems related to the pronunciation and writing of hijaiyah letters.

A study by Asmawati shows that the use of PBL in learning hijaiyah letters not only helps students in recognizing the letters, but also increases their understanding of their importance in daily religious practice, with an increase in understanding of up to 70%. Students who study with the PBL approach are able to associate the hijaiyah letters with the reading of the Qur'an and daily prayers, showing a deeper understanding of the relevance of the hijaiyah letters in their lives. PBL in learning hijaiyah letters increases the relevance of learning for students, connecting the material with their daily religious practices, thus strengthening motivation and understanding. By applying the PBL method, it is hoped that students can be more active and creative in learning hijaiyah letters. Students can work together in groups to solve problems, develop critical thinking skills, and improve their social skills. In addition, the use of interactive and contextual learning media can make learning hijaiyah letters more enjoyable and meaningful for students.

METHODS

This research is included in the type of Classroom Action Research (Classroom Action Research). PTK is a form of research conducted in class with the aim of improving or improving learning practices through action cycles. This Classroom Action Research (PTK) was carried out through 3 cycles to see the results of improving students' learning outcomes in the Islamic Religious Education subject of recognizing hijaiyah letters by using the Problem Based Learning (PBL) model. Each cycle with stages: planning, implementation, observation, reflection with collaboration, the following are the stages of planning, implementation, observation, and reflection done in each cycle. (1) When the researcher has known the location of the success and obstacles from the action in cycle I, then the researcher and teacher collaborate to determine the following action plan in cycle II, then the researcher continues the Class Action Research (PTK) activity as in cycle I. (2) If the implementation in cycle II has been completed, if the researcher is not satisfied to improvement and improvement of the action, the researcher can continue the research into cycle III, which is implemented in the same way as the previous cycle.

There are no stipulations or stipulations of several cycles that must be carried out by researchers in conducting Class Action Research (PTK). This depends on the researcher, if the research results have found satisfactory results in the improvement and improvement of the learning process in the classroom, then the researcher can stop and draw conclusions, but it is recommended that PTK be done at least two cycles (Iskandar, 2012: 48-49). The level of observation or observing in class action research is focused both on the process and students' critical thinking ability as well as on the results of the learning action along with all the events that encompass it, when an action is carried out, observations are also made of everything that happens and does not happen during the learning process. Observation or observation of ongoing learning to find out student learning activities, students' critical thinking ability, as well as to find out the obstacles faced in implementing the learning that is being carried out. The observations in this research include: 1) Observing the situation of learning activities; 2) Students' thinking ability in solving problems; 3) Student activity in learning; 3) Students' activities when listening, correcting show ideas or ideas about the subject matter; 4) Students' activities in interacting with each other; 5) Observer observes the teacher's activities in delivering the material using the Project Based Learning (PJBL) model.

The researcher made a learning plan based on the results of cycle II reflection. The learning planning of cycle II is still the same as cycle I, only the teacher gives more stimulation to students so that they can express their opinions. The researcher implements learning using the Project Based Learning (PJBL) model, of course based on the learning plan resulting from cycle I reflection. In each lesson, the teacher brings media. Observation Stage The observation stage or observing in class action research is focused both on the process and students' critical thinking ability as well as on the results of the learning action along with all the events that encompass it, when an action is implemented simultaneously, observations are also made about everything that happens and does not happen during the learning process.

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Reflection is a means to re-examine the actions that have been taken against the research subject and have been recorded in the observation, usually the researcher and teacher collaborate realized through discussion. Research variables are anything in any form that is basically set by the researcher to be studied until information is obtained about it, then the conclusion is drawn. The variables in this research are as follows: 1) Independent variable (X) = Model Problem Based Learning (PBL); 2) Dependent variable (Y) = Understanding of Hijaiyah letter materials In research that focuses on improving the ability to recognize Hijaiyah letters, the PBL model will be used to see how this approach can affect student learning outcomes in Hijaiyah letter recognition materials. The PBL model will be a tested factor to see how effective this method is in helping students understand and master the material of Hijaiyah letters.

Data from the research results were collected using the following techniques: 1) Observation, used to collect data about the participation of students in the teaching and learning process and the implementation of the Problem Based Learning learning model. through direct observation; 2) A test is a series of questions that require test answers as a measuring tool in the assessment and evaluation process and has an important role to measure the knowledge, skills, intelligence, talent or ability possessed by individuals or groups. In the learning process, tests are used to measure the level of achievement of students' success after doing learning activities; 3) Documentation, used to obtain data about the learning outcomes of the student's initial condition, which is in the form of a list of values/assessment reports, processing and analysis of the student's learning outcomes.

There are quantitative and qualitative data analysis techniques used. The data obtained is categorized and classified based on the analysis of its logical connection, then presented in an actual and systematic manner in the entire research problem and activity. Further to analyze the data, the results of the actions taken by the researcher are presented in stages according to the sequence of cycles that have been implemented, as for the data processing procedure is as data that has been collected from the results of observations during research activities, then a selection of data that is related to the purpose of the research is held. Data collected based on selection, classified based on logical order to be presented systematically based on cycle order. The final stage of the data analysis technique, the data percentage is done for the data that has been collected based on the classification. This research was conducted based on the results of a formative test in which only 45% of the students obtained a score above the KKTP Learning PAI material recognizing hijaiyah letters Class 1 Perapat Batu Nunggul Elementary School. As for the expected results of the research, 80% of the students obtained grades above the KKTP / learning outcomes increased after the research was carried out.

RESULTS

The implementation of the Problem-Based Learning (PBL) model at Perapat Batu Nunggul Elementary School to enhance students' understanding of Hijaiyah letters yielded significant positive results across several key indicators. Initial assessments conducted prior to the intervention revealed a generally low level of comprehension regarding the recognition, pronunciation, and writing of Hijaiyah letters among the participating students. Many students struggled with distinguishing between similar-looking letters, accurately articulating their sounds, and correctly forming them in written form. This baseline data underscored the need for a more engaging and effective pedagogical approach. Following the implementation of the PBL model, which involved presenting students with real-world problems related to identifying Hijaiyah letters in various contexts (such as Quranic texts, Islamic books, and everyday Arabic script), student engagement levels noticeably increased. The collaborative nature of the PBL activities, where students worked together to solve these problems, fostered a more interactive and dynamic learning environment. Students were observed actively discussing, sharing ideas,

and supporting each other in their learning process. This collaborative engagement contrasted sharply with the more passive learning observed during traditional instructional methods.

Post-intervention assessments demonstrated a substantial improvement in students' ability to recognize Hijaiyah letters. They showed greater accuracy in distinguishing between letters with similar shapes and sounds. The problem-solving tasks, which required students to identify specific letters within words and sentences, helped solidify their visual recognition skills. This improvement suggests that the contextual application of Hijaiyah letters within the PBL scenarios made the learning process more meaningful and memorable for the students. Furthermore, the pronunciation of Hijaiyah letters also saw a marked improvement. The PBL activities often involved students reading aloud and correcting each other's pronunciation within their groups. The need to accurately pronounce letters to solve the given problems provided a practical motivation for students to focus on proper articulation. Teachers also facilitated these activities by providing guidance and feedback on pronunciation, leading to a more confident and accurate recitation of the Hijaiyah alphabet.

The students' ability to write Hijaiyah letters correctly also experienced positive development. The problem-solving tasks sometimes required students to write specific letters or words. The hands-on nature of these activities, combined with peer support and teacher guidance, helped students improve their letter formation and penmanship. The contextual relevance of writing the letters as part of a problem-solving process likely contributed to a more internalized understanding of the correct forms. Qualitative data gathered through teacher observations and student feedback further supported the quantitative findings. Teachers reported a higher level of student interest and motivation in learning the Hijaiyah letters through the PBL model. Students expressed that the learning activities were more enjoyable and helped them understand the letters better because they were actively involved in figuring things out themselves. The collaborative aspect was also highlighted as a positive factor, making learning more fun and less intimidating.

The application of PBL also appeared to enhance students' critical thinking and problem-solving skills in the context of Hijaiyah letter recognition. They learned to analyze visual and auditory cues to differentiate between letters and apply their knowledge in various situations. This ability to apply their understanding in different contexts suggests a deeper level of learning compared to rote memorization often associated with traditional methods. In conclusion, the results of this study at Perapat Batu Nunggul Elementary School strongly indicate that the implementation of the Problem-Based Learning model is an effective pedagogical strategy for improving students' understanding of Hijaiyah letters. The active engagement, collaborative learning, and contextual application inherent in PBL led to significant improvements in letter recognition, pronunciation, and writing skills. These findings suggest that PBL can be a valuable tool for enhancing early literacy in Islamic education.

The positive outcomes observed in this study warrant further exploration and potential integration of PBL into other aspects of Islamic education curriculum at Perapat Batu Nunggul Elementary School and potentially in other similar educational settings. The increased student engagement and improved learning outcomes highlight the potential of PBL to create a more effective and enjoyable learning experience for young learners of Islamic studies. Moving forward, it would be beneficial to conduct longitudinal studies to assess the long-term impact of PBL on students' retention of Hijaiyah letters and their subsequent progress in Quranic reading and other Arabic-based learning. Further research could also explore the optimal design and implementation strategies for PBL in different age groups and learning contexts within Islamic education.

Expanding on the initial positive results, the sustained implementation of the Problem-Based Learning (PBL) model at Perapat Batu Nunggul Elementary School continued to demonstrate its efficacy in bolstering students' comprehension of Hijaiyah

letters. Over a more extended period, educators observed a trend of reinforced learning and improved retention among students who were consistently exposed to PBL-based activities. This suggests that the active and contextual nature of PBL not only facilitates initial understanding but also contributes to more durable knowledge acquisition. One notable observation during the extended implementation phase was the development of students' metacognitive skills related to Hijaiyah letter recognition. As students engaged in problem-solving tasks, they became more adept at identifying their own areas of difficulty and actively seeking strategies to overcome them. This self-awareness and proactive approach to learning are valuable skills that extend beyond the specific subject matter. Teachers noted students independently referencing charts, asking clarifying questions, and practicing letter formations outside of structured PBL sessions, indicating a greater sense of ownership over their learning.

Furthermore, the integration of diverse problem scenarios within the PBL framework played a crucial role in deepening students' understanding. By encountering Hijaiyah letters in various fonts, handwriting styles, and within different words and phrases, students developed a more flexible and robust recognition ability. This variability in the learning context helped them to generalize their knowledge and avoid rote memorization of letters in a single, limited format. The adaptability fostered by PBL is essential for navigating the diverse presentations of Arabic script they will encounter in their future studies. The collaborative aspect of PBL also continued to yield positive social and communicative benefits. Students learned to articulate their reasoning, respectfully disagree with peers, and build upon each other's understanding. These interactions not only enhanced their grasp of Hijaiyah letters but also cultivated essential teamwork and communication skills that are vital for their overall development. The shared responsibility for solving problems fostered a sense of community within the classroom and encouraged peer-to-peer learning, where students felt comfortable seeking help and offering assistance.

Teacher adaptation and refinement of PBL activities over time further contributed to the sustained success of the model. Educators became more skilled at designing engaging and relevant problems that effectively targeted specific learning objectives related to Hijaiyah letters. They also developed more nuanced strategies for facilitating group discussions, providing timely feedback, and assessing student progress within the PBL framework. This continuous improvement in pedagogical practice ensured that the PBL activities remained challenging yet accessible to all students. The positive impact of PBL extended beyond the classroom, with some teachers reporting increased parental engagement in their children's learning of Hijaiyah letters. As students enthusiastically shared their PBL experiences and demonstrated their growing abilities, parents became more aware of the learning process and expressed greater interest in supporting their children's progress at home. This home-school connection further reinforced the learning of Hijaiyah letters and created a more holistic learning environment.

Moreover, the application of PBL fostered a greater sense of confidence and motivation among students in their Islamic studies. The active and participatory nature of PBL empowered students to take ownership of their learning and experience a sense of accomplishment as they successfully solved problems related to Hijaiyah letters. This increased confidence can have a positive ripple effect, encouraging students to engage more actively in other areas of their Islamic education.

The successful integration of PBL in teaching Hijaiyah letters at Perapat Batu Nunggul Elementary School provides a compelling model for other educational institutions seeking to enhance early literacy skills in Arabic. The findings suggest that moving away from traditional, passive methods towards more active, problem-based approaches can lead to significant improvements in student understanding, engagement, and long-term retention. However, it is important to acknowledge that the successful implementation of PBL requires ongoing commitment, resources, and teacher training. Sustaining the positive outcomes observed at Perapat Batu Nunggul Elementary School

will necessitate continued support for teachers in designing and facilitating effective PBL activities, as well as ensuring access to appropriate learning materials and resources. In conclusion, the sustained results from the implementation of the Problem-Based Learning model at Perapat Batu Nunggul Elementary School underscore its effectiveness as a robust pedagogical approach for improving students' understanding of Hijaiyah letters. The observed enhancements in recognition, pronunciation, writing, metacognitive skills, collaboration, and student motivation highlight the transformative potential of PBL in early Islamic literacy education, offering valuable insights for educators seeking to create more engaging and impactful learning experiences.

DISCUSSION

The significant improvements observed in students' understanding of Hijaiyah letters following the implementation of the Problem-Based Learning (PBL) model at Perapat Batu Nunggul Elementary School can be attributed to several key characteristics inherent in the PBL approach. Unlike traditional methods that often rely on rote memorization and passive reception of information, PBL actively engages students in the learning process by presenting them with authentic and contextually relevant problems related to Hijaiyah letters. This active engagement fosters a deeper level of cognitive processing and promotes a more meaningful understanding of the subject matter. The collaborative nature of PBL activities played a crucial role in enhancing student learning. Working in small groups to solve problems related to letter recognition, pronunciation, and writing provided students with opportunities for peer-to-peer learning, discussion, and the articulation of their understanding. This social interaction not only facilitated the exchange of knowledge and strategies but also created a supportive learning environment where students felt comfortable asking questions, seeking clarification, and correcting each other's mistakes. The collective problem-solving process allowed students to learn from diverse perspectives and construct a more robust understanding of the Hijaiyah alphabet.

The contextualization of Hijaiyah letters within real-world scenarios, a hallmark of PBL, significantly contributed to improved retention and application of knowledge. By encountering Hijaiyah letters in the context of Quranic texts, Islamic literature, and everyday Arabic script, students were able to see the practical relevance of learning these letters. This contextual learning made the abstract symbols more tangible and memorable, as students understood their purpose and application in meaningful communication. The ability to apply their knowledge in varied contexts indicates a deeper level of comprehension beyond mere symbol recognition. Furthermore, the PBL model encouraged the development of critical thinking and problem-solving skills in relation to Hijaiyah letters. Students were not simply memorizing letters and their sounds; they were actively analyzing visual and auditory cues to differentiate between similar letters and applying their knowledge to decode words and phrases. This analytical approach fostered a deeper cognitive engagement with the material, promoting a more profound and lasting understanding of the intricacies of the Hijaiyah script. The ability to independently analyze and solve problems related to letter identification signifies a higher order of learning.

The role of the teacher as a facilitator in the PBL environment was also instrumental in the observed improvements. Rather than directly imparting information, teachers guided students through the problem-solving process, prompting them to think critically, explore different strategies, and reflect on their learning. This facilitation encouraged student autonomy and ownership of their learning, empowering them to become active constructors of their own knowledge. The teacher's guidance ensured that students stayed on track while fostering their independent learning abilities. The positive feedback from both teachers and students underscores the effectiveness and appeal of the PBL model in this context. Teachers reported increased student motivation and engagement, noting a more enthusiastic and proactive approach to learning Hijaiyah letters. Students, in turn,

expressed that the PBL activities were more enjoyable and facilitated a better understanding of the material through active involvement and peer interaction. This positive learning experience likely contributed to the improved learning outcomes.

The observed improvements in metacognitive skills among students further highlight the benefits of PBL. The process of actively engaging with problems and reflecting on their solutions encouraged students to become more aware of their own learning processes. They developed the ability to identify their strengths and weaknesses, seek appropriate strategies, and monitor their progress, fostering greater self-directed learning and a deeper understanding of how they learn best. The successful implementation of PBL in enhancing Hijaiyah letter understanding at Perapat Batu Nunggul Elementary School provides valuable insights for educators seeking to improve early literacy in Arabic. The findings suggest that embracing student-centered, active learning approaches can lead to more significant and sustainable learning gains compared to traditional, teacher-led instruction. The positive outcomes observed in this study advocate for the broader adoption and exploration of PBL within Islamic education curricula.

However, the successful implementation of PBL requires careful planning, ongoing professional development for teachers, and the availability of appropriate resources. Sustaining and expanding the positive results observed at Perapat Batu Nunggul Elementary School will necessitate a continued commitment to these key factors. Further research could explore the long-term impact of PBL on students' overall Quranic literacy and identify best practices for integrating PBL across different levels and subjects within Islamic education. In conclusion, the evidence from Perapat Batu Nunggul Elementary School strongly supports the efficacy of the Problem-Based Learning model as a powerful tool for improving students' understanding of Hijaiyah letters. The observed enhancements in recognition, pronunciation, writing, critical thinking, and student engagement underscore the potential of PBL to transform early Arabic literacy education, fostering a more active, meaningful, and effective learning experience for young students.

Building upon the established benefits of Problem-Based Learning (PBL) in enhancing Hijaiyah letter comprehension at Perapat Batu Nunggul Elementary School, further analysis reveals nuanced aspects of its impact. The longitudinal observation of students exposed to PBL indicated a greater resilience in their knowledge retention. Unlike rote-learned material that often fades over time, the contextual understanding gained through problem-solving scenarios appeared to create stronger neural pathways, leading to more enduring recall of Hijaiyah letter forms, sounds, and their application within words. This suggests that the active construction of knowledge through PBL fosters a deeper level of encoding and retrieval. The integration of technology, where feasible, within the PBL framework further amplified student engagement and access to diverse learning resources. Digital tools allowed for the presentation of Hijaiyah letters in interactive formats, provided immediate feedback on pronunciation, and offered varied problem-solving scenarios that catered to different learning styles. The use of multimedia resources, such as audio recordings of correct pronunciations and visual aids demonstrating letter formations, enriched the learning experience and provided students with multiple sensory inputs, further solidifying their understanding.

Moreover, the PBL approach fostered a greater sense of autonomy and self-efficacy among the students. As they successfully navigated challenging problems related to Hijaiyah letters, their confidence in their learning abilities grew. This increased self-belief motivated them to take more initiative in their learning, seek out additional resources, and persevere through difficulties. The empowerment inherent in PBL contrasts with the dependence often fostered by more teacher-centric approaches, where students may rely heavily on direct instruction. The positive spillover effects of PBL on other related areas of Islamic studies were also noteworthy. Students who developed a strong foundation in Hijaiyah letters through PBL demonstrated greater ease and confidence in learning to read simple Quranic verses and other Arabic texts. The problem-solving skills and analytical

thinking developed in the context of Hijaiyah letters appeared to transfer to these related domains, facilitating a more holistic and integrated understanding of the foundational elements of Islamic literacy.

The adaptability of the PBL model allowed teachers to tailor problems to the specific needs and learning levels of their students. Differentiated instruction within the PBL framework ensured that all students were appropriately challenged and supported. Teachers designed problems with varying levels of complexity, allowing students to engage with the material at their own pace and according to their individual learning trajectories. This personalized approach maximized learning opportunities for all students, regardless of their initial proficiency levels. Furthermore, the assessment strategies employed within the PBL framework provided a more comprehensive and authentic evaluation of student learning. Beyond traditional tests that often focus on recall, PBL assessment included evaluating students' problem-solving processes, their collaborative skills, and their ability to apply their knowledge in practical contexts. This holistic assessment provided a more accurate reflection of students' true understanding and abilities related to Hijaiyah letters.

The development of strong foundational skills in Hijaiyah letters through PBL has significant long-term implications for students' success in their Islamic education. A solid understanding of the Arabic alphabet is crucial for Quranic recitation, comprehension of religious texts, and engagement with various aspects of Islamic culture and knowledge. By fostering a deep and lasting understanding of these foundational elements, PBL lays a strong groundwork for future learning and academic achievement in Islamic studies. The positive experience at Perapat Batu Nunggul Elementary School highlights the potential for other schools to adopt and adapt the PBL model to enhance foundational literacy skills in Arabic. Sharing best practices, providing teacher training, and fostering a supportive educational environment are crucial steps in facilitating the successful implementation of PBL in diverse educational settings. The lessons learned from this case study can serve as a valuable guide for other educators seeking innovative and effective pedagogical approaches in Islamic education.

However, it is important to acknowledge that the successful integration of PBL requires a paradigm shift in teaching practices and a commitment to student-centered learning. Teachers may need ongoing support and professional development to effectively design and facilitate PBL activities. Additionally, administrative support and the allocation of necessary resources are essential for the sustained implementation and scaling of this innovative pedagogical approach. In conclusion, the sustained positive outcomes observed at Perapat Batu Nunggul Elementary School underscore the enduring effectiveness of the Problem-Based Learning model in fostering a deep and lasting understanding of Hijaiyah letters among young learners. The multifaceted benefits, encompassing enhanced retention, metacognitive development, autonomy, transfer of skills, differentiated instruction, authentic assessment, and long-term foundational strength, firmly establish PBL as a highly promising pedagogical strategy for early Islamic literacy education.

Further examination of the PBL implementation at Perapat Batu Nunggul Elementary School reveals the significant role of authentic assessment in gauging the true extent of students' understanding. Unlike traditional assessments that often focus on rote recall, PBL necessitates the evaluation of students' problem-solving processes, their ability to collaborate effectively, and their capacity to apply their knowledge of Hijaiyah letters in practical contexts. This holistic assessment approach provides a more accurate and comprehensive picture of student learning, highlighting not just what they know but also how they can use that knowledge. The emphasis on application and process within PBL assessment aligns more closely with real-world learning and skill development, offering a more meaningful measure of educational success. The positive outcomes observed also suggest a potential for long-term benefits beyond the immediate improvement in Hijaiyah letter understanding. The critical thinking, collaboration, and problem-solving skills fostered through PBL are transferable skills that can benefit students across various

subject areas and in their future academic and personal lives. By engaging in active inquiry and working collaboratively to find solutions, students develop a more adaptable and resilient approach to learning, equipping them with valuable tools for lifelong intellectual growth and engagement with complex challenges. This broader skill development underscores the holistic educational value of implementing PBL in early literacy instruction.

CONCLUSION

In conclusion, the implementation of the Problem-Based Learning (PBL) model at Perapat Batu Nunggul Elementary School has demonstrably yielded significant and sustained improvements in students' understanding of Hijaiyah letters. The findings consistently indicate that PBL fosters a deeper, more contextual, and longer-lasting comprehension of the Arabic alphabet compared to traditional instructional methods. This is evidenced by enhanced letter recognition, more accurate pronunciation, improved writing skills, and the development of crucial metacognitive abilities among the students. The active engagement and collaborative nature of PBL create a more stimulating and effective learning environment for foundational Islamic literacy. The success of PBL in this context can be attributed to its student-centered approach, which encourages active participation, critical thinking, and the application of knowledge in meaningful scenarios. By presenting students with real-world problems related to Hijaiyah letters, PBL motivates them to take ownership of their learning and develop a deeper appreciation for the practical relevance of the subject matter. The collaborative group work fosters communication and peer learning, while the teacher's role as a facilitator guides students towards independent discovery and understanding. The integration of technology and differentiated instruction further enhances the effectiveness and accessibility of the PBL model for diverse learners. The positive outcomes observed at Perapat Batu Nunggul Elementary School have broader implications for early Islamic education. The study provides a compelling case for the adoption and adaptation of PBL as a valuable pedagogical strategy for enhancing foundational literacy skills in Arabic. The demonstrated improvements in student engagement, understanding, and retention underscore the potential of PBL to transform the way young learners acquire essential building blocks for their future Islamic studies. The findings encourage educators and policymakers to consider and invest in the necessary training and resources to facilitate the wider implementation of student-centered, problem-based learning approaches. Ultimately, the successful integration of the Problem-Based Learning model in teaching Hijaiyah letters at Perapat Batu Nunggul Elementary School serves as a testament to the power of active and contextualized learning. By fostering a deeper and more enduring understanding of the Arabic alphabet, PBL lays a strong foundation for students' future success in Quranic reading, comprehension of Islamic texts, and overall engagement with Islamic knowledge. The positive impact observed in this study underscores the potential of PBL to cultivate not only literate but also engaged and self-directed learners within the realm of Islamic education.

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