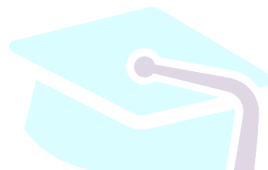# Problem Based Learning Model to Improve Students' Conceptual Understanding of Ablution Material at SD Negeri Tenembak Alas

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**Abstract:** This research aims to explore the effectiveness of the Problem Based Learning (PBL) learning model in improving the understanding of class 2B Tenembak Alas Elementary School students on the material of ablution procedures. PBL was chosen because this approach encourages students to actively participate in the learning process and relate knowledge to real situations. Through this approach, it is hoped that students will not only understand the concept of ablution, but also be able to apply it in their daily lives. The research method used is class action with two cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. In its implementation, students are given problems related to ablution procedures that they must discuss and solve in groups. This activity is expected to increase students' curiosity and ability to work together in groups. Data was collected through an initial test and a final test to measure student understanding before and after the application of the PBL model. In addition, observation of student activities is also done to assess the level of engagement and interaction during the learning process. The results of the data analysis show that there is a significant increase in students' understanding of ablution procedures after the application of the PBL model. The average value of students' final test increased compared to the initial test, reflecting a substantial increase in understanding. In addition, observations show that students are more active in participating, asking questions, and discussing during learning. The involvement of students in groups makes them better understand the steps in practical ablution. This research concludes that the Problem Based Learning model is effective in improving students' understanding of ablution procedures. With an interactive and contextual approach, students not only learn theoretically but can also apply that knowledge in everyday life. Therefore, the application of PBL can be an interesting and useful alternative learning strategy in primary schools.

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

## INTRODUCTION

Learning Islam is one of the important aspects of basic education, especially for 2nd grade students. One of the materials taught is the procedure of ablution, which is a fundamental part of performing prayer. Ablution' is not just about cleaning oneself, but also has spiritual values and discipline that need to be instilled from an early age. However, in practice, many students find it difficult to understand and remember the steps of ablution

correctly. This is due to conventional teaching methods that tend to be monotonous and less interactive. As a result, students not only lack understanding of the theory, but also often make mistakes in the daily practice of ablution.

The Problem Based Learning (PBL) method allows students to learn through solving real problems that are relevant to their lives. In the context of learning ablution procedures, this method can help students more easily understand and remember the steps of ablution through direct experience and group discussion. PBL also encourages students to think critically, work together, and develop problem solving skills. With that background, the application of the Problem Based Learning method in the learning of ablution procedures in 2nd grade is expected to improve students' understanding and skills in performing ablution correctly. In addition, this method is also expected to foster spiritual awareness and discipline in students from an early age. The Problem Based Learning (PBL) model often involves solving complex problems and in-depth discussions. For 2nd grade students, who are still at an early stage of cognitive development, this model may be too complicated and needs to be adjusted to suit their thinking ability. The PBL model requires a longer time to facilitate the learning process, starting from giving problems, discussion, to reflection. In a class with a busy schedule, it may be difficult to allocate enough time for this approach

Teachers may not have enough experience or training in applying PBL. PBL requires specific skills in planning relevant problems, facilitating discussions, and evaluating the learning process. 2nd grade students often need clear structure and guidance in their learning. The more open and problem-based method of PBL may feel less structured compared to the more direct and organized approach. Assessment in the PBL model can be more complex and require continuous formative assessment, which may be difficult to implement in a classroom context with many students. Schools may face difficulties in effectively evaluating student progress and understanding.

Research by Hmelo-Silver (2004): Hmelo-Silver in a study titled "Problem-Based Learning: What and How Do Students Learn?" found that PBL is effective in improving students' understanding of complex material by relating learning to practical experience. Students not only learn theory but also apply concepts in relevant contexts. Research by Schmidt et al. (2007): This research shows that PBL increases students' motivation and their involvement in learning because this approach encourages students to actively participate in the problem-solving and decision-making process. Research by Johnson & Johnson (2009): This research shows that PBL involving group work can improve students' social skills and collaboration. Students learn to communicate, negotiate, and work together in groups to solve problems.

## METHODS

Class Action Research (CAR) is a form of Classroom Action Research that focuses on improving learning practices through action cycles. This research was conducted in the classroom environment with the aim of improving the quality of the learning process directly. By following the cycle of planning, implementation, observation, and reflection, CAR enables educators to identify problems, apply solutions, and make continuous improvements to improve student learning outcomes. Research design in Classroom Action Research (CAR) includes systematic planning of the action cycle to be taken, which includes problem identification, action planning, implementation, observation, and reflection. This design enables educators to continuously improve learning practices through data-based actions and reflection, ensuring that the changes implemented are effective and relevant to student needs.

This initial stage involves identifying and explaining the problems faced in class. This can include analysis of learning outcomes, student feedback, or observation of behavior in class. Setting specific goals to be achieved to overcome the problem. These goals should be clear and measurable. Apply actions or strategies that have been planned

in learning activities in class. This includes the introduction of new methods or changes in teaching approaches. Record the implementation process, including how actions are applied, student reactions, as well as obstacles that may be encountered during implementation. This documentation is important for analysis at the next level.

Collect data related to the implementation of actions and their impact. This data can be in the form of observation notes, test results, student feedback, or other relevant data. Analyze the data collected to evaluate the effectiveness of actions. This analysis helps in understanding whether the actions applied are successful in achieving the set goals. Analyze the results of the data and evaluate whether the actions applied achieve the desired goals. This evaluation involves evaluating the success of actions and identifying areas that need to be improved. Based on the results of reflection, planning adjustments or improvements for the next cycle. This could involve changes in teaching strategies, method modifications, or additional actions needed.

group discussion method with a learning product approach. Thus, the independent variable in this research is an action or intervention that is applied to improve students' understanding of ablution procedures. This independent variable functions as a tool to influence and see changes in the dependent variable (expected result), namely student understanding. The population in this research is all 2nd grade students of Negeri Tenembak Alas SD. This population includes all students enrolled in class 2 in the academic year of 2024. This population is used as the target group from which data will be obtained to measure their understanding of ablution procedures as well as evaluate the effectiveness of the group discussion method with the Project Based Learning approach.

This research uses the class action research method (CAR) with a qualitative and quantitative approach to see how the application of the Problem Based Learning (PBL) learning model can improve students' understanding of the ablution material at Tenembak Alas Elementary School. This research aims to analyze the implementation of PBL in the context of Islamic religious learning, especially on ablution material, and its impact on students' understanding and skills in performing ablution correctly. This research is done in two cycles, each of which consists of planning, implementation, observation, and reflection. Each cycle is carried out in four meetings with a duration of 90 minutes. In the first cycle, the teacher introduced ablution materials using lecture and demonstration methods, but in the second cycle, the PBL learning model was applied to see changes in the way students understood and practiced ablution.

The application of PBL begins by identifying problems that are relevant to students' daily lives, such as the question, "What should be done if we forget to perform ablution?" or "How to perform ablution correctly according to Islamic teachings?" Students are then divided into small groups to discuss and find solutions to the problem. Each group was given the task of compiling the correct ablution steps and demonstrating ablution in front of the class. The teacher acts as a facilitator, giving instructions and clarification when there is confusion. Data collection in this research uses two main instruments: an understanding test about ablution and class observation. Comprehension tests are given before and after the implementation of the cycle to measure the extent to which students understand the ablution material. This test consists of multiple choice questions and descriptions related to the stages of ablution and the meaning of each movement in ablution. In addition, class observations were conducted to assess student interaction during the group discussion process and ablution practice.

Quantitative data was obtained from the results of students' comprehension tests, which were analyzed using descriptive statistics to find out changes in comprehension scores before and after the application of PBL. Qualitative data is obtained from the results of observations recorded by researchers and teachers, which focus on the involvement of students in discussions, observation of students' ability to perform ablution, and how students help each other in the learning process. This observation also provides an overview of class dynamics and the extent to which students feel comfortable and motivated with this learning model. During the implementation of PBL, the feedback given

by the teacher plays an important role in improving student understanding. The teacher provides clarification when mistakes or confusion are found during the ablution demonstration and corrects students' understanding that is not yet accurate. On the other hand, students are given the opportunity to ask questions and discuss matters that are poorly understood, which increases their confidence and ability to perform ablution correctly.

The results of this research are expected to provide new insight into the benefits of applying the PBL model in improving students' understanding, especially on ablution material. By inviting students to actively participate and think critically in solving problems, PBL can help students to not only memorize the steps of ablution, but also understand the meaning and importance of each stage in performing ablution. This research is also expected to contribute to the development of learning methods in primary schools, especially in the context of Islamic religious education. Thus, the results of this research will hopefully be able to provide recommendations for teachers at SD Negeri Tenembak Alas, as well as other schools, to apply the PBL model in the learning of Islamic religious material, especially in practical materials such as ablution. The application of this model not only improves student understanding, but also provides a pleasant learning experience that is more relevant to students' daily lives.

The sample is part of the population selected to be involved in this research. in class action research, the sample often refers to all the students in the class who are the subject of the research, especially if the number is not too large. for this research until it consists of 2nd grade students of Negeri Tenembak Alas SD who will be the main research subjects. if class 2 consists of several groups then one of the groups or the entire group of class 2 will be selected as a sample. Data collection is done to obtain as much data or information as possible needed to achieve the research objectives, namely: 1) Observation/direct observation; 2) Direct observation is carried out when the students perform the ablution procedure, to find out how the students perform the ablution procedure and the manners of performing the ablution procedure; 3) 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; 4) Documentation. The documentation used in this research is the value of the learning outcomes of performing ablution, which was obtained through practice and written tests by the students of Class 2 Tenembak Alas Elementary School. This class action research is carried out for a minimum of two cycles. Each cycle consists of 1 meeting (3 x 45 minutes).

## RESULTS

When learning in class, many students do not pay attention, have difficulty concentrating, chat and joke, and some disturb their friends, and the students' interest in learning Islamic Education is less. This can be seen from the learning results of the students, where the results of the repetition of most of the students show numbers below the KKTP 70. A total of 40% of the students have completed the KKTP, and 60% are below the KKTP. This can also be influenced by the fact that teachers in delivering learning material are still lecturing and less utilizing the available media.

Based on the learning results data in cycle 1, the research on the improvement of the learning of students in class 2B Tenembak Alas SD Negeri Tenembak Alas School Year 2024/2024, the subject of Islamic Religious Education in Explaining and Presenting the procedure of ablution, shows that there are some students who obtained grades below KKTP, namely 3 people, with the lowest score of 47, while students who obtained grades above KKM, there were 12 students with the highest score of 98, the average grade obtained by class 2 B was 78.5. The completeness of learning achieved by students of class 2 B SD Negeri Tenembak Alas is 70%. Classically, students have not been said because the

completeness set in the action research of this class is 80% while what was achieved is only 70%. Therefore, it is necessary to continue the second cycle and improve learning. In detail, the writer will display as follows: 1) Students who get grades above KKTP there are 12 people or 70%; 2) Students who get grades according to KKTP are absent or 0%; 3) There are 3 or 30% of students who scored below the KKTP.

At this stage, an analysis of all the evaluation results, both regarding the process and the results, is done. The results of the research are used as material to reflect on the results. The result of the reflection is used as a guideline to compile an improvement plan in cycle II. From the result of reflection on the weaknesses found in cycle I, the researcher will continue to improve learning in cycle II while maintaining the advantages of cycle I. The activity carried out in planning in the second cycle is to reorganize the learning implementation plan by referring to the weaknesses in the first cycle that need to be improved.

The activities carried out by researchers in this planning stage are: 1) Compiling learning tools in the form of Teaching Modules planned with the Problem Based Learning (PBL) learning model with action steps that begin with opening activities (opening greetings, praying, asking for news, absenteeism, motivating, sparking questions and conveying the learning objectives of the material to be studied). The next steps of the Core activities are carried out according to PBL syntax, namely (Orienting students in the problem, Organizing students to learn, Guiding individual and group research, Developing and presenting the work and Analyzing and evaluating the problem-solving process). The last step is the closing activity (the teacher invites the students together to draw a conclusion from the learning that has been carried out, then the teacher concludes the final result from the learning and closes with praise and prayer); 2) Prepare student worksheets (LKPD); 3) Prepare learning media in the form of videos and stationery as needed; 4) Compile and prepare test questions for students. Tests will be given at the end of each meeting; 5) Prepare equipment to document the activities of teachers and students, in this research using mobile phone cameras to document in the form of photos.

The activities carried out in the implementation of learning are as follows: 1) The initial activities carried out by the teacher are greeting, praying, absenting students, managing the class, apperception, motivating students by asking and answering and conveying the purpose of learning; 2) The core activity begins with the teacher orienting the students with the problem, first the students are invited to listen to a video learning material on the procedure of ablution, then the teacher gives a story where there is a child named Ahmad who has difficulties in performing ablution correctly. Ahmad is worried that if his ablution is not valid, then his prayer is also invalid. Next, the teacher organizes the students into 3 groups, to solve Ahmad's problem. the teacher guides the group research by going around from one group to another to provide guidance and ensure the discussion goes well, then the students develop and present the results of the work with each group asked to present the results of their discussion in front of the class explaining the solutions they found and the steps proposed to help the children in the story, the teacher gives feedback and corrects if there are any misunderstandings, then the students analyze and evaluate the results of the discussion that has been presented and collect the results of the discussion and lkpd that have been completed with their group and the teacher helps the students in analyzing and evaluate the results of the group discussion presented; 3) The closing activity of the teacher reviews the important points that have been learned and the teacher and the students conclude the material that has been learned. Students are reminded to study at home. Students together with the teacher close the learning by praying and greeting.

Based on the learning results data in cycle II, the research on improving the learning of 2nd grade Tenembak Alas SD Negeri SD for the 2024/2025 academic year in the Islamic Religious Education subject of understanding the procedures of ablution, shows that all students have achieved KKTP. the lowest score is 80, while all students have obtained scores above KKM. The highest score of 100 is the average value obtained in class 2 91.40.

The completeness of learning achieved by 2nd grade SD Tenembak Alas students is 100%. From table 4.3 it can be concluded that the learning plan of cycle I at the first meeting through the Problem Based Learning (PBL) learning model to improve the learning outcomes of students in the subjects of Islamic Religious Education and Material Morality to understand the procedures of ablution' shows the observational evaluation results which are enough to reach an average of 82 out of a maximum value of 100.

This research successfully revealed that the application of the Problem Based Learning (PBL) learning model in the learning of ablution material at Tenembak Alas Elementary School had a significant impact on students' understanding of the stages of ablution. Through the two cycles that were implemented, the data obtained showed a clear improvement in student understanding, both qualitatively and quantitatively. In the first cycle, before the implementation of PBL, the students' understanding test showed that the majority of students had an inadequate understanding of the procedures for ablution. Some students identified the wrong steps, and there are still some who do not understand the sequence or meaning of each ablution movement. In general, the average test score before the application of PBL was 60, which shows that their understanding of the ablution material is relatively low.

However, after the application of the PBL model in the second cycle, the results of the students' understanding test showed a significant improvement. The average test score after the second cycle increased to 85, which shows a significant improvement. The results of this test proved that the application of PBL succeeded in improving students' understanding of the stages of ablution. This is in line with the main purpose of this research, which is to improve students' understanding of ablution material through a more active and problem-based learning model. The increase in this score can be seen more clearly in some aspects of the ablution material. For example, in the previous test, many students were still confused by the sequence of ablution steps, such as how to properly wash hands, face, and feet. However, after applying PBL, students can identify and practice each step of ablution more accurately. At the group discussion level in PBL, students share their understanding and correct mistakes that occur, which ultimately helps them achieve a better understanding.

Observations made during learning also support this finding. In the first cycle, students look passive in the learning process. Many of them just listen to the teacher explain and do not actively participate in the discussion. However, after the application of PBL in the second cycle, there was a significant increase in student involvement. Students are more active in asking questions, discussing, and demonstrating the steps of ablution in front of the class. They seem more confident in performing ablution and are more interested in learning the practical details of correct ablution procedures. In addition, observations also show that students feel more motivated with the PBL approach. This problem-based approach gives them the opportunity to think critically and solve problems that are directly related to their daily lives, such as questions about conditions that invalidate ablution or how to properly perform ablution while traveling. This increases students' sense of ownership of the learning material and makes them feel that what they learn is relevant to their lives.

Interaction between students also showed significant improvement. In group discussions, students help each other to solve the problems given. They worked together in finding solutions and demonstrated ablution in turn, which showed an increase in cooperation and communication between students. This kind of discussion not only deepens students' understanding, but also develops their social skills, such as teamwork and public speaking skills. One of the important findings in this research is that the PBL model helps students to not only memorize the stages of ablution, but also understand the meaning and purpose of each movement in ablution. For example, students not only understand that washing the face is one of the steps of ablution, but also begin to understand that cleaning the face symbolizes self-purity before worshiping God. This kind

of understanding cannot be achieved only through lectures or direct demonstrations without the active involvement of students.

The application of the PBL model also has a positive impact on students' ability to solve problems related to ablution. During the group discussion, students were asked to find solutions to problems given by the teacher, such as "What if we don't have water for ablution?" or "What should be done if we forget a part of ablution?" This makes students more critical in analyzing the situation and finding the right solution based on their understanding of Islamic teachings. This kind of discussion not only improves their understanding of ablution, but also sharpens their critical thinking skills.

Although there has been a significant improvement, challenges remain in the application of the PBL model. Some students initially found it difficult with the learning method that required them to participate more actively. Some students who are more introverted or less confident feel awkward when asked to speak in front of the class or demonstrate the steps of ablution. Therefore, it is important for teachers to provide support and encouragement so that all students feel comfortable and motivated in the learning process. However, with the right guidance, this challenge can be overcome. Teachers play a very important role in guiding students during the PBL process, ensuring that each student feels involved and valued. Teachers also provide constructive feedback, both individually and in groups, to help students understand mistakes and improve their understanding.

The application of the PBL model to the ablution material also has a positive impact on the social aspects of students. During the group discussion, students not only learned about the steps of ablution, but also shared their experiences and views on the importance of maintaining purity in Islam. This discussion-based learning strengthens the sense of unity and togetherness among students, which is important to create an inclusive and collaborative learning climate. Overall, the results of this research show that the application of the PBL model can significantly improve students' understanding of the ablution material. This model not only helps students understand the steps of ablution, but also deepens their understanding of the spiritual meaning of each stage of ablution. In addition, PBL also succeeded in increasing student involvement in the learning process, developing social skills and critical thinking, as well as creating a more active and collaborative class atmosphere. Seeing the positive results from this research, it is recommended that the PBL model be applied in the learning of other Islamic religious materials in SD Negeri Tenembak Alas, as well as in other primary schools. The application of PBL can help students not only master theoretical knowledge, but also develop practical skills and moral values that are useful in their lives. It is hoped that this learning model can be an effective alternative in creating a more comprehensive and beneficial learning experience for student development.

Student activity in cycle II learning began to increase and students were seen to be enjoying learning. When the teacher conveys the apperceptions and problems that have been presented, the students fight with each other and respond to each other to answer the questions from the teacher. so that they become more enthusiastic and actively cooperate with their group mates. In this cycle II, the activity of students or students reached 90%. The evaluation of the results in cycle II shows that the teacher has been able to improve the learning outcomes of the students, the teacher has been able to explain with the PBL model based on video and PPT, the teacher has been able to manage the class well and the teacher has been able to create a good class setting, especially that which can make students active. Likewise, the student's learning results have reached the indicator with KKTP above 75 as many as 15 students, which is 100% with a class average of 85, that means in cycle II the action is good. So the researcher stopped this class action research.

## DISCUSSION

In the class action research (CAR) conducted in the 2nd class of SD Negeri Tenembak Alas, in this research a learning based learning (PBL) model was used which was implemented with two meetings in two cycles. In this research, the researcher also succeeded in improving PAI learning outcomes, especially the material of understanding the procedures for ablution. Students are able to get results by reaching above KKTP 75. In this research, the learning model based learning (PBL) has advantages/advantages, namely: (1) increasing student independence; (2) increase student participation to contribute thoughts because they are free to express their opinions; and (3) train students' thinking speed. In cycle I, before carrying out teaching and learning activities using the learning based learning (PBL) model, the teacher first gives instructions on how to use the learning based learning (PBL) model to the students. This helps students understand how to do their work.

In its implementation, students can follow the learning process with a learning model in accordance with what is instructed by teachers and researchers. The improvement in PAI learning outcomes by applying the learning based learning (PBL) model can also be proven by the increase in evaluation test results in each cycle. In line with the theory of learning outcomes according to experts (Sudjana, 2008:22) learning outcomes are the abilities that students possess after they receive their learning experience. According to Purwanto (2004:85), learning results are a change in behavior, where the change can lead to better behavior, but there are also those that lead to worse behavior. The results of the analysis proved that student learning outcomes can increase due to increased teacher performance and student activity during the teaching and learning process. Completion of students in cycle II above KKTP totaled 15 students (100%).

From the data it can be concluded that learning has increased. Completion of students in cycle II above KKTP totaled 15 students (100%). From the data it can be concluded that learning has increased and the results have reached the success indicator that has been determined which is 85% because the completeness of learning results has reached 100%. The results of the analysis of the teacher's observation sheet have increased. Students are more active than teachers. Students are also more interested in learning. In learning cycle II, learning completion has reached 100% ≥85% of the success indicators that have been set. Thus, this CAR proved to be successful. The improvement in PAI learning results is due to the learning model based learning (PBL) able to involve students actively in learning, and focusing more on students, students working in pairs and groups, discussing problems given by the teacher. Students are required to work together, really learn and think. This also makes students more relaxed and not tense in receiving the material. After that, students are also taught to dare to present their work in front of the class.

The implementation of the Problem-Based Learning (PBL) model in teaching the concept of Wudu (ablution) at SD Negeri Tenembak Alas showed positive results in improving students' understanding, especially regarding the correct steps in performing Wudu. Based on the research findings, the application of PBL significantly increased student engagement in learning and provided them with an opportunity to understand Wudu in a more profound way. This model allowed students not only to memorize the steps but also to comprehend the meaning and purpose behind each stage of the Wudu process, leading to a more holistic understanding. One of the reasons why PBL was successful in improving students' understanding was that the approach emphasized solving problems that were relevant to the students' daily lives. In the context of Wudu, students were presented with issues that they might face in everyday situations, such as "What should you do if you don't have water for Wudu?" or "How can you perform Wudu correctly while traveling?" Through group discussions and problem-solving, students

became more active and critical in finding solutions, which enhanced their understanding of each step of the Wudu process and the situations that might arise.

The PBL model also proved effective in enhancing social interactions among students. During group discussions, students not only talked about the steps of Wudu but also shared their personal experiences and perspectives on the importance of maintaining cleanliness and purity in Islam. This social interaction enriched their understanding, as students learned from the experiences of their peers, ultimately improving communication and teamwork skills within the group. This suggests that PBL is not only effective in understanding the material but also in enhancing students' social skills. Additionally, PBL provided an opportunity for students to become more active participants in the learning process. Unlike traditional teaching methods, which are more lecture-based and one-directional, PBL allowed students to take charge of their learning. They were tasked with researching, discussing, and solving problems independently or in groups. This motivated students to not just receive information but also to explore and understand the material more deeply. Such active engagement made learning more enjoyable and relevant to their lives.

However, despite the effectiveness of PBL in improving students' understanding, there were some challenges that arose during its implementation. One of the main challenges was the difficulty some students faced in speaking or discussing in front of the class. Some students felt insecure and anxious when asked to speak or demonstrate the Wudu steps in front of their peers. This highlights that while PBL is effective, its success heavily depends on the readiness and comfort level of students in participating. Therefore, the teacher's role in creating a supportive environment and encouraging students to feel more confident is crucial. Furthermore, the implementation of PBL required significant time for each learning cycle. The process of discussion and problem-solving took longer compared to traditional lecture-based teaching, which could pose a challenge when time is limited. Despite this, the benefits of student engagement and the improvement in their understanding of Wudu far outweigh the time invested. The depth of understanding gained by the students, both cognitively and socially, proves to be more valuable than the time spent.

The success of the PBL model in Wudu learning was also evident in a shift in students' attitudes toward religious teachings in Islam. Before the implementation of PBL, some students viewed Wudu as a mere obligation to be performed without truly understanding its meaning. However, after engaging in problem-based discussions, they began to realize the importance of maintaining purity as part of worship and a spiritual practice. This demonstrates that PBL not only enhances cognitive understanding but also influences students' attitudes toward daily religious practices. Moreover, the observation results showed an increase in students' sense of responsibility toward cleanliness and purity. After learning about Wudu through PBL, students became more meticulous and careful in performing Wudu because they now understood that it is not just a series of movements, but an effort to maintain physical and spiritual purity. Students who previously may not have paid attention to performing the Wudu steps correctly were now more diligent and careful in following each step properly. The improvement in social skills was also one of the positive aspects observed in this research. Students who were previously passive in learning became more active in discussions and group work. They helped each other solve problems posed by the teacher and demonstrated the Wudu steps with confidence. Working in teams and speaking in front of others became valuable skills that not only benefited religious education but also aided students in their social lives. Overall, this study concluded that the implementation of the PBL model significantly improved students' understanding of the Wudu process. This model helped students not only to master the correct steps of Wudu but also to deepen their understanding of the spiritual meaning behind each step. Additionally, PBL successfully increased student involvement in the learning process, developed social skills, and motivated students to engage in more active and meaningful learning experiences.

Based on the findings of this research, it is recommended that the PBL model be applied to other subjects in religious education at SD Negeri Tenembak Alas, as well as in other primary schools. The application of PBL can help students not only acquire theoretical knowledge but also develop practical skills and moral values that are beneficial in their everyday lives. This learning model is expected to provide a more comprehensive and beneficial learning experience for students, contributing to their overall development. In this context, the role of the teacher as a facilitator is vital to ensure that each student is actively involved in the learning process. Teachers need to provide adequate guidance, create a supportive atmosphere for discussion, and give constructive feedback to ensure that students feel valued and motivated. Additionally, teachers should anticipate challenges that may arise, such as students' lack of confidence, and help them overcome these obstacles so that the learning process can proceed smoothly and effectively.

In addition to the aforementioned findings, it is important to highlight the role of reflection in the PBL model. In each cycle of the learning process, students were encouraged to reflect on their understanding of Wudu after completing the discussions and demonstrations. This reflective practice allowed them to identify areas of confusion and gain clarity on the concepts they had learned. The ability to reflect on their learning not only helped students consolidate their understanding of the material but also encouraged self-assessment, fostering a deeper sense of ownership over their educational journey. Another aspect that contributed to the success of the PBL model was the opportunity it gave students to engage in experiential learning. By demonstrating the Wudu process themselves and explaining it to their peers, students were able to internalize the steps in a practical and meaningful way. This hands-on approach not only improved their ability to perform Wudu correctly but also made them more confident in their skills. Furthermore, the collaborative nature of the PBL model allowed students to learn from one another's experiences and perspectives, creating a dynamic learning environment.

The involvement of parents and the wider school community could further enhance the effectiveness of the PBL approach in religious education. As students discussed real-world problems related to Wudu, their learning could be extended beyond the classroom by involving parents in reinforcing these lessons at home. For example, parents could encourage their children to demonstrate the Wudu steps or reflect on its significance during daily routines. This home-school connection would reinforce the values and skills learned through PBL, making the learning process more meaningful and comprehensive. Moreover, it is essential to recognize that the PBL model aligns with the broader educational goals of fostering critical thinking, problem-solving, and collaboration. These skills are not only valuable in the context of religious education but also in other subjects and aspects of life. By applying the PBL model to religious topics such as Wudu, students are not only learning about religious practices but are also developing key life skills that will serve them well in various situations. This aligns with the 21st-century learning paradigm, which emphasizes the development of skills that students need to succeed in a rapidly changing world.

While the findings of this study are promising, further research is needed to explore the long-term effects of PBL on students' religious practices. A longitudinal study could assess whether the increased understanding of Wudu and the active involvement in learning translates into lasting behavioral changes in how students perform their religious obligations. Furthermore, future studies could investigate the applicability of the PBL model in other areas of religious education, such as the understanding of prayer (Shalat), fasting (Sawm), or the study of the Quran. Lastly, the scalability of the PBL model in other schools should be explored. Although this study was conducted in SD Negeri Tenembak Alas, there is potential for applying PBL in other primary schools with diverse student populations. Adjustments to the model may be necessary to cater to different cultural, religious, and educational contexts. However, the core principles of problem-solving, collaboration, and real-world relevance remain universal, making PBL a valuable approach

for enhancing students' understanding of religious practices and other educational topics. Therefore, the adoption of PBL in a variety of settings could contribute to more meaningful, engaging, and impactful learning experiences for students. Based on the research that has been described, the use of learning based learning (PBL) model in class II students of SD Negeri Tenembak Alas, can improve PAI learning outcomes. In line with previous research, this research has differences and advantages, namely: students are guided not only in groups but students are guided individually. This research also has the advantage of the student learning observation sheet that increased from the good category to very good, the students seem enthusiastic in following the learning process well and can enjoy the learning process.

## CONCLUSION

Based on the analysis that the researcher has presented in the previous discussion and based on the formulation of the problem. Therefore, the following conclusions can be drawn: 1) Improving students' understanding of PAI learning by applying the Problem Based Learning learning model to improve the learning outcomes of students in class 2B Tenembak Alas SD Negeri Tenembak Alas on the material of ablution procedures in the 2024/2025 academic year turned out to be successful. Improving the learning outcomes of students can be said to be successful. Based on the test, students' learning results in each cycle experienced an increase. The results of the learning test of cycle I students with an average value of 78.5 based on the calculation of 12 people who have completed and 3 people who have not completed the KKTP value that has been determined. And in cycle II with an average value of 91.40 based on the calculation of 10 people who completed and no student got a value below KKTP; 2) Improving student learning outcomes in PAI BP learning by applying the Problem Based Learning learning model to improve student learning outcomes in class 2B Tenembak Alas SD Negeri Tenembak Alas State Elementary School on the material of ablution procedures in the 2024/2025 school year, it turned out to be successful in improving student learning outcomes. Based on the test, students' learning results in each cycle experienced an increase. The results of the learning test of cycle I students with a completion percentage of 70% based on the calculation of 12 people who have completed and 3 people who have not completed the KKTP value that has been determined. And in cycle II with an average percentage of completion reach 100% on the calculation of 10 people who get a score above the KKTP and students who get a score according to the KKTP or a value below the KKTP there is no 0%; 3) The teacher's efforts in managing PAI BP learning by applying the Problem Based Learning learning model to improve the learning outcomes of students in class 2B Tenembak Alas SD Negeri Tenembak Alas State Elementary School on the material of ablution procedures in the 2024/2025 academic year turned out to be successful in improving the learning outcomes of students. This can be seen from the observation of the teacher's ability to teach each cycle. The result of the observer's assessment of the teacher's ability to implement learning in cycle I with an average value of 82% and in the second cycle with an average value of 95%.

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