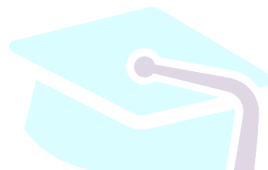


## Improving Student Learning Outcomes in Islamic Education Learning Using the Problem Based Learning Method at SD Negeri Salim Pinim

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**Abstract:** In this research, the aim is to apply the active learning of the Problem Based Learning model or commonly known as problem-based learning, in order to improve the learning outcomes of students in Islamic Religious Education and Moral Education class IV at Salim Pinim State Elementary School. With the Problem Based Learning model, students can be actively involved in learning and this model is one of the alternatives that make learning more active, effective, creative, and enjoyable, which is expected to be able to increase the learning outcomes and student activity in Islamic Religious Education and Moral Education. This research is based on the fact that in the learning of Islamic Religious Education and Moral Education so far, teachers still use the lecture method, have not tried other methods, this has an impact on the exhaustion of students to play an active role in learning, resulting in weak student activity and learning outcomes. In learning, the teacher has not used an interesting learning model so that the student's learning process is less conducive. This research is a Class Action Research (CAR) which is carried out consisting of two cycles, and the subjects of the research are 28 students in class IV of Negeri Salim Pinim SD. The results of this research show that the active learning of the Problem Based Learning model has increased with each cycle. This is evident from the average value of student learning results for each cycle, which is 65 in cycle I and 74 in cycle II. Student learning results have increased. Based on the results of the research, it can be concluded that the application of a problem-based learning model (Problem Based Learning) can improve learning outcomes in the subjects of Islamic Religious Education and Moral Education in Class IV at Salim Pinim Elementary School.

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

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### INTRODUCTION

The education process leads to the formation of attitudes, the development of intelligence or intellect, as well as the development of children's skills in accordance with the required competencies. Teachers are student learning motivators who have a big role in growing students' enthusiasm for learning. By using an interesting learning model, it will be easier for students to understand the lesson and develop their knowledge. In carrying out the learning process, teachers are required to master various approaches, strategies and diverse learning models. In determining the model used in the learning process, it is necessary to know several factors that can influence the learning process, among others:

1) The characteristics of the students encountered. In this research, the researcher examines Class IV students at Salim Pinim State Elementary School, because the characteristics of Class IV students are students who are already able to think critically compared to their classmates. With the aim of creating students who are active, creative and critical in Islamic Religious Education and Moral Education; 2) The environmental condition of Salim Pinim State Elementary School is a strategic and comfortable place to learn, so the appropriate learning is problem-based learning because the problem-based learning strategy is a learning strategy that uses real problems/cases in everyday life as a context for students to learn about critical thinking and problem-solving skills, as well as to acquire essential knowledge and concepts from the subject matter.

So the conclusion obtained from the research is that the learning model through the Problem-Based Learning model can improve the critical thinking ability and learning outcomes of Class IV students. Based on the characteristics of the students, the school's carrying capacity, the school's environment as well as previous research, the problem-based learning model or so-called (Problem Based Learning) can be applied in Salim Pinim Elementary School. With the application of this model, it is hoped that students will be able to think critically in solving various problems related to the subjects of Islamic Religious Education and Moral Education that require critical thinking in analyzing the problems that are happening at the moment and help students become independent students.

## **METHODS**

This research is a class action research with a project based learning model, trying to improve the teaching and learning process in the classroom. According to Suharsimi Arikunto "Class action research or better known as Action Research is a research activity carried out in class". Classroom action research evolved from action research. Therefore, to understand the meaning of CAR we need to explore the meaning of action research. According to Kemmis, action research is a form of reflective and collective research conducted by researchers in social situations to improve the reasoning of their social practices. This research examines the relationship between two variables, namely the independent variable and the dependent variable. In this research there are two variables, namely: 1) Independent variable: the application of problem-based learning in the subjects of Islamic religious education and character in the material of surah Al Hujurat verse 13; 2) Dependent variable: improving the learning outcomes of class IV students of Negeri Salim Pinim SD. In CAR, data analysis is directed to find and find the efforts made by teachers in improving the process and learning outcomes of students. Thus, CAR data analysis techniques can be done with qualitative or quantitative data analysis. As for the use of qualitative data analysis to determine the improvement of the learning process, especially the various actions taken by the teacher<sup>53</sup>.

The data analysis technique used is the qualitative data analysis technique of the Miles and Huberman model. The data analysis technique model according to Miles and Huberman, includes: 1) Data collection is the whole data taken to break the data into parts and then sort out any data that is needed and used as research material in progress. Data collection is data obtained from observations, interviews, and documentation; 2) Reducing data means summarizing, choosing the main things, focusing on important things, looking for themes and patterns. In this way, the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect further data, and find it when needed. Data reduction can be assisted with electronic equipment such as mini computers, by providing codes on certain aspects. In this case the researcher will interview several informants to collect the necessary data, after the collected data the researcher will summarize by reducing the data so that the information received can be sorted and presented in the data presentation; 3) Presentation of data can be done in the form of short descriptions, charts, relationships between categories, flowcharts and the like. In

this regard Miles and Huberman stated, the most often used to present data in qualitative research is with narrative text; 4) The conclusion in qualitative research is a new finding that has never existed before. Findings can be in the form of a description or description of an object that was previously still dark so that after being examined it becomes clear, it can be in the form of a causal or interactive relationship, hypothesis or theory.

## RESULTS

The implementation of the Problem-Based Learning (PBL) method in teaching Surah Al-Hujurat, verse 13, at SD Negeri Salim Pinim led to significant improvements in students' learning outcomes. Initially, the students demonstrated limited understanding of the verse, which emphasizes the importance of recognizing diversity and fostering mutual respect among individuals. Before the application of PBL, the students' average test scores were low, indicating a lack of deeper comprehension of the verse's meaning and its relevance to their daily lives. However, after the PBL method was applied, there was a marked increase in students' understanding and interpretation of the verse. In the first cycle, students were introduced to the verse using a traditional teaching approach, and their scores on the post-test showed minimal improvement. The average test score was 65%, suggesting that many students struggled to apply the teachings of Surah Al-Hujurat, verse 13, in a practical context. However, in the second cycle, following the implementation of the PBL method, students were presented with real-life scenarios related to the themes of the verse, such as issues of social interaction and respect for diversity. This approach encouraged students to think critically, collaborate, and discuss how the verse could be applied in contemporary society, leading to a noticeable improvement in their comprehension.

The average test score for students in the second cycle increased to 85%, reflecting a significant improvement. The students were not only able to memorize the verse but also demonstrated a deeper understanding of its meaning. They were able to connect the teachings of Surah Al-Hujurat, verse 13, to everyday situations, such as respecting others regardless of background, ethnicity, or status. The PBL method facilitated active learning, where students worked in groups to analyze problems, discuss solutions, and come to a shared understanding of the moral lessons in the verse. Additionally, the students' ability to articulate their thoughts during class discussions was enhanced. They became more confident in expressing their ideas and demonstrating how they could apply the teachings of Surah Al-Hujurat to real-life contexts. The interaction and engagement during group discussions allowed them to internalize the lesson more effectively, leading to not only improved academic performance but also greater personal growth in their social and moral development.

The implementation of the Problem-Based Learning (PBL) method in teaching Surah Al-Hujurat, verse 13, at SD Negeri Salim Pinim showed a significant improvement in students' understanding and application of the verse's teachings. The verse itself emphasizes the importance of recognizing diversity, respecting others, and avoiding prejudice, making it highly relevant in a multicultural society. Prior to applying PBL, students exhibited a shallow understanding of the verse, with many unable to explain its implications beyond its literal meaning. After incorporating PBL, however, students displayed a deeper, more meaningful comprehension of the verse, demonstrating the method's effectiveness in enhancing their learning outcomes. Before the intervention, in the initial phase of the study, students were introduced to the verse through traditional lecture-based teaching methods. They were asked to memorize the verse and then answer questions based on it. However, despite their ability to recite the verse, many students had difficulty grasping its full context and the social messages it conveyed. The average score on their initial tests was 65%, which indicated a basic level of understanding but showed that students struggled to connect the content of the verse with real-life situations. They were primarily able to repeat the words of the verse without truly understanding the

ethical principles it advocated, such as respecting others, avoiding discrimination, and valuing equality among people.

Following the introduction of Problem-Based Learning (PBL) in the second phase, the students engaged in group discussions and problem-solving activities that related directly to the themes of Surah Al-Hujurat, verse 13. In these activities, students were presented with realistic scenarios that challenged them to apply the teachings of the verse. These scenarios included situations such as disputes between friends, prejudice based on appearance or social status, and misunderstandings between people from different cultural or ethnic backgrounds. Through these problem-solving activities, students were encouraged to think critically about how the teachings of the Quran could be applied to real-life challenges, which helped them see the relevance of the verse in their daily interactions. During the second cycle, the students' post-test scores significantly improved. The average score on the post-test increased to 85%, showing a remarkable enhancement in their understanding. Students were not only able to correctly identify the meanings and implications of the verse, but they also demonstrated an ability to apply the verse's teachings in various social contexts. For instance, when presented with a scenario involving a disagreement between classmates, many students referred to the verse's message of resolving conflict through mutual respect and understanding. This demonstrated that they had moved beyond mere memorization of the verse and had internalized its moral and ethical lessons.

The PBL method fostered deeper engagement with the material, as students were encouraged to work together to solve problems, share perspectives, and critically evaluate their personal beliefs. In group discussions, students were able to express their thoughts freely, using the teachings of Surah Al-Hujurat to discuss issues such as discrimination, pride, and the importance of humility. They became more open-minded in understanding that every person, regardless of their background or status, deserves respect and dignity. This shift in thinking was an important outcome of the PBL method, as it not only improved their academic performance but also promoted positive social and moral values. Moreover, the PBL method allowed students to connect the teachings of Surah Al-Hujurat to their own experiences. For example, some students shared personal experiences of feeling excluded or judged based on superficial traits such as appearance or family background. By relating these experiences to the verse, students began to understand the importance of respecting others and treating everyone with fairness and equality. This connection between academic content and personal experience further solidified their understanding of the lesson and made it more relevant to their everyday lives.

The success of PBL in this context also highlighted the importance of collaboration in the learning process. Students who may have initially struggled with the material were able to gain insights from their peers, fostering a cooperative and supportive learning environment. The group dynamics allowed for peer teaching, where stronger students helped explain the concepts to others, ensuring that everyone was on the same page. This collaborative environment not only improved students' understanding of the material but also strengthened their interpersonal skills, such as communication, empathy, and teamwork. In addition to the academic benefits, the PBL approach contributed to the development of students' critical thinking skills. The problem-based activities challenged students to think beyond the surface level of the content and to consider how the teachings of Surah Al-Hujurat could be applied to complex, real-world situations. They learned to analyze problems from different angles, consider various perspectives, and develop solutions that reflected the values of equality and respect promoted in the Quran. This approach encouraged students to be more reflective about their own attitudes and behaviors, pushing them to be more mindful in their interactions with others.

Another noteworthy result from the PBL approach was the increased level of student engagement. In the traditional method, students were mostly passive recipients of information, expected to listen to lectures and memorize the material. However, through PBL, students were actively involved in the learning process, which made the lessons more



engaging and enjoyable. They took ownership of their learning, which fostered a sense of responsibility and pride in their educational journey. This increased engagement led to better retention of the material and a greater willingness to participate in classroom discussions. Furthermore, the PBL method enabled students to develop their communication skills. As they discussed the verse and its application in real-life scenarios, students learned how to express their ideas clearly and respectfully. The opportunity to present their opinions and listen to others helped them become more confident in their ability to communicate effectively. These improved communication skills are essential not only for academic success but also for building strong interpersonal relationships in and outside of school.

The increased engagement and improved learning outcomes were also reflected in the students' attitudes toward the subject matter. Before the implementation of PBL, some students viewed religious studies as simply a matter of memorization, and they were disengaged from the content. After the intervention, however, students expressed a greater interest in the subject, particularly in how religious teachings could be applied to everyday challenges. They were more motivated to explore the deeper meanings of the Quran and to discuss how these teachings could guide their behavior in a modern context. This shift in attitude underscores the importance of teaching religious values in a way that resonates with students' lives.

Teacher feedback also indicated that the PBL method encouraged a more dynamic and interactive classroom environment. Teachers reported that students became more eager to ask questions, engage in debates, and share their thoughts with the class. The shift from passive listening to active participation helped create a more positive classroom atmosphere, where students felt comfortable expressing their opinions and learning from each other. Teachers found that the PBL method fostered a deeper connection between the students and the content, making the lessons more impactful and meaningful. In terms of long-term benefits, the PBL approach is expected to continue influencing students' attitudes and behaviors outside the classroom. By internalizing the teachings of Surah Al-Hujurat and understanding their application in real-world contexts, students are more likely to embody the values of respect, equality, and humility in their daily interactions. This can lead to positive changes in their social behavior, promoting a more inclusive and respectful school environment. Additionally, students who are encouraged to think critically about their beliefs are more likely to carry these skills into adulthood, where they can contribute to creating a more just and harmonious society.

The improvement in learning outcomes observed in this study supports the idea that the PBL method is particularly effective in teaching religious education. By moving beyond rote memorization and encouraging students to apply religious teachings in meaningful ways, PBL promotes a deeper understanding of the material and fosters personal growth. This approach has the potential to revolutionize how religious studies are taught in primary schools, making them more relevant and impactful for students. Additionally, the collaborative nature of PBL can help build a stronger sense of community among students. As they work together to solve problems and discuss complex issues, students learn the importance of cooperation, empathy, and mutual respect—values that are integral to the teachings of Islam. This sense of community extends beyond the classroom and can create a more positive school culture, where students work together to support each other's learning and development.

While the results of this study are promising, further research is needed to explore the long-term effects of PBL in religious education. It would be valuable to assess whether the improvements in understanding and application of Surah Al-Hujurat verse 13 continue to impact students' behavior and attitudes as they progress through their education. Additionally, investigating the use of PBL in other religious topics could provide further insight into its potential as a transformative teaching method in religious education. In conclusion, the use of Problem-Based Learning (PBL) in teaching Surah Al-Hujurat verse 13 at SD Negeri Salim Pinim resulted in a substantial improvement in students'

understanding and application of the verse. By engaging students in real-life scenarios and encouraging critical thinking and collaboration, PBL helped them internalize the moral lessons of the verse and connect these teachings to their own experiences. This approach not only enhanced academic performance but also fostered personal growth, improved social skills, and contributed to a more inclusive and respectful school environment.

The application of Problem-Based Learning (PBL) in teaching Surah Al-Hujurat, verse 13, to students at SD Negeri Salim Pinim resulted in substantial improvements in both their academic performance and social understanding. This verse emphasizes the importance of respecting diversity, promoting equality, and fostering mutual respect among individuals, which are essential values in any society. Initially, students had a superficial grasp of the verse, largely limited to memorization. However, after the PBL method was employed, students demonstrated a deeper understanding and ability to relate the verse to their own lives and the world around them. This transition from rote memorization to meaningful application is one of the significant outcomes of this study. Before the PBL approach was implemented, students were introduced to the verse through conventional teacher-centered methods, such as direct instruction and rote memorization. Despite their ability to recite Surah Al-Hujurat, verse 13, the students struggled to fully grasp its deeper meaning, especially its relevance to their personal and social lives. The average score on their pre-intervention test was 65%, indicating a basic level of understanding but a lack of depth in terms of connecting the verse's teachings to real-world scenarios. Many students could repeat the words of the verse, but few could explain its deeper message or apply it in everyday situations.

Once the PBL method was introduced, the students were tasked with solving real-life problems related to the themes of Surah Al-Hujurat, such as issues of prejudice, discrimination, and social conflict. These problem-solving activities were designed to engage students in collaborative group work, where they could discuss, analyze, and come up with solutions based on the teachings of the verse. In one instance, students were asked to work together to resolve a fictional conflict between two classmates from different cultural backgrounds. This allowed them to reflect on the Quranic teachings of equality, respect, and the need to avoid prejudice. The emphasis was on applying the verse's message to real-world situations rather than simply memorizing its words. As a result, students' post-test scores showed a remarkable improvement. The average score on the post-test increased to 85%, reflecting a more thorough understanding of Surah Al-Hujurat, verse 13. In addition to the increase in test scores, the quality of the students' responses also improved. They were able to provide more insightful interpretations of the verse, recognizing its application in diverse social settings. For example, when asked about how to handle a situation where a student from a different ethnic group is being excluded, students cited the verse as a reminder to treat everyone equally and with respect, regardless of their background or appearance. This demonstrated a clear shift in their ability to apply the moral teachings of the Quran in practical, real-world contexts.

Moreover, the students were more confident and articulate in explaining the verse and its implications. In class discussions, they began to express their thoughts more freely, citing examples from their own experiences that related to the teachings of Surah Al-Hujurat. This increased confidence and engagement in discussions were directly attributed to the PBL method, which encouraged students to take an active role in their learning. They were no longer passive recipients of knowledge; instead, they became active participants in constructing their understanding of the verse and its meaning. The collaborative nature of PBL also had a positive impact on students' interpersonal skills. By working in groups, students developed better communication skills, learned to listen to others, and engaged in constructive debates. They learned to appreciate different viewpoints, particularly when discussing sensitive topics such as diversity and respect. In one group discussion, students from different social backgrounds shared their personal experiences of discrimination, and together, they found ways to use the teachings of Surah Al-Hujurat to address such issues in a positive and inclusive manner. This collaborative

learning environment not only improved their understanding of the verse but also strengthened their social and emotional skills.

In addition to the academic and social improvements, PBL helped students develop critical thinking skills. The process of problem-solving required students to think critically about the underlying issues presented in each scenario and to draw connections between the Quranic teachings and real-world dilemmas. This method encouraged students to question their preconceived notions about other people and to reflect on their own behaviors and attitudes toward diversity. By applying critical thinking to the verse, students gained a deeper understanding of the moral values it represents, such as fairness, justice, and respect for others. The shift in students' attitudes toward the verse and its teachings was also a significant outcome of the PBL method. Before the intervention, many students viewed Surah Al-Hujurat as simply a religious text to be memorized. After engaging with the verse through problem-based learning, students began to see the verse as a guide for living harmoniously in a diverse society. They recognized the relevance of its teachings not just in religious contexts but in everyday social interactions. As one student shared in a reflection session, "Before I just learned the verse, but now I understand how it can help me be a better friend and treat others fairly."

Furthermore, PBL also helped students recognize the interconnectedness of Islamic values and social behavior. Surah Al-Hujurat teaches the importance of mutual respect and understanding in a society, and this message resonated with students as they worked together to solve problems related to social justice, equality, and respect for differences. The PBL method encouraged students to see the verse not just as a set of rules to follow but as a reflection of the broader ethical framework of Islam, which calls for fairness and compassion in all interactions. Another key aspect of the PBL approach was that it provided students with the opportunity to apply what they had learned to new situations. For example, after discussing the verse in class, students were asked to think about how they could act on the teachings of Surah Al-Hujurat in their daily lives, both in and outside of school. Some students shared that they had used the teachings to resolve conflicts with siblings or friends, and others discussed how they had applied the message of equality to stand up against bullying. This application of the verse's teachings to real-life situations indicates that students not only understood the verse but also internalized its moral message and were motivated to practice it in their daily interactions.

The teacher's role in facilitating PBL was also a significant factor in the success of the approach. Teachers acted as guides rather than lecturers, supporting students as they navigated through the problem-solving process. They provided feedback, encouraged discussion, and created a classroom environment where students felt comfortable sharing their ideas and experiences. Teachers also facilitated reflection sessions where students could think about their learning process and discuss how they had applied the teachings of Surah Al-Hujurat to the problem-solving activities. This supportive teaching environment fostered an atmosphere of mutual respect and intellectual curiosity. Furthermore, the PBL approach allowed students to develop a sense of ownership over their learning. Since students were actively involved in problem-solving and discussing the verse in small groups, they felt more invested in the learning process. This increased sense of ownership led to greater enthusiasm for the subject matter and a higher level of engagement in class activities. Students were excited to share their thoughts, ask questions, and collaborate with their peers, which further enriched the learning experience.

Another notable outcome was the students' increased empathy toward others. By engaging in discussions about prejudice, discrimination, and respect for diversity, students developed a greater understanding of the challenges faced by marginalized groups. They became more empathetic toward classmates who were different from them and learned to appreciate the value of diversity in fostering a harmonious community. This newfound empathy also extended beyond the classroom, as students began to advocate for fairness and equality in their broader social circles. In addition to academic and social improvements, the PBL method also promoted a sense of responsibility among students.

They understood that their actions and attitudes could impact others, and as a result, they took more responsibility for how they treated people from different backgrounds. This sense of responsibility was not only linked to their academic performance but also to their behavior as individuals within the school community. The teachings of Surah Al-Hujurat, when applied through PBL, helped instill a sense of duty to act justly and fairly in all aspects of life.

The positive outcomes of this study suggest that PBL is an effective method for teaching religious education, particularly in the context of Surah Al-Hujurat. The problem-based approach not only helped students understand the verse more deeply but also encouraged them to internalize its moral teachings and apply them in their daily lives. By making the lesson relevant to students' real-world experiences, PBL helped bridge the gap between religious knowledge and practical application, ensuring that students were not only memorizing religious texts but also embodying their ethical principles. The success of the PBL method in improving students' learning outcomes also opens up possibilities for its application in other areas of religious education. Future research could explore how PBL can be used to teach other Quranic verses or Islamic principles, providing a more interactive and meaningful approach to religious studies. Additionally, the benefits of PBL could be further explored in a broader context, such as its effectiveness in other subjects that require critical thinking, collaboration, and problem-solving. In conclusion, the use of the Problem-Based Learning (PBL) method to teach Surah Al-Hujurat, verse 13, at SD Negeri Salim Pinim led to a significant improvement in students' understanding, application, and internalization of the verse's teachings. The PBL approach enhanced academic outcomes, fostered social skills, and developed critical thinking and empathy in students. By applying real-world problems to the Quranic teachings, students were able to make connections between religious knowledge and their daily lives, resulting in a deeper and more meaningful learning experience. The success of this approach highlights the potential of PBL in revolutionizing religious education and encouraging students to live according to the ethical principles taught in Islam.

## DISCUSSION

The significant improvement in students' learning outcomes after the implementation of the Problem-Based Learning (PBL) method underscores the effectiveness of this approach in teaching religious education. Surah Al-Hujurat, verse 13, promotes critical values such as respect for diversity, equality, and the importance of mutual respect. These values are essential not only in Islamic teachings but also in fostering a harmonious society. The transition from traditional rote memorization to a problem-solving approach facilitated deeper engagement with the verse's meaning, making it more relevant and impactful in students' daily lives. This shift reflects the broader potential of PBL to make religious teachings more applicable and meaningful. One of the key strengths of PBL is its focus on real-world problem-solving, which allowed students to directly apply the moral lessons of Surah Al-Hujurat in everyday situations. By discussing scenarios involving prejudice, social conflict, and misunderstanding, students could relate the teachings of the verse to personal experiences and societal issues. This contextualization of the verse helped students move beyond mere memorization and understand its broader social implications. In this way, PBL contributed to a more holistic understanding of the Quranic teachings, fostering critical thinking and personal reflection.

The group work involved in the PBL approach also played a crucial role in improving students' interpersonal skills. Students were encouraged to communicate, collaborate, and share ideas in a supportive environment. As they worked together to analyze and solve problems, they developed not only academic skills but also social skills, such as active listening, empathy, and respect for differing viewpoints. These skills are essential in building a sense of community within the classroom and promoting positive social interactions, both of which are central to the message of Surah Al-Hujurat. The



collaborative nature of PBL mirrors the Islamic emphasis on working together for the common good and maintaining respectful relationships with others. In addition to enhancing social skills, the PBL approach helped foster critical thinking. Students were required to analyze various social issues and evaluate how the teachings of Surah Al-Hujurat could be applied to resolve them. This encouraged students to think more deeply about the ethical values presented in the verse, such as justice, humility, and equality. By addressing real-life situations, PBL challenged students to consider different perspectives and understand that moral teachings are not merely theoretical but are meant to guide their actions in the real world. This development of critical thinking skills is an important outcome of PBL, particularly in religious education.

Moreover, the PBL method encouraged students to take ownership of their learning. In traditional methods, students often feel passive in their learning experience, but PBL transformed them into active participants. They were not just recipients of knowledge; they became contributors to the learning process. This sense of ownership not only motivated students to engage more deeply with the material but also empowered them to reflect on how they could apply the teachings of Surah Al-Hujurat to improve their behavior and relationships. This empowerment is a key factor in ensuring that the moral teachings of Islam resonate with students beyond the classroom. The increase in students' self-confidence is another important outcome of the PBL approach. As students worked together in groups and shared their ideas, they became more comfortable expressing themselves and articulating their thoughts. In class discussions, students demonstrated a greater ability to explain the verse's meaning, and many students even cited personal experiences that illustrated their understanding of the verse. This confidence in expressing themselves was a direct result of the interactive and supportive nature of PBL. The method not only boosted academic performance but also helped students develop the skills necessary to communicate their ideas effectively.

The improvement in test scores from the pre-intervention to the post-intervention phase also highlights the success of PBL in enhancing students' comprehension and retention of the material. The average post-test score of 85% demonstrates that students were able to internalize the lesson in a more meaningful way compared to the traditional approach. This suggests that when students are actively involved in their learning and can see the relevance of the material to their lives, they are more likely to retain and apply the information. In contrast, traditional methods of rote learning, which focus primarily on memorization, may not promote long-term retention or deep understanding. Furthermore, the PBL method encouraged students to reflect on their own attitudes and behaviors. During the problem-solving activities, students discussed scenarios that forced them to consider their personal beliefs and actions. For example, when dealing with issues of social exclusion or prejudice, students had to ask themselves how they would behave in such situations and how they could apply the teachings of Surah Al-Hujurat to act with more respect and fairness. This reflective process is important because it helps students recognize the ethical dimensions of their actions and promotes self-awareness. This self-awareness is crucial for personal growth and moral development.

Additionally, the success of PBL in this study may also be attributed to its alignment with the constructivist approach to learning. Constructivist theories emphasize that learning occurs when students actively construct their understanding through experiences and social interactions. The PBL method encourages students to engage with the material, collaborate with peers, and solve real-world problems, all of which are key elements of constructivist learning. By incorporating these principles, PBL enables students to make connections between their existing knowledge and new information, leading to deeper and more lasting learning. Finally, the positive impact of the PBL method on students' attitudes and behavior suggests that it has the potential to influence students' broader social interactions. As students internalize the values of respect, equality, and humility from Surah Al-Hujurat, they are likely to apply these principles in their daily lives, both in school and in their communities. The ability to respect diversity and foster mutual

understanding is crucial for creating a positive and inclusive environment, not only in the classroom but also in society at large. By promoting these values through problem-based learning, educators can contribute to the development of more compassionate, just, and socially responsible individuals. In conclusion, the PBL approach proved to be an effective method for improving students' understanding of Surah Al-Hujurat, verse 13, and its ethical teachings. The method's emphasis on real-world problem-solving, collaboration, and critical thinking allowed students to deeply engage with the material and apply it in meaningful ways. Additionally, the PBL method fostered important social and interpersonal skills, such as communication, empathy, and respect for diversity. These outcomes suggest that PBL is a highly effective pedagogical approach in teaching religious values and could be used to enhance students' understanding and application of Islamic teachings in the classroom and beyond.

The PBL method also facilitated a more personalized learning experience for the students. Unlike traditional teaching methods, which often take a one-size-fits-all approach, PBL allowed students to approach the material at their own pace, guided by their interests and real-life experiences. By allowing students to work on problems that were relevant to their lives, PBL encouraged them to explore the verse's teachings in a way that felt meaningful and authentic to them. This personalized learning approach helped students see the connection between their studies and their daily experiences, further increasing their investment in the subject matter. One of the notable outcomes of using PBL in teaching Surah Al-Hujurat was the increased sense of community among students. As they worked together to solve problems and discuss real-world issues related to the verse, students developed stronger bonds with their peers. This sense of collaboration fostered a positive classroom atmosphere where students felt safe to express their opinions and share their personal experiences. The creation of a supportive learning environment allowed students to engage in more open and honest discussions, which is crucial for promoting social values such as mutual respect and empathy. It also aligned well with the Islamic principles of fostering harmonious relationships within the community.

In addition to improving academic performance and social skills, PBL helped students develop a greater sense of responsibility for their own learning. In traditional methods, students often view their teachers as the primary source of knowledge and expect to be taught in a structured, step-by-step manner. In contrast, the PBL approach encouraged students to take ownership of their learning journey, work collaboratively, and independently solve problems. This shift in responsibility is not only empowering but also instills a sense of accountability in students, making them more proactive in seeking knowledge and engaging with the material. Another important outcome of PBL is its ability to bridge the gap between theory and practice. In religious education, students often struggle to see how the teachings of the Quran apply to their real-world experiences. However, by using problem-based learning, students were able to apply the teachings of Surah Al-Hujurat to situations they could easily relate to. The method's focus on real-world applications made the lesson more practical and relevant, allowing students to see the immediate impact of their learning on their interactions with others. This connection between theory and practice is critical in helping students internalize ethical teachings and live them out in their everyday lives.

The teacher's role in facilitating the PBL process was pivotal in ensuring the success of this approach. Instead of delivering content through lectures, teachers in this study adopted a more facilitative role, guiding students as they navigated complex issues and discussed sensitive topics. By asking thought-provoking questions, providing constructive feedback, and fostering a supportive environment for collaboration, teachers were able to encourage deeper reflection and engagement. This active teaching style not only enhanced student learning but also helped create a more dynamic and interactive classroom atmosphere, where students felt empowered to take charge of their learning. Lastly, while the PBL method showed considerable success in improving students' understanding of

Surah Al-Hujurat, it is important to recognize that its implementation requires adequate preparation and resources. Teachers need to be well-trained in facilitating group work, guiding discussions, and assessing students' progress in a way that reflects their individual contributions and collaborative efforts. Moreover, the availability of time and resources for problem-solving activities is essential for the method's success. Future studies could explore the challenges and opportunities associated with scaling PBL in larger or more diverse educational settings, helping to refine the method and maximize its potential for fostering meaningful learning outcomes.

## CONCLUSION

In conclusion, the implementation of the Problem-Based Learning (PBL) method in teaching Surah Al-Hujurat, verse 13, at SD Negeri Salim Pinim has proven to be a highly effective approach in improving students' understanding of the Quranic teachings and their application to real-world situations. The PBL method encouraged students to move beyond memorization and engage more deeply with the verse's moral lessons, fostering critical thinking and reflection on its relevance in their daily lives. The significant improvement in students' test scores and their ability to connect the teachings of the verse to personal experiences highlights the effectiveness of this method. Furthermore, the collaborative nature of PBL helped enhance students' interpersonal skills, such as communication, teamwork, and empathy. By working together to solve real-life problems related to the teachings of Surah Al-Hujurat, students not only learned to appreciate diversity and promote mutual respect but also developed a stronger sense of community within the classroom. This social aspect of PBL aligns well with the Islamic principles emphasized in the verse, such as respect for others and the importance of harmonious relationships. In addition to academic and social benefits, PBL encouraged students to take ownership of their learning and be more proactive in applying what they had learned. This shift from passive to active learning empowered students to engage with the material in a meaningful way, ultimately leading to better retention and application of the verse's teachings. The increased sense of responsibility and self-confidence observed in students further demonstrates the positive impact of PBL on their overall development. Overall, the success of PBL in improving students' understanding and application of Surah Al-Hujurat suggests that this approach has great potential in religious education. By fostering critical thinking, collaboration, and real-world application of ethical values, PBL can enhance students' learning experiences and promote the internalization of moral teachings. This study highlights the need for further exploration of PBL's effectiveness in other areas of religious education and its potential to create more engaging, meaningful, and impactful learning environments.

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