Implementation of Problem Based Learning Model to Improve Understanding of Friday Prayer Material in Elementary School Students

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Abstract: This study aims to improve students' conceptual understanding of Islamic religious education learning using the problem based learning model. This study uses a type of classroom action research. The design of this study uses the Kemmis & Mctaggart design with four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. Data were obtained using test and observation techniques. The data obtained were then analyzed using descriptive statistical techniques. The results of the study indicate that the problem based learning model can improve student learning outcomes in Islamic religious education learning with the application of audio visual media. This can be seen in cycle I, the average percentage is 50% and in cycle II it is 86%. So it can be stated that student activity developed in cycle II. Improving student learning outcomes through the application of the problem based learning model on Friday prayer material in Elementary Schools was carried out for two cycles. Learning outcomes in cycle I were 66.67% and in cycle II they were 76.67%. So it can be stated that student learning outcomes improved better in cycle II. Based on this, the problem based learning model can be used as one of the media that can be considered by teachers to overcome the problem of low understanding of elementary school students' concepts, especially in Islamic religious education learning.

Keywords: Problem based learning, elementary school, islamic education.

INTRODUCTION

Friday prayers are one of the obligations that must be carried out by every Muslim male who meets the requirements. Students' understanding of the procedures and importance of Friday prayers is very important because this worship is part of the formation of character and faith of a Muslim from an early age. However, in reality, many elementary school students do not understand the procedures for performing Friday prayers properly. This is indicated by the low learning outcomes of students on this material which often do not reach the Minimum Completion Criteria (Anida, 2021; Baharuddin, 2023).

Based on observations at SD Negeri No. 102040 Sei Bamban, the low understanding of students on Friday prayer material is caused by several factors, including the lack of

active involvement of students in the learning process. The teaching method which is still predominantly conventional tends to make students passive and less interested in studying the material. Teachers often only use the lecture method without involving students in challenging and fun learning activities (Hafis, 2024). In addition, the lack of integration of learning with real-life contexts is also a major problem.

Friday prayer material that should be applicable is often only taught theoretically without providing space for students to relate it to everyday experiences. As a result, students are less able to understand the essence of Friday prayers as an important part of a Muslim's life (Mubarak et al., 2024). In several previous studies, the Problem Based Learning (PBL) learning model has been proven effective in improving student learning outcomes, including in Islamic Religious Education subjects.

Problem based learning places students at the center of learning and gives them the opportunity to solve real problems that are relevant to the material. This approach not only improves conceptual understanding, but also critical thinking skills and students' ability to apply the knowledge they have learned (Syihabuddin et al., 2023). The results of Anida's (2021) study showed that the application of PBL to Friday prayer material at MI Mambaul Huda Boyolangu was able to significantly improve student learning outcomes. Similar research conducted by Baharuddin (2023) also revealed that the PBL model can improve student learning outcomes in Islamic Religious Education subjects at the Elementary School level.

These studies provide an overview that the PBL approach is very relevant to be applied in learning Friday prayer material. Through PBL, students are invited to explore information, analyze, and find solutions to problems related to the learning material. This model provides a meaningful learning experience because students play an active role in the learning process. In addition, PBL also allows for a deeper integration of Islamic values so that learning is not only oriented towards cognitive aspects, but also affective and psychomotor (Nurdin, 2023). At SD Negeri No. 102040 Sei Bamban, the application of PBL to Friday prayer material is expected to be a solution to improve student understanding and learning outcomes. By actively involving students in learning, they will be more motivated to understand and apply the procedures for Friday prayers in everyday life. This is in line with the Merdeka Curriculum which emphasizes project-based learning and strengthening student character (Hafis, 2024).

The low learning outcomes of students in Friday prayer material also have an impact on their low awareness in carrying out this worship routinely. This is certainly a challenge for Islamic Religious Education teachers to create innovative learning strategies that are in accordance with students' needs. Therefore, the implementation of the PBL model is the right choice to answer this challenge.

This study aims to examine the effectiveness of the problem based learning model in improving students' understanding of Friday prayer material in grade 4 of SD Negeri No. 102040 Sei Bamban. By using this approach, it is hoped that students will not only understand the theory, but also be able to apply the knowledge in real life. In addition, this study is also expected to contribute to the development of more effective and innovative Islamic Religious Education learning methods. Through this classroom action research, it is hoped that practical solutions can be found to overcome the problems of learning Friday prayer material. In addition, the results of this study are expected to be a reference for other teachers in implementing more interesting and meaningful learning models. Thus, students' understanding of Friday prayers can increase, which ultimately has a positive impact on the formation of their character and faith.

METHODS

This study is a classroom action research that aims to improve students' understanding of Friday prayer material through the application of the Problem Based Learning (PBL) learning model. CAR was chosen because this method allows teachers to

identify learning problems in the classroom and take actions aimed at improving the quality of learning directly. This research was conducted in a cycle consisting of the planning stage, action implementation, observation, and reflection. This approach aims to provide practical solutions to learning problems by actively involving students in the learning process. This study involves two types of variables, namely, 1) Independent Variable, the independent variable in this study is the Problem based learning model., 2) Dependent Variable, the dependent variable in this study is students' understanding of Friday prayer material, which is measured through student learning outcomes, involvement in learning, and their ability to apply Friday prayer procedures.

Population and sample describe the group studied. Population The population in this study were all 4th grade students at SD Negeri No. 102040 Sei Bamban in the 2024/2025 academic year. Sample The sample of this study was 4th grade students of SD Negeri No. 102040 Sei Bamban consisting of 15 students. The selection of class 4th as a sample was carried out purposively because this class showed a relevant problem, namely low understanding of Friday prayer material.

The types of data used in this study consisted of, 1) Quantitative data: Student test results at the end of each cycle to measure their increase in understanding of Friday prayer material; 2) Qualitative data: Observations, interviews, and field notes to identify the level of student involvement, response to learning, and obstacles faced during the study. Data sources, 1) Students, as the main subjects of the study who provide data related to learning outcomes, involvement, and their responses to the PBL learning model., 2) Teachers, as the implementers of actions who provide data related to the implementation of learning and reflection on the results of the action; 3) Documents, including lesson implementation plans, evaluation sheets, and daily reflection journals.

Data collection techniques, 1) Tests, tests are used to measure the increase in students' understanding of Friday prayer material before and after the implementation of problem based learning model. The tests are in the form of multiple choice and short essays that cover cognitive, affective, and psychomotor aspects; 2) Observations, observations are carried out during the learning process to observe the level of student involvement, interaction between students, and the implementation of problem based learning model steps. The observation instrument is in the form of an observation sheet with predetermined criteria; 3) Interviews, interviews are conducted with students and teachers to obtain in-depth data about their experiences during the learning process. The interviews were semi-structured to allow for further exploration of information; 4) Documentation, documentation in the form of photos of activities, learning videos, and reflection notes used as supporting data to strengthen research findings; 5) Questionnaire, questionnaires were given to students to measure their perceptions of learning using the problem based learning model, especially in terms of motivation and understanding of the material.

The research instrument used 5 aspects, namely, 1) Test Instrument, the test instrument was compiled based on basic competency indicators that include knowledge, understanding, and application of Friday prayer procedures; 2) Observation sheet, the observation sheet contains criteria for student involvement, implementation of problem based learning learning by teachers, and student interaction during the learning process; 3) Interview guide, the interview guide was compiled to direct the interview process in accordance with the research objectives; 4) Questionnaire, the questionnaire was compiled with a Likert scale to measure the level of student motivation and their perceptions of the effectiveness of the problem based learning model. 5) Camera documentation and recording devices were used to document relevant learning activities.

RESULTS

Based on observations and initial test results on 15 4th grade students of SD Negeri No. 102040 Sei Bamban, it was found that most students had a low understanding of the

Friday prayer material. To find out the initial condition of the students, an initial test was conducted. The initial test was conducted to measure students' basic abilities regarding the procedures and importance of Friday prayers. The results showed that only 3 students (20%) were able to achieve the Minimum Completion Criteria (KKM) of 75, while 12 students (80%) were below standard.

Table 1. *First Test Results*

No	Student	Score (0-100)	Information
1	AZ	45	Incompleted
2	AZR	50	Incompleted
3	BS	55	Incompleted
4	DA	40	Incompleted
5	ES	60	Incompleted
6	FF	75	Completed
7	FNH	55	Incompleted
8	HNJ	50	Incompleted
9	KR	70	Incompleted
10	KFP	75	Completed
11	MAS	80	Completed
12	NAH	60	Incompleted
13	SAZ	50	Incompleted
14	SKA	60	Incompleted
15	ZNA	70	Incompleted
	Total	**895**	
	Average	**59,67**	

Based on the analysis of the initial test and interviews with students, the following are the main difficulties faced by students in understanding Friday prayers based on theoretical concepts, 1) As many as 60% of students do not understand the valid requirements and pillars of Friday prayers, such as the minimum number of worshipers and the time of implementation; 2) Most students are mistaken in understanding the difference between a sermon and a regular lecture. Based on practice and memorization, 1) 70% of students have difficulty memorizing and reciting the sermon readings correctly; 2) Only 3 students know the complete order of Friday prayers. Based on contextual understanding, 1) Students have difficulty linking the importance of Friday prayers to everyday life. They consider this worship to be just a routine without understanding the wisdom behind it. Based on motivation and involvement, 8 students appear less motivated to learn the material because previous learning was dominated by lectures and did not involve interactive activities. Student interaction during discussions is low, with most tending to be passive. Based on the analysis of the results of the initial data, it shows that the learning approach that is less varied and predominantly teacher-centered is one of the main factors in students' low understanding. The lecture method makes students less active and makes it difficult to relate learning to their experiences. In addition, the lack of use of media or methods that involve students directly (hands-on) results in many students not understanding the material well, especially in psychomotor aspects such as practicing Friday prayer procedures. Thus, it can be concluded that grade 4 students of SD Negeri No. 102040 Sei Bamban need a more interactive, contextual, and problem-solving-focused learning approach to improve their understanding of Friday prayer material. The

Problem Based Learning model was chosen to overcome this obstacle, because it can actively involve students in learning.

Implementation and Results of Cycle 1 Actions, based on the results of the initial condition analysis, the main problem faced by students is the low understanding of Friday prayer material caused by conventional learning methods and lack of student involvement. Therefore, the following action plan was designed, 1) Learning Plan, the learning model used is Problem Based Learning which emphasizes problem-solving-based learning, and actively involves students in solving real problems. The following are the learning steps that are designed, 1) Introduction, The teacher conveys the learning objectives to the students, The teacher provides a problem scenario that is relevant to the students' lives, for example: "Imagine you are asked to help your father become a preacher at the mosque. What should you do to ensure that the sermon and Friday prayer are valid? The teacher motivates students to think critically and connect learning with everyday experiences. 2) Core, Problem orientation, the teacher explains the problem scenario with the help of visual media such as PowerPoint and short videos, Students are asked to identify the problems in the scenario. Group Investigation, Students are divided into 5 groups, each consisting of 3 people, The teacher provides group worksheets containing questions related to the material, such as, 1) What are the mandatory requirements for Friday prayers?; 2) Mention the pillars of Friday sermons!; 3) How is the procedure for carrying out valid Friday prayers?; 4) Students work together to find answers using the Islamic Religious Education book, the Qur'an (Surah Al-Jumu'ah: 9), and videos.

Solution development, 1) Groups present their answers in front of the class; 2) The teacher provides feedback and corrects incorrect answers. Closing, 1) The teacher and students conclude the material that has been learned; 2) The teacher provides a brief reflection on the importance of understanding Friday prayers as obligatory worship; 3) Students are asked to fill out individual reflection sheets to evaluate learning. To support learning, the following media and sources are used, 1) Media, PowerPoint containing a summary of Friday prayer material. Video of the practice of implementing Friday prayers in the mosque. Poster of the pillars of the sermon and the procedures for Friday prayers. Learning resources, Islamic Religious Education Book for grade 4, Al-Qur'an (Surah Al-Jumu'ah: 9) and hadith related to Friday prayers. The materials taught are, 1) obligatory requirements and valid requirements for Friday prayers; 2) Pillars of the sermon; 3) Complete procedures for Friday prayers. In order for the action to be evaluated properly, the following instruments were prepared, 1) Comprehension Test, a multiple choice test and a short essay to measure students' understanding of the mandatory requirements, valid requirements, pillars of the sermon, and the procedures for Friday prayers. The observation sheet instrument was used to observe, 1) Student activity in group discussions., 2) Student ability to solve problems., Cooperation between group members. Reflection Sheet, a form filled out by students to assess their understanding and experience during learning. Success Indicators Action cycle 1 is considered successful if, 1) Cognitive Indicator, The average student test score increases to a minimum of 70, At least 70% of students achieve the Minimum Completion Criteria of 75; 2) Psychomotor Indicator, Students are able to practice the procedures for Friday prayers correctly; 3) Affective Indicator, students show activity in group discussions, students can work well together in groups.

The implementation of action cycle 1 is carried out in one meeting (2 x 35 minutes) by applying the Problem Based Learning learning model. The learning process is designed according to the plan that has been made previously, with preliminary, core, and closing stages. The following is a detailed and detailed description of the implementation of the action. (10 minutes) at the beginning of the lesson, the teacher begins with the following steps, 1) Building a learning atmosphere, the teacher greets students with greetings and opening prayers to create a conducive atmosphere, the teacher asks simple questions to explore students' initial knowledge, such as, What do you know about Friday prayers?, "Who is required to perform Friday prayers?

The teacher explains the learning objectives to be achieved, namely, 1) Understanding the obligatory and valid requirements for Friday prayers, 2) Knowing the pillars of Friday sermons, 3) Being able to practice the procedures for Friday prayers correctly. The teacher presents a problem scenario to motivate students to think critically, "Imagine you are asked to help your father become a preacher at the mosque. What should you do to ensure that the sermon and Friday prayers are valid?" The teacher connects the problem with students' daily lives to increase relevance and interest in learning. Core Activities (40 Minutes), the core stages consist of several steps according to the problem-based learning model. Problem orientation (10 Minutes), 1) The teacher explains the problem scenario using PowerPoint media and short videos about Friday prayers at the mosque; 2) The teacher directs students to identify problems in the scenario, such as, "What are the valid requirements for Friday sermons?", "What should be considered in carrying out Friday prayers so that they are valid according to sharia?".

Group investigation (20 minutes), Group formation, Students are divided into 5 groups, each consisting of 3 people, to discuss the problem, the teacher provides a group worksheet containing questions and tasks to be completed. The discussion process, each group uses the Islamic Religious Education book, the Qur'an (Surah Al-Jumu'ah: 9), related hadiths, and videos as reference materials. The teacher walks around monitoring group activities, providing guidance if students have difficulties, and ensuring that all group members contribute. Completion of the task, the group compiles answers to questions on the worksheet, such as, 1) "What are the pillars of Friday sermons?" 2) "How to carry out Friday prayers?" Solution development (10 minutes), 1) each group presents the results of their discussion in front of the class., 2) The teacher provides feedback, corrects incorrect answers, and emphasizes important points in the material., Closing activities (20 minutes) At the end of the lesson, the teacher does the following activities, 1) concludes the lesson., 2) The teacher and students summarize the material that has been learned, Obligatory and valid requirements for Friday prayers, Pillars of Friday sermons., Procedures for implementing Friday prayers., Providing Reflection, The teacher provides a brief reflection on the importance of understanding Friday prayers as obligatory worship. Evaluation and Individual Assignments, 1) Students are asked to fill out individual reflection sheets to evaluate learning., 2) The teacher gives assignments to practice the procedures for Friday prayers at home with family.

Table 2. *Second Test Results*

No	Student	Score (0-100)	Information
1	AZ	65	Incompleted
2	AZR	60	Incompleted
3	BS	60	Incompleted
4	DA	55	Incompleted
5	ES	80	Completed
6	FF	85	Completed
7	FNH	65	Incompleted
8	HNJ	65	Incompleted
9	KR	75	Completed
10	KFP	80	Completed
11	MAS	85	Completed
12	NAH	65	Incompleted
13	SAZ	70	Incompleted
14	SKA	70	Incompleted
15	ZNA	75	Completed

Total	**1055**
Average	**70,33**

Based on table 2, the average score increased from 59.67 (initial test) to 70.33 after cycle 1 action. Classical completeness increased from 20% in the initial test to 40% (6 out of 15 students achieved minimum criteria) after cycle 1 action. Students were more active in group discussions and showed a higher interest in learning compared to the initial conditions. Although there was an increase, there were still several obstacles, including; some students were still passive in group discussions and students' understanding of the pillars of the sermon needed further assistance. Actions in cycle 1 succeeded in increasing student understanding, but the results had not reached the target success indicator. Improvements need to be made in the next cycle, especially in discussion time management and more intensive guidance for passive students.

Observations of the implementation of cycle 1 actions were carried out to monitor student and teacher activities during learning. This observation covers the entire series of activities, from the introduction, core, to the closing, using an observation sheet. In the preliminary activity, the teacher opened the learning by greeting, inviting students to pray, and conveying the learning objectives. The teacher succeeded in creating a conducive learning atmosphere. The teacher motivates students with opening questions such as: "What do you know about Friday prayers?". The teacher delivers a problem scenario with the sentence: "Imagine you are asked to help your father become a preacher at the mosque. What should you do to ensure that the sermon and Friday prayers are valid?". Most students (80%) show enthusiasm for the problem scenario presented by the teacher. Some students (20%) still appear passive and need encouragement to actively listen.

Table 3. *Preliminary Activity Observation Results*

No	Aspect	Maximum Score	Score	Percentage
1	Student activity in answering	10	7	70%
2	Students' understanding of the scenario	10	8	80%
3	Student motivation in participating in the Early	10	7	70%

The core activities consist of three main stages: Problem Orientation, Group Investigation, and Solution Development. In the problem orientation activity, the teacher explains the problem scenario using PowerPoint and short videos. The teacher provides guidance on how to identify the problem in the scenario. Students actively pay attention to the teacher's explanation and note down important points. Most students (85%) can identify problems such as the requirements for a valid sermon and the procedures for performing Friday prayers. In the group investigation activity, the teacher divides students into 5 groups, each consisting of 3 students. The teacher provides group worksheets containing questions such as: What are the mandatory requirements for Friday prayers?, Mention the pillars of Friday sermons!, How are the procedures for performing valid Friday prayers?.

The teacher walks around to monitor and provide guidance. Students discuss in groups using Islamic Religious Education books, the Qur'an, and videos as references. Some students (75%) are active in group discussions, but some still rely on more dominant friends. In the solution development activity, the teacher asks group representatives to present the results of the discussion. The teacher provides feedback, corrects incorrect answers, and emphasizes important points in the material. Each group presented their discussion results confidently, although some answers still needed correction. All students paid attention to other groups' presentations and noted important points.

Table 4. *Core Activity Observation Results*

No	Aspect	Maximum Score	Score	Percentage
1	Student activity in discussions	10	7	70%
2	Cooperation in groups	10	8	80%
3	Accuracy in answering problems	10	6	60%
4	Ability to present answers	10	7	70%

Observation in Closing Activities, the teacher and students summarize the material that has been learned, such as the requirements for the validity of Friday prayers, the pillars of sermons, and the procedures for performing Friday prayers. The teacher provides a brief reflection on the importance of understanding the material on Friday prayers as a mandatory worship. The teacher asks students to fill out individual reflection sheets about their learning experiences. Most students (80%) are able to reiterate the important points that have been learned. All students (100%) complete the individual reflection sheets well.

Table 5. *Closing Activity Observation Results*

No	Aspect	Maximum Score	Score	Percentage
1	Students' understanding of the summary	10	8	80%
2	Involvement in reflection	10	9	90%
3	Ability to conclude learning	10	7	70%

From the results of observations on the preliminary, core, and closing activities, it can be concluded that student activity in group discussions is quite good (70%), although there are still some passive students. Most students (80%) are motivated to be involved in learning. Cooperation between group members goes well, with a score reaching 80%. Students' understanding of the material increases during the core activities, but some students need more intensive guidance to understand the pillars of the sermon. In the closing activities, students are able to conclude the learning well and provide reflections that show they are beginning to understand the essence of the material.

Observation results show that Problem Based Learning-based learning has succeeded in increasing student involvement in learning. However, some students still need more intensive motivation and guidance to increase their participation, especially in group discussions. This evaluation is the basis for improvements in the next cycle., Analysis of Cycle 1 Action Data

Analysis of cycle 1 action data is carried out based on the results of the implementation of actions and observations. This process involves researchers and observers to evaluate the success of the action using data from student learning outcomes, observations of student activities, and reflections during learning. The following is an analysis of cycle 1 action data. The test results show an increase in students' understanding of the Friday prayer material compared to the initial conditions. The average student score increased from 59.67 (initial test) to 70.33 in cycle 1, with classical completeness reaching 40% (6 out of 15 students achieved the minimum completeness criteria). The increase of 10.66 points indicates that the implementation of Problem Based Learning has begun to have a positive impact on student understanding. Completeness increased from 20% to 40%, but the minimum target of 80% completeness has not been achieved. The individual reflection sheet shows that most students find it easier to understand the material through group discussions and presentations, although some

students admitted that they still had difficulty in memorizing the pillars of the sermon. The results of the observation showed that students were more active compared to the initial conditions. Of the five groups observed, three groups showed very good cooperation, while two groups needed more intensive guidance because their group members lacked confidence. Most students were actively involved in group discussions (70%), but some students still tended to be passive because they lacked confidence. Cooperation between group members was quite good (80%), indicating that the PBL method succeeded in facilitating collaboration. Students' understanding of the problem scenario and the pillars of the sermon still needs to be improved, as seen from the score of answer accuracy (60%).

The teacher successfully guided students during group discussions and provided relevant feedback during presentations. However, time management needs to be improved because some groups did not complete the task within the specified time. There are several advantages and disadvantages/obstacles in implementing the cycle 1 action. The advantages include: Improved Understanding: Students showed a better understanding of the requirements for the validity of Friday prayers and the procedures for implementation. Most students were actively involved in discussions and worked together in groups. Problem-based learning was considered interesting by students, thus increasing their motivation to learn. Meanwhile, the Disadvantages/Obstacles in implementing the cycle 1 action include. Some students were still passive and only relied on friends who were more dominant in the group. The duration of the group discussion was not enough to complete all tasks.

Students' understanding of the pillars of the sermon and the procedures for Friday prayers is still not deep, so it needs reinforcement in the next cycle. Based on the data analysis, it can be concluded that the actions of cycle 1 had several successes and obstacles faced. The successes obtained include an increase in the average score from 59.67 to 70.33 indicating an increase in students' understanding of the Friday prayer material. The PBL learning model succeeded in increasing student activity, especially in group discussions. Then the obstacles faced include: classical completeness has not reached the minimum target of 50%. There are still students who need more intensive guidance to understand the material. Discussion time management needs to be improved to ensure that each group completes its tasks. The results of this analysis will be the basis for improvements in cycle 2 so that learning outcomes can be more optimal and the target of completeness is achieved. Recommendations for Cycle 2, among others, provide clearer guidance to passive students so that they are more involved in the discussion. Increase the time allocation for group discussions. Strengthen students' understanding of the material with additional exercises, especially on the aspects of the pillars of the sermon.

DISCUSSION

Reflection is carried out to evaluate the implementation of cycle 1 actions based on the results of observations and data analysis. This reflection includes the advantages, disadvantages, and conclusions of the implementation and results of the action. The following is a complete, detailed, and detailed description, Advantages of Cycle 1 Actions, 1) The average student score increased from 59.67 (initial test) to 70.33 after cycle 1 actions; 2) Several students began to understand the valid requirements, pillars of sermons, and procedures for Friday prayers, as seen from the results of tests and group discussions; 3) Most students (70%) were active in group discussions, indicating that the problem-based learning model succeeded in increasing student involvement; 4) Students felt motivated by the use of problem scenarios that were relevant to their lives; 5) Cooperation between group members was quite good (80%), with most students contributing to completing group assignments; 6) Students began to get used to sharing opinions and discussing solutions with group members; 7) The teacher succeeded in

carrying out the role of facilitator by providing guidance during group discussions and correcting conceptual errors through feedback.

Disadvantages of Cycle 1 Action, 1) Classical completeness only reached 40% (6 out of 15 students achieved the minimum completeness criteria), still below the minimum target of 80%; 2) Several students with low abilities have not been able to achieve KKM because they need more intensive guidance; 3) There are still students (around 30%) who are passive during discussions, depending on other more dominant group members; 4) These passive students tend to be less confident in expressing opinions or asking questions when facing difficulties; 5) The time allocation for group discussions is still lacking, so that several groups do not have time to complete all tasks; 6) The presentation of the results of group discussions takes longer than planned, so that the reflection stage is less than optimal; 7) Several students still have difficulty understanding the pillars of the sermon and the procedures for implementing Friday prayers in detail; 8) This can be seen from their answers that are not quite right on the group worksheet and test results.

Based on the implementation of actions, observations, and data analysis, it can be concluded that the PBL model runs well and has succeeded in increasing student activity in learning, especially through group discussions. The use of media such as PowerPoint, videos, and group worksheets made learning more interesting and interactive. The problem scenarios presented successfully motivated students to think critically and relate learning to everyday life. The average student score increased by 10.66 points, indicating an increase in students' understanding of the Friday prayer material. However, classical completion still did not reach the minimum target of 50%. Most students were actively involved in discussions and were able to work well together in groups. Students began to get used to problem-based learning, although some students still needed additional motivation.

Learning was more interactive, students were more active in discussions, and learning outcomes improved. Cooperation in groups showed positive developments. Classical completion was still low, discussion time was limited, and some students were still passive and needed more intensive guidance. This reflection became the basis for developing a more effective action plan in cycle 2, with a focus on overcoming existing obstacles and improving student learning outcomes more significantly. Recommendations for Cycle 2 include: Teachers need to pay special attention to passive students, for example by assigning them specific roles in the group. Increasing the time allocation for group discussions so that each group can complete the task well. Providing additional practice and emphasis on aspects that are difficult to understand, such as the pillars of the sermon and the procedures for performing Friday prayers.

Based on the results of the analysis of the implementation of Action Cycle 1, there are several problems that need to be addressed to improve students' understanding of the Friday prayer material, namely, 1) Classical completeness has only reached 40% (6 out of 15 students achieved the minimum completeness criteria), still below the minimum target of 80%; 2) Some students are passive during group discussions, depending on the more dominant members; 3) Understanding of the pillars of the sermon and the procedures for Friday prayers is still low; 4) Discussion time management needs to be improved to allow each group to complete the task. From these problems, alternative problem-solving plans were prepared to solve these problems, including the following, 1) Providing clearer guidance to passive students with specific role assignments in the group; 2) Increasing group discussion time; 3) Providing additional exercises that focus on the pillars of the sermon and the procedures for Friday prayers; 4) Using additional visual media such as more interesting interactive videos. Based on the alternative problem-solving plan, the following action plan is prepared, Preliminary activities (10 minutes), Greetings and Prayers, The teacher begins the lesson with greetings and prayers together to create a conducive atmosphere. Apperception, The teacher gives a trigger question, 1) "What do you do on Friday?"; 2) "Have you ever seen people going to the mosque on Friday?", or

"What do you know about Friday prayers?"; 3) "What are the pillars of the Friday sermon that you know?".

The teacher motivates students with a new scenario, 1) The teacher tells a short story or gives a real example of the importance of Friday prayers, for example a story about the unity of Muslims in Friday prayers or the benefits felt after performing Friday prayers. Providing References, 1) The teacher conveys the learning objectives specifically, clearly and briefly and easily understood by students; 2) The teacher also informs that students will make a short video about Friday prayers as a group project. Understanding the obligatory and valid requirements for Friday prayers. Core Activities (50 Minutes), 2) Determining Basic Questions, The teacher begins the core activities by giving several provocative questions, 1) What is Friday prayer, and why is it important for Muslims? What are the procedures and requirements for the validity of Friday prayers?; 2) What benefits can we get from Friday prayers?; 3) The teacher plays a short video about the implementation of Friday prayers in the mosque that shows the complete procedures for Friday prayers; 4) After watching the video, the teacher asks questions such as, "What do you see in the video?", "What makes Friday prayers different from other prayers?", "Why are Friday prayers only performed by men and carried out in congregation in the mosque?"; and 5) The teacher motivates students by conveying that they will make a short educational video about Friday prayers that can be shared with family and friends, as well as explaining the procedures and wisdom of Friday prayers in a simple and interesting way.

Designing the Project, 1) The teacher divides students into several small heterogeneous groups (various abilities) by counting 1, 2, 3 and so on, students who get number 1 sit together in group one, students who get number 2 sit together in group two, and so on; 2) The teacher explains the components that must be in the video, Segment 1. A brief explanation of the meaning of Friday prayers, Segment 2: Simple demonstration of the procedures for Friday prayers (sermon and prayer), Segment 3, Closing with the wisdom of Friday prayers., The teacher provides an explanation of the technical guide, Video duration: 3-5 minutes, Tools used: cellphone camera or other simple devices. The role of each member, 1) narrator; 2) actors; 3) and editor. The teacher guides students to discuss in groups in dividing tasks and compiling a video storyboard, Who will speak?, What scenes will be taken?, What tools are needed? Working on the Project, 1) The teacher monitors each group when students start working, and provides direction and assistance if there are technical or conceptual obstacles; 2) Students with teacher guidance start making recordings, taking pictures or videos according to the storyboard with scenes; 3) Students explain the meaning of Friday prayers clearly; 4) Students practice the procedures for sermons (one student becomes the preacher, the others as the congregation); 5) Demonstration of two rakaat Friday prayers (without detailed readings); 6) If possible, students are guided by the teacher to add simple narration to the video, add text or music using simple applications (such as CapCut or InShot).

Project Results Presentation, 1) The teacher facilitates each group to present the results of their project video about Friday prayers in front of the class (explaining the making process and the obstacles faced); 2) Students in other groups provide each other with responses and input or appreciation for the creativity of the group presenting the results of their project; 3) The teacher provides clarification and additional information if necessary closing activities (10 minutes). The teacher and students conclude the material that has been learned and emphasize important points in making a video project with the application of values in real life ("By working together to make a video, you have learned about togetherness which is also part of the wisdom of Friday prayers"), The teacher and students reflect on today's learning experience by answering several questions, such as, 1) What did you learn today about Friday prayers?; 2) What do you find most interesting or challenging about the video-making project?; 3) How can you apply the wisdom of Friday prayers in your daily life?; 4) The teacher gives appreciation to students for their efforts and participation in completing the video-making project about Friday prayers ("I am very

proud of your enthusiasm in making videos. The results are extraordinary and very creative. The best videos can be published on school social media or shown at school events"); 5) The teacher closes the learning by praying as an expression of gratitude and hope and giving a closing greeting as a sign of the end of learning.

Learning Media, 1) Poster: Infographics of the pillars of sermon and procedures for Friday prayers; 2) Interactive Video: Simulation of a valid Friday sermon; 3) PowerPoint: Summary of Friday prayer material. Learning Resources, 1) Books, Islamic Religious Education for Grade 4; 2) Al-Qur'an Surah Al-Jumu'ah verse 9; 3) Hadith, about the importance of Friday prayers; 4) Group worksheets and individual reflections. Materials taught. Obligatory and valid requirements for Friday prayers, 1) Muslim; 2) baligh; 3) sane; 4) male; 5) resident; and 6) no Islamic excuse. Valid requirements, 1) Performed at a certain time; 2) minimum 40 male worshipers; and 3) performed in an open place or mosque. Pillars of Sermon, 1) Praising Allah; 2) Reading salawat; 3) Advising to be pious; 4) Reading the verses of the Qur'an in one of the sermons; 5) Praying for the Muslims in the second sermon. Procedures for Friday Prayers, 1) Starting with the call to prayer., The first sermon, interspersed with sitting between the two sermons, then the second sermon., Praying two rakaat in congregation. Assessment Instruments. Comprehension Test, 1) Format: Multiple choice questions and short essays; 2) Material: Mandatory and valid requirements, pillars of sermons, and procedures for Friday prayers; 3) Observation Sheet. Aspects observed, 1) Student activity in discussions; 2) Cooperation in groups; 3) Accuracy of group answers during presentations. Individual Reflection Sheet, Success Indicators. Cognitive., 1) Average student test score of at least 75. At least 70% of students achieve the minimum completion criteria (score 75). Psychomotor, 1) Students are able to practice the procedures for Friday prayers correctly. Affective, 1) Student activity in the discussion reaches a minimum of 90%., 2) Cooperation between group members runs smoothly. The implementation of cycle 2 actions is carried out in one meeting (2 x 35 minutes) by applying the Project Based Learning learning model. The learning process is designed according to a previously made plan, with preliminary, core, and closing stages.

The following is a detailed and detailed description of the implementation of the action, Introductory Activities (10 Minutes), 1) Greetings and Prayers, the teacher begins the lesson with greetings and prayers together to create a conducive atmosphere; 2) Apperception, the teacher gives a trigger question, "What do you do on Friday?", "Have you ever seen people going to the mosque on Friday?", or "What do you know about Friday prayers?", "What are the pillars of Friday sermons that you know?". Motivation, the teacher motivates students with a new scenario. The teacher tells a short story or gives a real example of the importance of Friday prayers, for example a story about the unity of Muslims in Friday prayers or the benefits felt after performing Friday prayers. Providing References, The teacher conveys the learning objectives specifically, clearly and briefly and easily understood by students, The teacher also informs that students will make a short video about Friday prayers as a group project. Understanding the obligatory and valid requirements of Friday prayers.

Core Activities (50 Minutes), Determining Basic Questions, The teacher starts the core activities by giving several provocative questions, 1) What is Friday prayer, and why is it important for Muslims? What are the procedures and requirements for Friday prayers to be valid?; 2) What benefits can we get from Friday prayers?; 3) The teacher plays a short video about the implementation of Friday prayers in the mosque that shows the complete procedures for Friday prayers; 4) After watching the video, the teacher asks questions such as, "What do you see in the video?", "What makes Friday prayers different from other prayers?", "Why are Friday prayers only performed by men and performed in congregation in the mosque?". The teacher motivates students by saying that they will make a short educational video about Friday prayers that can be shared with family and friends, and explain the procedures and wisdom of Friday prayers in a simple and interesting way. Designing the Project, 1) The teacher divides students into several small heterogeneous groups (various abilities) by counting 1, 2, 3 and so on, students who get

number 1 sit together in group one, students who get number 2 sit together in group two, and so on; 2) The teacher explains the components that must be in the video., Segment 1: A brief explanation of the meaning of Friday prayers., Segment 2, a simple demonstration of the procedures for Friday prayers (sermons and prayers). Segment 3, Closing with the wisdom of Friday prayers., the teacher provides an explanation of the technical guide, 1) Video duration: 3-5 minutes; 2) Tools used: cellphone camera or other simple devices; 3) The role of each member of the narrator, cast and editor. The teacher guides students to discuss in groups in dividing tasks and compiling a video storyboard, Who will speak?, What scenes will be taken?, What tools are needed?. Working on the Project, 1) The teacher monitors each group when students start working, and provides direction and assistance if there are technical or conceptual obstacles; 2) Students with teacher guidance start making recordings, taking pictures or videos according to the storyboard with scenes; 3) Students explain the meaning of Friday prayers clearly; 4) Students practice the procedures for sermons (one student becomes the preacher, the others as the congregation); 5) Demonstration of two rakaat Friday prayers (without detailed readings); 6) If possible, students are guided by the teacher to add simple narration to the video, add text or music using simple applications (such as CapCut or InShot).

Project Results Presentation, The teacher facilitates each group to present the results of their project video about Friday prayers in front of the class (explaining the making process and the obstacles faced). Students in other groups provide each other with responses and input or appreciation for the creativity of the group presenting the results of their project, the teacher provides clarification and additional information if needed. Closing Activities (10 Minutes), The teacher and students conclude the material that has been learned and emphasize important points in making a video project with the application of values in real life ("By working together to make a video, you have learned about togetherness which is also part of the wisdom of Friday prayers"), The teacher and students reflect on today's learning experience by answering several questions, such as, 1) What did you learn today about Friday prayers?; 2) What do you find most interesting or challenging about the video-making project?; 3) How can you apply the wisdom of Friday prayers in your daily life?; 4) The teacher gives appreciation to students for their efforts and participation in completing the video-making project about Friday prayers ("I am very proud of your enthusiasm in making videos. The results are extraordinary and very creative. The best videos can be published on school social media or shown at school events"); 5) The teacher closes the learning by praying as an expression of gratitude and hope and giving a closing greeting as a sign of the end of learning.

The teacher guides students to discuss in groups in dividing tasks and compiling a video story framework (storyboard), Who will speak?, What scenes will be taken?, What tools are needed?. Working on the Project, 1) The teacher monitors each group when students start working, and provides direction and assistance if there are technical or conceptual obstacles; 2) Students with teacher guidance start making recordings, taking pictures or videos according to the storyboard with the scene; 3) Students explain the meaning of Friday prayers clearly; 4) Students practice the procedures for sermons (one student becomes the preacher, the others as the congregation); 5) Demonstration of two rakaat Friday prayers (without detailed readings); 6) If possible, students are guided by the teacher to add simple narration to the video, add text or music using simple applications (such as CapCut or InShot).

Project Results Presentation, The teacher facilitates each group to present the results of their project video about Friday prayers in front of the class (explaining the process of making and the obstacles faced). Students in other groups provide feedback and input or appreciation for the creativity of the group that presents the results of their project, the teacher provides clarification and additional information if necessary. Closing Activities (10 Minutes), The teacher and students conclude the material that has been learned and emphasize important points in making a video project with the application of values in real life ("By working together to make a video, you have learned about

togetherness which is also part of the wisdom of Friday prayers"), The teacher and students reflect on today's learning experience by answering several questions, such as, 1) What did you learn today about Friday prayers?; 2) What do you find most interesting or challenging about the video-making project?; 3) How can you apply the wisdom of Friday prayers in your daily life?; 4) The teacher appreciates students for their efforts and participation in completing the project of making a video about Friday prayers ("I am very proud of your enthusiasm in making videos. The results are extraordinary and very creative. The best videos can be published on school social media or shown at school events")., 5) The teacher closes the learning by praying as an expression of gratitude and hope and giving a closing greeting as a sign of the end of learning. After completing cycle 2, data on student learning outcomes were obtained which were then processed by the teacher. The following are the test results obtained by students after implementing cycle 2 actions.

The test results showed that the average score increased from 70.33 in cycle 1 to 77.67 after the action in cycle 2. Classical Completion increased from 40% (6 students out of 15 students) to 80% (12 students out of 15 students) reaching the Minimum Completion Criteria. Most students understand the obligatory and valid requirements for Friday prayers and the pillars of the sermon well. Students began to be able to practice the procedures for Friday prayers correctly during the simulation. Student activity in the discussion increased significantly. As many as 85% of students actively participated in group discussions. Observations of the implementation of the cycle 2 actions were carried out to monitor the activities of students and teachers during learning. This observation covers the entire series of activities, from the introduction, core, to the closing, using an observation sheet. In the preliminary activity, the teacher began the learning with a greeting and prayer. Most students (93%) answered the greeting enthusiastically, and the classroom atmosphere was conducive. The teacher gave a provocative question about the benefits of Friday prayers and the pillars of the sermon. Most students (80%) were able to answer correctly, while 20% were still hesitant. The teacher introduced the problem scenario through stories and visual media. Most students seemed interested (90%) and began to note down important points.

The core activities consist of three main stages: Problem Orientation, Group Investigation, and Solution Development. In the problem orientation activity, the teacher shows an interactive video. Most students (87%) focus on paying attention and taking notes. When asked to identify the problem in the scenario, 80% of students are able to answer correctly. In the group investigation activity, students are divided into 5 groups. As many as 85% of students are actively discussing, but there are some students who are still passive. The teacher provides guidance to groups that need it. Most groups (90%) are able to complete the worksheet well. In the solution development activity, group representatives present the results of the discussion. As many as 80% of students listen carefully and take notes of important points. The teacher provides relevant feedback and corrects incorrect answers.

Observation during the closing activity, the teacher and students summarized the material. As many as 87% of students actively answered the teacher's questions regarding the requirements for valid Friday prayers and the pillars of the sermon. The teacher asked students to fill out individual reflection sheets. All students (100%) completed the reflection sheets well. The teacher gave an assignment to create a simple sermon text. As many as 80% of students looked enthusiastic and took notes on the assignment.

CONCLUSION

Based on the results of Classroom Action Research that has been conducted through three cycles by implementing the Problem Based Learning learning model to improve the understanding of Friday prayers of grade 4 students of SD Negeri No. 102040 Sei Bamban, it can be concluded that the application of the Problem Based Learning Model in Friday

Prayer Material with steps that actively involve students in the learning process, such as group discussions, problem identification, and solution presentations. PBL has succeeded in creating learning that is more interactive and relevant to students' real lives, so that they are motivated to understand Friday prayer material in more depth. The application of the PBL model is able to improve students' understanding of Friday prayer material. This can be seen from the average results of student tests that increase in each cycle. In the implementation of cycle 1 action, the average student score increased from 59.67 (initial condition) to 70.33. In the implementation of cycle 2 actions, the average student score reached 77.67 with 80% classical completeness and student learning completeness reached the expected target. The main obstacles in implementing PBL are the lack of confidence of some students to actively participate in group discussions, limited time to complete group assignments, and students' understanding of the concept of the pillars of the sermon. The solutions implemented are to provide specific roles to passive students, increase discussion time, and provide intensive guidance to students who experience difficulties..

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