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The Application Of *The Problem Based Learning* (PBL) Model To Improve Student Learning Outcomes In Islamic Religious Education Subjects In The Beautiful Material Of Mutual Respect For The Elements Of Akhlaq Phase C Class V At SDIT Plus Al-Muhsinin, Cangkuang District

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Abstract

This study aims to provide an overview of the effectiveness of implementing the Problem-Based Learning (PBL) model in promoting student learning outcomes, particularly in Islamic Religious Education and Moral Education subjects. The study was conducted as a Classroom Action Research (CAR) consisting of two cycles and implemented in class V-B of SDIT Plus Al-Muhsinin, Cangkuang District, Bandung Regency, during the 2024/2025 academic year. The number of students participating in the study was 17. Data collection techniques included observation, documentation, formative tests, and interviews, which were then analyzed using a quantitative and qualitative descriptive approach. Findings from the first cycle indicated that student learning outcomes were still relatively low, with an average score of 67 and a classical completion rate of only 52.94%. Thus, it can be concluded that the PBL model has been proven and can be recommended as an innovative and relevant alternative learning approach to be integrated into educational practices at the elementary school level, particularly by emphasizing teachers as key facilitators in implementing systematic patterns and providing motivational encouragement to students.

Keywords: Problem-Based Learning; Learning Outcomes; Islamic Education; Classroom Action Research; Elementary School Students.

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Abstrak

Penelitian ini memiliki tujuan untuk memberikan gambaran mengenai efektivitas penerapan model pembelajaran *Problem Based Learning* atau PBL dalam mendorong hasil

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Vol. 17, No. 2 (December 2025)

belajar siswa terutama pada mata pelajaran Pendidikan Agama Islam dan Budi Pekerti. Studi ini dilaksanakan dalam bentuk Penelitian Tindakan Kelas atau PTK yang terdiri atas dua siklus dan dilaksanakan di kelas V-B SDIT Plus Al-Muhsinin, Kecamatan Cangkuang, Kabupaten Bandung tahun ajaran 2024/2025. Jumlah peserta didik yang menjadi subjek penelitian sebanyak 17 siswa. Teknik pengumpulan data mencakup observasi, dokumentasi, tes formatif, serta wawancara, yang kemudian dianalisis melalui pendekatan deskriptif kuantitatif dan kualitatif. Dengan demikian, dapat disimpulkan bahwa model PBL terbukti dan dapat direkomendasikan sebagai pendekatan pembelajaran alternatif yang inovatif dan relevan untuk diintegrasikan dalam praktik pendidikan di tingkat sekolah dasar terutama dengan menekankan guru sebagai fasilitator kunci dalam memainkan pola sistematis serta pemberian dorongan secara motivasional kepada siswa.

Kata Kunci: Problem Based Learning; Hasil Belajar; Pendidikan Agama Islam; Penelitian Tindakan Kelas; Siswa Sekolah Dasar.

A. Introduction

In its basic concept, education is said to be a fundamental aspect in the formation of human civilization. Education is also written as a series of processes of knowledge transfer, but also as a vehicle for the formation of human character, morals, and integrity. In a broader dimension, education is an instrument of civilization that functions to preserve cultural values and form individuals who are intact in faith, have noble character, and are able to play a role as social beings and servants of God. This view is in line with the provisions of the Constitution of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. In the regulation, it can be explicitly understood that education is part of an effort that is made consciously and planned to create learning conditions and learning processes that allow students to actively develop all the potentials that exist in each individual. In its prospects, the potential has the following scope; religious aspects, self-control competence, personality, intellectual intelligence, noble morals, and various skills needed for their own lives, society,

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Vol. 17, No. 2 (December 2025)

and the wider interests of the nation. (Abidin, 2021) (Jaharing, 2025)

Then, in the rapid development of a digital society, the national education system is experiencing dynamics that require a comprehensive transformation, both in terms of curriculum, learning approaches, and the role of educators. The government through the Independent Curriculum provides freedom and flexibility for educational units and educators in determining learning methods and models that are considered to be in accordance with the needs of existing students. The main focus lies in siding with students as well as strengthening character, collaboration, and digital literacy. The curriculum actually requires teachers to be not only teachers, but also facilitators/providers of a system that is able to create a learning process that is fun, meaningful, and empowering for students. Unfortunately, the implementation of the Independent Curriculum in many educational units still faces various obstacles, especially in the aspect of teachers' adaptation to innovative learning approaches. Many teachers feel overwhelmed by new learning models that require a shift from a conventional approach to a participatory and contextual approach.(Jadnika Dwi Rakhmawan Amrullah, 2024)(Valentina Triscova, 2023) (Alfin Erlintang Nurjanah, 2024) (Sutanto, 2024)

In real conditions, there are still many educators who cognitively understand the content of the curriculum, but are not fully able to implement an approach that is in accordance with the principles of 21st century learning. This has a direct impact on the monotony of learning in the classroom which tends to *teacher-centered*. As a result, students experience boredom, passivity in learning activities, and the learning outcomes are not optimal. This phenomenon is also found in the learning of PAI-BP (Islamic Religious Education and Ethics) at SDIT Plus Al-Muhsinin, especially on the theme "The Beauty of Mutual Respect". Material, which is actually very important in shaping students' character and moral values, is actually poorly understood because the delivery method is limited to traditional lectures or discussions. Students look passive, easily feel bored, lack confidence, and do not have high enthusiasm to understand the meaning

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Vol. 17, No. 2 (December 2025)

of the values taught. (Zuzu Zuhariyah, 2022)

Religious education itself basically functions as a means that is arranged in a planned and systematic manner to foster students in the process of applying the values of Islamic teachings. Through this education, students are directed to be able to understand, believe deeply, and implement Islamic principles in various aspects of daily life. The quality of PAI learning is greatly influenced by the level of active participation of students. When students feel that they have a role and are directly involved in the learning process, they will have a deeper understanding and appreciation of the teaching material. On the other hand, learning that is only one-way and has minimal interaction tends to produce low learning outcomes, both in cognitive and affective aspects (Ismail & Musdiani, 2020). From these arguments, it is stated that it is important for teachers to use a learning model that not only transfers knowledge, but also invites students to think critically, solve problems, and build meaning for what they learn. (Ayatullah, 2020) (Meiliya Sari Putri Regina, 2025)

One of the learning approaches that is considered to be in line with the demands of 21st century learning is *Problem Based Learning* (PBL). This model is oriented to learners as the center of learning activities, by placing them in problematic situations that are authentic and relevant to real-life contexts. In the process, students are encouraged to develop critical thinking and problem-solving skills through group discussions, collaboration, and independent information search. PBL has been empirically proven to be able to improve students' critical thinking, collaboration, and conceptual understanding skills. In the context of PAI-BP learning, this model also has the potential to strengthen religious and social values, as students not only learn concepts theoretically, but also understand their meaning through a process of problematization and reflection. (Wardani, 2023)

Based on the initial findings in grade V of SDIT Plus Al-Muhsinin, it is known that the learning outcomes of students in the material "The Beauty of Mutual Respect" still do not meet the completeness target. This condition is an important foundation for researchers

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Vol. 17, No. 2 (December 2025)

to design measurable and systematic learning improvement actions. This study aims to explore the effectiveness of the application of *the Problem Based Learning* model in improving student learning outcomes, focusing on cognitive, participatory, and motivational aspects. This research has novelty because it integrates the PBL learning approach in the context of Islamic Religious Education in the Independent Curriculum, a combination that is still rarely used as the focus of studies, especially at the elementary school level. This research is expected to make a practical contribution for teachers in designing more effective and contextual learning, as well as becoming an academic reference for the development of transformative PAI learning innovations in the 21st century education era.

B. Methods

Design The research adopted in this paper is the *Classroom Action Research* (CAR)/Classroom Action Research (PTK) as the main method. This approach aims to encourage continuous improvement in learning practices through a set of actions designed in a systematic, reflective and participatory manner, to address problems that arise in the classroom and improve the effectiveness of the teaching and learning process. (Azizah, 2021)

PTK is carried out in a spiral cycle as stated by Kemmis and McTaggart which consists of four repeated stages: planning (*Planning*), actions (*Stuart T*), observation (*Observation*), and reflection (*Reflection*) . This method allows teachers as researchers to identify learning problems directly in the classroom, then develop relevant strategies to overcome them. Thus, PTK is not only a means to improve teaching practices, but also a professional learning process for the teachers themselves. The implementation of this research took place in two cycles with the possibility of adjusting strategies based on reflections from the previous cycle, so as to give rise to adaptive conditions and oriented towards better learning outcomes in the next stage.(Kemmis, 2014) (Femberianus Sunario Tanggur, 2025) (Burns, 2015)

The research was conducted at SDIT Plus Al-Muhsinin, Bandung

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Vol. 17, No. 2 (December 2025)

Regency, involving 17 students in class V-B as research subjects. This research focuses on efforts to improve student learning outcomes in PAI-BP subjects, with a special focus on learning materials themed "The Beauty of Mutual Respect" which emphasizes the values of tolerance and mutual respect between individuals.

Data were collected using triangulation techniques, including observation, documentation, formative tests, and interviews (Creswell, 2018). Observation was used to observe learning activities based on the PBL model, documentation included student score and attendance data, tests to measure learning outcomes, and interviews to capture students' affective and motivational responses. The types of data obtained include quantitative data (learning outcome scores) and qualitative data (student and teacher responses to learning). This technique is designed to gain a thorough understanding of the process and the outcome of the action, as recommended by Fraenkel et al. (2019) in a blended-approach-based PTK study. (Fraenkel, 2019)

Data were analyzed using quantitative descriptive and qualitative descriptive approaches. To measure student learning outcomes, the formula for the percentage of completeness and the average class of formative test scores is used, as is the method commonly used in learning evaluation at the elementary level. Student activity scores are categorized into four levels of development: Advanced (score 4), Proficient (3), Decent (2), and Not Developed (1), according to the rubric used in evaluating student performance based on the Merdeka Learning curriculum. Qualitative analysis was carried out on observation and interview data to identify changes in learning behavior, student involvement, and interaction dynamics in the classroom. The weaknesses of this study include limitations on the small number of subjects and the specific scope of the material, so generalization of findings requires caution. However, the main contribution of this research lies in the application of problem-based active learning strategies that are empirically able to increase student motivation and learning outcomes in PAI-BP subjects (Sugiyono, 2021) (Savitri,

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DOI: 10.30596/25390
Vol. 17, No. 2 (December 2025)

2023)(Hmelo-Silver, 2015)(Saputra, 2021)

C. Results and Discussion

1. Findings

The results of the researcher's findings on the learning process in class V-B SDIT Plus Al-Muhsinin show that students tend to be passive during teaching and learning activities. This condition is caused by the still dominance of conventional learning approaches that are oriented towards the central role of teachers (*teacher-centered*), thus limiting students' active involvement in the learning process. Lack of student participation hinders the development of critical thinking skills, initiative, and collaboration in learning activities. The situation was also found in a study that stated that a learning approach that does not involve students' active participation will have a negative impact on learning outcomes and motivation. To validate these problems, the researcher conducted pre-research in the form of class observation and pretest. The results of the pretest showed that most students obtained grades below the minimum standards of completeness, indicating a low conceptual understanding of the material being taught. Thus, the problem of low learning outcomes is considered an urgent problem ((Agustiningsih, 2021)*Urgent*) and relevant to be followed up through learning interventions.

As a solution to this problem, the researcher applied *PBL,* which is oriented towards the active involvement of students in identifying problems and finding solutions collaboratively. The PBL model has been proven to be able to encourage students' critical thinking, teamwork, and learning independence. This research was carried out in two cycles, namely on September 6 and 13, 2024, following the PTK action framework which includes the stages of planning, implementation, observation, and reflection. In its implementation, teachers act as facilitators, while students are directed to build knowledge through contextual problem-solving processes. The results of observations during both cycles showed an increase in students' active participation in discussions, an increase in students' ability to formulate problems, and better argumentation skills compared to the pretest.(Barrows, 2016)(Arends, 2018)

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Vol. 17, No. 2 (December 2025)

The application of the PBL model in the two cycles has a significant impact on improving learning outcomes and student motivation. This is shown by the striking difference between the results of the pretest and posttest in each cycle. The average student score increased from the low category to the sufficient to high category according to the Minimum Completeness Criteria (KKM) standard. These results are in line with previous research by Hmelo-Silver (2015) which showed that the PBL approach is effective in improving students' conceptual understanding and academic outcomes. The study also shows that PBL model-based interventions not only impact the cognitive dimension, but also on the affective and social aspects of students, such as confidence and collaboration skills. However, this study has limitations, namely the small sample size and focus on one subject matter, so the generalization of the results needs to be done carefully. But overall, the PBL model proved to be feasible to be integrated into the PAI-BP learning strategy to improve the learning process in elementary schools.

a. Cycle I

In the implementation of the first cycle PBL learning model, the learning process begins to be directed by actively involving students through contextual problem-solving that is relevant to students' daily lives. Active student involvement is still relatively low. Some students appear passive, unfocused, and less able to identify or formulate questions that are relevant to the material. Lack of readiness to read teaching materials and lack of confidence in discussions are the main obstacles that affect their participation. This phenomenon is in line with studies that state that the initial implementation of PBL requires adaptation because students are not used to problem-based learning that requires independence and collaboration. The results of the quantitative evaluation showed that out of 17 students, only 9 students (52.94%) achieved learning completion, with an average grade score of 67. The highest score was recorded at 96 and the lowest score was 36, indicating a fairly wide range of achievement variations. The percentage of classical completeness is still far from the set target, which is more than ninety percent (≥90%), so in this realm the researcher concludes that

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DOI: 10.30596/25390
Vol. 17, No. 2 (December 2025)

there is a need for improvement in the implementation of the next cycle.(Alrahlah, 2016)

Table 1. Student Learning Outcomes in the implementation of the First Cycle

Yes	Coverage	Stuttgart
1	Number of Students (JS)	17
2	Highest Score (NT)	96
3	Lowest Value (NTH)	36
4	Average Score (NRR)	67
5	Complete Students (ST)	9
6	Incomplete Students (STT)	8
7	Classical Completeness (KK)	52,94 %

Source: Processed Researcher, 2024

b. Cycle II

Entering cycle II, the learning strategy through PBL has been adjusted by providing more intensive briefings, balanced group formation, and providing more contextual question stimulus. Researchers act as facilitators and guides in group discussions, while students begin to show increased enthusiasm and engagement. They seem to be more prepared to understand the material, active in asking and answering, and showing increased confidence. This change is in line with the opinion that the effectiveness of PBL is highly dependent on the role of facilitators and the management of learning group dynamics. The results of the formative test in cycle II showed a significant increase: the average score increased to 83, the students completed by 16 people, and classical completeness reached 94.11%. The highest score increased to 100 and the lowest went up to 61, indicating an overall improvement in the quality of learning.(Hikmah, 2025)

Table 2. Student Learning Outcomes in the Implementation of the Second Cycle

Yes	Coverage	Stuttgart
1	Number of Students (JS)	17
2	Highest Score (NT)	100
3	Lowest Value (NTH)	61
4	Average Score (NRR)	83
5	Complete Students (ST)	16
6	Incomplete Students (STT)	1

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DOI: 10.30596/25390
Vol. 17, No. 2 (December 2025)

7	Classical Completeness (KK)	94,11 %

Source: Processed Researcher, 2024

The comparison of results between cycle I and cycle II shows the effectiveness of the implementation of PBL in improving student learning outcomes in the subject of Islamic Religious Education and Ethics (PAI-BP). The average class score increased by 16 points (from 67 to 83), and the number of students who completed increased from 9 to 16. Classical completeness jumped from 52.94% to 94.11%, which indicates that the learning target has been achieved. These results corroborate the previous findings by Sunghwan Hwang (2021) who stated that the systematic implementation of PBL is able to improve academic performance, student participation, and high-level thinking skills. However, challenges in the implementation of PBL still lie in the initial readiness of students, availability of time, and teachers' skills in facilitating problem-based learning. Therefore, teacher training, careful material planning, and strengthening students' literacy towards learning resources are important follow-up steps to ensure the sustainability of this learning model in the context of basic education.

Table 3. Comparison of Student Learning Outcomes in Cycles I and II

Yes	Coverage	Cycle I	Cycle II
1	Number of Students (JS)	17	17
2	Highest Score (NT)	96	100
3	Lowest Value (NTH)	36	61
4	Average Score (NRR)	67	83
5	Complete Students (ST)	9	16
6	Incomplete Students (STT)	8	1
7	Classical Completeness (KK)	52,94 %	94,11 %

Source: Processed Researcher, 2024

2. Discussion

As stated above, the learning results in the implementation of the first cycle showed that out of 17 students, as many as 8 people had not reached the KKM, with an average class score of 67 and classical completeness of 52.94%. This low achievement is due to the low concentration of students during the learning process, which can be seen from the behaviors of not focusing, playing, and talking to friends during

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DOI: 10.30596/25390
Vol. 17, No. 2 (December 2025)

the activities that are observed during the observations.

This phenomenon shows that learning has not encouraged students' active participation, and the learning model used has not been able to accommodate their learning styles and motivations. Similar results were also found in the study of Harahap (2019), which stated that learning processes that are not challenging and not interactive tend to lower learning motivation and have an impact on students' academic achievement. Therefore, a learning approach is needed that is able to facilitate students' cognitive and affective involvement optimally.

Based on reflection and evaluation of what happened in the implementation of the first cycle, the researcher improved the strategy in the second cycle by encouraging active student involvement through motivation, strengthening confidence, and more intensive supervision during learning activities. In this process, the PBL model is again applied by improving the quality of mentoring. The results showed a significant increase: the average score increased to 83, the number of students who completed increased to 16, and classical completeness increased to 94.11%. These findings support research by Prayogo (2022) who affirms that the application of the PBL model accompanied by consistent motivation and guidance carried out by teachers can improve student learning outcomes to a significant extent, both in cognitive and affective aspects. The students' activeness also increased, characterized by the courage to ask and answer, as well as the ability to conclude material independently in group discussions.

Within this scope, researchers can draw basic conclusions that, the PBL model has been shown to be effective in creating a more active, fun, and meaningful learning atmosphere compared to previous models. Furthermore, this PBL model not only improves learning outcomes, but can also build critical thinking skills and problem-solving skills. This is proven in another study that shows that the PBL model in its application is able to encourage students to be more enthusiastic, independent, and collaborative in completing tasks during the learning process. (Fitriyyah, 2019)

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Vol. 17, No. 2 (December 2025)

Then, in the implementation of PBL itself, the role of teachers shifts to become facilitators who present authentic problems, trigger discussions, and help students find solutions on their own. The active participation of students in the learning process makes a positive contribution to strengthening their understanding of the material studied. Therefore, the application of corrective actions through the PBL model in classroom action research has proven to be effective in improving student learning outcomes while creating a learning atmosphere that is more interactive, meaningful, and in accordance with the real-life context. As a closing of the discussion, the strategy as basically the researcher will recommend so that it can be applied sustainably in learning practices at the elementary school level for other teachers, which of course takes into account the good prospects of learning outcomes from students with the application of this PBL model.

D. Conclusion

Based on the findings of the research through the classroom action research (PTK) approach carried out in these two cycles, the researcher can conclude that the application of the PBL model has proven to be able to be effectively used as a teaching strategy to improve student learning outcomes in the subject of Islamic Religious Education and Ethics (PAI-BP) in grade V of SDIT Plus Al-Muhsinin. In the first cycle, the level of student participation in learning was still relatively low, and the achievement of learning outcomes did not meet the KKM, with a classical completion percentage of only 52.94%. However, after modifying the learning strategy in the second cycle through a more systematic approach and providing motivational encouragement, there was a significant improvement, both in terms of active student involvement and academic outcomes. In the second cycle, the classical completeness level increased to 94.11%, with almost all students obtaining scores above the KKM.

The application of the PBL model itself has been able to create a more interactive, fun, and meaningful learning atmosphere for students. An approach like this not only supports the achievement of students' cognitive

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DOI: 10.30596/25390
Vol. 17, No. 2 (December 2025)

competence, but will also be able to encourage the development of critical thinking skills, group cooperation, and courage in expressing opinions and solving problems independently. In this context, the role of teachers as facilitators is a key factor in supporting the successful implementation of PBL. Therefore, *this PBL* model is recommended as one of the innovative learning alternatives that are worthy of being integrated sustainably in basic education in general, and in particular for strengthening values in a series of character formation in subjects such as Islamic Religious Education and Ethics for students.

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