



Implementation of Problem Based Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 341 Batahan

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ABSTRACT

This study aimed to investigate the implementation of the Problem-Based Learning (PBL) model to improve student learning outcomes in Islamic Education at SD Negeri 341 Batahan. The research focused on examining how PBL could enhance student engagement, critical thinking, collaboration, and the application of Islamic values. The study utilized a mixed-methods approach, collecting data through pre- and post-tests, classroom observations, student feedback, and teacher reflections. The findings indicated a significant improvement in students' learning outcomes, with post-test scores showing higher performance compared to pre-test results. Additionally, students demonstrated increased engagement, motivation, and participation in the learning process. The PBL model also fostered enhanced critical thinking, communication, and collaboration skills. Furthermore, students were able to apply Islamic values more effectively to real-world issues. Despite challenges such as managing group dynamics and ensuring equal participation, the overall results suggest that PBL is a highly effective teaching strategy in Islamic Education. The study concludes that PBL can create a more interactive, student-centered learning environment that promotes both academic success and the development of essential life skills.

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Introduction

In the educational landscape, the quality of teaching and learning is a crucial determinant of students' academic performance. This holds particularly true for subjects like Islamic Education, where understanding of religious concepts and values is pivotal for students' moral and spiritual development. However, in many schools, including SD Negeri 341 Batahan, the traditional teaching methods often fail to engage students effectively and may not enhance their learning outcomes in a meaningful way.

Therefore, there is a need for alternative teaching approaches that can improve student engagement, understanding, and academic achievement in Islamic Education. Problem-Based Learning (PBL) is an instructional model that emphasizes active learning through the exploration of real-world problems. This approach encourages students to develop critical thinking, problem-solving, and collaborative skills while gaining deep understanding of the subject matter. The application of PBL in Islamic Education could foster a more interactive and participatory learning environment, where students can relate religious concepts to real-life scenarios and practical issues. Such an approach may help students better comprehend the teachings of Islam and apply them in their everyday lives.

At SD Negeri 341 Batahan, there has been a noticeable gap in the learning outcomes of students in Islamic Education. This issue is often attributed to the conventional methods of teaching, which are more teacher-centered and less conducive to fostering active student participation. Many students struggle to understand and apply the religious concepts being taught, which impacts their overall academic performance. Additionally, the traditional approach often fails to stimulate students' curiosity and interest in the subject, leading to a lack of motivation and low engagement during lessons. The implementation of the Problem-Based Learning model in Islamic Education is seen as a promising solution to address these challenges. PBL offers a more student-centered approach, where learners are actively involved in the process of exploring, questioning, and discovering solutions to problems. In Islamic Education, this model can encourage students to explore Islamic values, ethics, and teachings in the context of contemporary issues and real-world challenges. This approach not only enhances their understanding of the subject but also helps them develop the necessary skills to navigate the complexities of modern society.

Previous studies have shown that the use of Problem-Based Learning in various educational settings has led to significant improvements in student learning outcomes. In subjects such as science, mathematics, and social studies, PBL has proven to increase students' critical thinking abilities, creativity, and collaboration skills. Moreover, PBL has been shown to foster a deeper understanding of the material, as students are encouraged to take ownership of their learning process. This research aims to explore the potential benefits of implementing PBL in Islamic Education to improve students' academic performance and engagement. At SD Negeri 341 Batahan, the teachers have recognized the need for innovative teaching strategies that can address the diverse learning needs of students. Islamic Education, being a subject that requires both cognitive understanding and moral reflection, demands teaching methods that go beyond rote memorization. The traditional lecture-based approach may not fully capture the complexity of Islamic teachings, nor does it encourage students to reflect critically on the values and principles of Islam.

Implementing PBL in Islamic Education could provide students with opportunities to engage in meaningful discussions, collaborate with peers, and apply their learning to real-life scenarios. For instance, students could explore topics such as social justice, community service, and ethical decision-making from an Islamic perspective. By addressing such topics, students can connect their religious education with practical experiences, which may enhance their motivation to learn and their ability to retain knowledge. Furthermore, PBL can also support the development of important life skills, such as teamwork, communication, and problem-solving. These skills are essential not only for academic success but also for personal growth and development. By working on problem-solving tasks in groups, students learn to respect different viewpoints, share ideas, and collaborate effectively. These experiences can foster a sense of responsibility and accountability among students, which is essential for their overall character development.

One of the key strengths of PBL is its focus on student-driven inquiry. In the context of Islamic Education, this approach encourages students to ask questions, explore issues in depth, and seek out answers that are meaningful to them. This process promotes a deeper engagement with the content and helps students internalize the values and teachings of Islam in a way that is personally relevant and meaningful. The teacher's role in a Problem-Based Learning environment is to act as a facilitator rather than a traditional lecturer. Teachers guide students through the process of inquiry, encourage critical thinking, and support them in applying their knowledge to real-world problems. In the case of Islamic Education, teachers can provide students with frameworks for analyzing and discussing Islamic principles in the context of modern-day challenges, such as poverty, environmental issues, and social inequality.

In addition to enhancing students' understanding of Islamic concepts, the PBL model can also improve their attitudes towards learning. When students are actively involved in their own learning process, they are more likely to feel motivated and engaged. This increased motivation can lead to better academic outcomes, as students are more invested in their education and are more likely to put forth the effort required to succeed. The implementation of PBL in SD Negeri 341 Batahan could also contribute to a more inclusive and equitable learning environment. By encouraging collaborative learning, PBL provides opportunities for students of different abilities and backgrounds to work together and learn from one another. This can help bridge the achievement gap and ensure that all students have access to the resources and support they need to succeed.

Moreover, the integration of Problem-Based Learning into Islamic Education aligns with the goals of 21st-century education, which emphasizes the development of critical thinking, creativity, and collaboration. These skills are essential for students to thrive in a rapidly changing world and to contribute positively to their communities. By adopting

PBL in Islamic Education, SD Negeri 341 Batahan can better prepare its students for the challenges of the future. In conclusion, the implementation of the Problem-Based Learning model in Islamic Education at SD Negeri 341 Batahan presents an innovative and effective strategy for improving student learning outcomes. By fostering a more interactive and student-centered learning environment, PBL can enhance students' understanding of Islamic values, promote critical thinking, and develop essential life skills. This research seeks to explore the impact of PBL on student learning outcomes and provides valuable insights into the potential benefits of this approach for Islamic Education in primary schools.

Methods

The research methodology used in this study is Classroom Action Research (CAR), which aims to improve the quality of teaching and learning in Islamic Education at SD Negeri 341 Batahan through the implementation of the Problem-Based Learning (PBL) model. The purpose of this action research is to explore how the PBL approach can enhance student learning outcomes, particularly in the context of Islamic Education. The research will be conducted in several cycles, with each cycle consisting of planning, action, observation, and reflection. The process of reflection will help in modifying the approach to improve its effectiveness. This study will follow a cyclical process of Classroom Action Research (CAR), which involves four main stages: planning, action, observation, and reflection. In the planning stage, the researcher will design the PBL-based lesson plans and activities, ensuring they are aligned with the curriculum objectives for Islamic Education. The action stage will involve the implementation of these lesson plans in the classroom, where students will engage in problem-based tasks. The observation stage will involve collecting data on student engagement, participation, and learning outcomes. Finally, the reflection stage will analyze the effectiveness of the intervention and inform the next cycle of action.

The participants in this research will be the fourth-grade students of SD Negeri 341 Batahan. A total of 30 students will be selected for this study. These students are at an age where they are beginning to develop their cognitive, social, and moral skills, making them ideal candidates for the implementation of the PBL model. The classroom will be observed throughout the research process to gather data on how students respond to the new teaching strategy and how it impacts their learning outcomes. This research will take place in the classroom of SD Negeri 341 Batahan, located in a rural area. The classroom is equipped with basic teaching tools such as whiteboards, markers, and a projector. The students have a diverse range of academic abilities and learning preferences, which provides an opportunity to explore how the PBL model can cater to different learning needs. The classroom setting is conducive to group activities and collaborative learning, which will be integral to the PBL approach.

To assess the effectiveness of the PBL model, several data collection instruments will be used. These include; 1) Observation Sheets. Observations will be conducted during each lesson to track student participation, engagement, and behavior during PBL activities. The observation sheets will help document how students interact with each other and the teacher, as well as their responses to the problem-based tasks; 2) Student Learning Outcomes Tests. Pre- and post-tests will be administered to assess the improvement in students' academic performance in Islamic Education. The tests will focus on key concepts taught during the intervention and will be designed to measure students' understanding of Islamic values and principles; 3) Student Feedback Questionnaires. At the end of each cycle, students will complete feedback questionnaires to provide insights into their experiences with the PBL model. These questionnaires will assess students' perceptions of the learning process, the relevance of the problems posed, and their overall satisfaction with the PBL activities; 4) Teacher Reflection Journals. The teacher will keep a reflection journal throughout the research process. In this journal, the teacher will record their observations on the challenges, successes, and insights gained from implementing the PBL model. This will help in understanding the teacher's role in facilitating PBL and identifying areas for improvement; 5) Student Group Presentations. During each cycle, students will be required to present their solutions to the problems they have worked on. These presentations will be evaluated to assess students' communication skills, critical thinking, and ability to apply Islamic values to real-world issues.

The research will be conducted in three main phases: pre-intervention, intervention, and post-intervention; 1) Pre-Intervention Phase. In the pre-intervention phase, the researcher will conduct a baseline assessment of student learning outcomes in Islamic Education through a pre-test. This test will provide an initial measure of students' understanding of key Islamic principles and values. In addition, the teacher will observe the current teaching methods and student engagement levels to identify the need for intervention; 2) Intervention Phase.. The intervention phase will involve the implementation of the Problem-Based Learning model in Islamic Education. The teacher will introduce real-world problems related to Islamic teachings, such as social justice, ethical behavior, and community service. Students will work in small groups to analyze the problems, discuss potential solutions, and present their findings. Each lesson will be designed to promote collaboration, critical thinking, and the application of Islamic principles in real-life contexts. The teacher will act as a facilitator, guiding students through the problem-solving process and encouraging active participation; 3) Post-Intervention Phase. After the intervention phase, a post-test will be administered to assess the students' learning outcomes in Islamic Education. The post-test will measure the improvements in students' understanding of Islamic concepts and their ability to apply these concepts in real-life situations. Additionally, the teacher will review the reflection journals and feedback questionnaires to evaluate the effectiveness of the PBL

approach. This phase will also include a final round of student presentations to assess their ability to communicate their learning.

Data analysis will be both qualitative and quantitative. The quantitative data from the pre- and post-tests will be analyzed using statistical methods to measure any improvements in students' learning outcomes. A paired t-test will be used to compare the mean scores of the pre-test and post-test to determine if there is a significant difference in student performance. The qualitative data from the observation sheets, feedback questionnaires, and reflection journals will be analyzed thematically to identify patterns in student engagement, teacher experiences, and the impact of the PBL model on learning outcomes. Ethical considerations are an important part of this research. The research will be conducted with the consent of the school principal, teachers, students, and their parents. Students' participation in the study will be voluntary, and they will be assured of confidentiality and anonymity. The data collected from students will only be used for the purpose of this research and will not be shared with others. Additionally, students will be given the right to withdraw from the study at any time without any negative consequences. The research will be conducted over a period of three months. The first month will be dedicated to the pre-intervention phase, which includes baseline assessments and planning for the intervention. The second month will focus on implementing the PBL model in the classroom, with regular cycles of planning, action, observation, and reflection. The final month will involve the post-intervention phase, including post-tests, final presentations, and data analysis.

There are several limitations to this study. First, the sample size is small, which may limit the generalizability of the findings. Second, the research will only focus on one grade level (Grade 4) and one subject (Islamic Education), which may not provide a comprehensive understanding of the impact of PBL across different age groups or subjects. Finally, the research will be conducted in a single school, which may limit the broader applicability of the results to other educational settings. This research aims to investigate the effectiveness of the Problem-Based Learning model in improving student learning outcomes in Islamic Education at SD Negeri 341 Batahan. By employing a Classroom Action Research methodology, this study seeks to enhance the quality of education, foster active student engagement, and help students apply Islamic principles to real-world problems. The results of this research will contribute valuable insights into the potential benefits of PBL in primary school education and its role in promoting deeper understanding and critical thinking.

Result

The implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 341 Batahan led to various positive outcomes in both student engagement and academic achievement. This section presents the findings based on

data collected through pre- and post-tests, observations, student feedback, and teacher reflections. A key result of this study was the improvement in student learning outcomes. The pre-test indicated that many students had a limited understanding of core Islamic principles and concepts. Most students found it difficult to apply Islamic values to everyday life, suggesting that traditional teaching methods were not sufficient to foster a deep understanding. However, following the PBL intervention, the post-test results demonstrated a significant improvement in student performance. The average score of the post-test was notably higher compared to the pre-test, indicating that students were able to better understand and apply the key Islamic concepts.

Another significant outcome of the PBL model was the increase in student engagement during lessons. Observations during the intervention phase revealed that students became more actively involved in the learning process. They worked together in groups to solve problems, ask questions, and exchange ideas. This marked an improvement from the more passive participation seen in traditional, lecture-based lessons. Students appeared more interested in and committed to the subject, which enhanced their overall learning experience. The PBL model also contributed to the development of students' critical thinking abilities. PBL encourages students to assess problems from multiple viewpoints, research possible solutions, and evaluate different approaches to problem-solving. This became particularly evident as students tackled real-world issues during the lessons. For example, when discussing social justice from an Islamic perspective, students showed a deeper understanding of the ethical principles behind Islamic teachings and offered thoughtful solutions to contemporary problems. Their ability to critically analyze and apply Islamic values in such situations marked a clear improvement from their initial level of understanding.

The PBL approach created a collaborative learning environment, which led to notable improvements in students' teamwork and communication skills. In group settings, students learned how to share ideas, respect diverse opinions, and work together to find solutions. Many students who were previously shy or reluctant to speak up in class grew more confident in voicing their thoughts. Group presentations provided students with an opportunity to practice their communication skills, as they needed to clearly and persuasively explain their findings to the class. These activities not only improved their academic abilities but also contributed to their personal development, teaching them how to collaborate effectively with others. The feedback collected from students through questionnaires reflected a high level of satisfaction with the PBL approach. Most students found the lessons to be more enjoyable and engaging compared to traditional teaching methods. They expressed a preference for working on real-world problems and valued the chance to collaborate with their peers. Many students also reported feeling more motivated to participate and learn in class. Their

feedback suggested that the hands-on, interactive nature of PBL made the subject matter more relevant and meaningful to them.

The teacher's reflection journal provided important insights into the challenges and successes of implementing the PBL model. The teacher noted that, while PBL required more preparation and planning than traditional methods, the benefits were clear. The teacher observed that students were more motivated and engaged in the learning process, which fostered a more positive classroom atmosphere. However, managing group dynamics posed challenges, especially when students had varying levels of ability and participation. Despite these difficulties, the teacher found that PBL allowed for more personalized teaching and learning, as students were able to work at their own pace and focus on areas where they needed more support. Group presentations played a key role in the PBL approach and provided valuable insights into how well students understood and internalized the material. Presentations were assessed based on clarity of content, depth of analysis, application of Islamic principles, and quality of communication. The results indicated that students participating in PBL were able to present their ideas with greater confidence and effectiveness compared to previous years when assessments were more focused on individual work. The ability of students to discuss Islamic concepts with practical applications indicated the success of the PBL approach in improving both academic performance and communication skills.

The PBL model had a noticeable impact on student motivation. In the pre-intervention phase, many students showed little interest in Islamic Education, often perceiving it as irrelevant to their daily lives. However, after the intervention, students displayed a greater enthusiasm for the subject. They appreciated the opportunity to connect Islamic teachings to real-world problems, making learning more meaningful and applicable. This increased motivation was reflected in their active participation in class and their willingness to engage in learning beyond class hours. Motivation is a crucial factor in improving academic outcomes, and this was evident in the students' enhanced performance. The PBL model proved to be effective in addressing the diverse learning needs of students. In a mixed-ability classroom like the one at SD Negeri 341 Batahan, students have different levels of prior knowledge and skill. PBL provided opportunities for all students to contribute according to their abilities, as group work allowed for peer support. The collaborative nature of PBL ensured that students who required more assistance could receive help from their classmates, while those who were more advanced could take on more challenging tasks. This differentiated approach helped ensure that every student had the opportunity to succeed.

A central goal of this research was to enhance students' understanding and application of Islamic values. The PBL model was successful in achieving this by encouraging students to explore Islamic teachings in the context of real-world challenges. For instance, when addressing ethical decision-making, students applied

Islamic principles such as honesty, justice, and compassion to contemporary issues. This process not only deepened their understanding of Islamic values but also empowered them to consider how these values could guide their actions in everyday life. Despite the successes, the implementation of PBL faced several challenges. One of the main difficulties was ensuring equal participation in group work. Some students, particularly those with lower academic abilities, initially struggled to contribute effectively to group discussions. Additionally, managing time during PBL activities proved to be challenging, as students often took longer than expected to reach conclusions. These challenges were addressed through continuous monitoring and feedback, as well as providing extra support to students who needed it.

The teacher's role in the PBL model was crucial to its success. As a facilitator, the teacher guided students through the problem-solving process, provided necessary resources, and encouraged collaboration. The teacher also ensured that students stayed focused on the learning objectives and applied Islamic values in their problem-solving. The teacher's reflections emphasized the importance of flexibility and adaptability in response to students' needs, highlighting the necessity of continuous support to ensure that all students succeeded in the PBL environment. The long-term impact of implementing PBL in Islamic Education appears promising. The skills students developed—such as critical thinking, collaboration, and the ability to apply Islamic values—are likely to have lasting effects on their academic and personal development. The teacher observed that many students continued to show interest in problem-based activities even after the study concluded, suggesting that the PBL model not only improved short-term learning outcomes but also cultivated a deeper, more sustained engagement with Islamic Education.

In conclusion, the results of this study suggest that the Problem-Based Learning model has a positive impact on student learning outcomes in Islamic Education at SD Negeri 341 Batahan. The implementation of PBL resulted in improvements in student engagement, critical thinking, collaboration, and the application of Islamic values. These findings demonstrate that PBL is an effective teaching strategy for fostering a more student-centered, interactive learning environment in Islamic Education. This research shows the potential of PBL to meet the diverse learning needs of students while promoting a deeper and more meaningful connection with the subject matter.

Discussion

The findings of this study indicate that the implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 341 Batahan led to significant improvements in various areas, such as student learning outcomes, engagement, critical thinking, and the application of Islamic values. The success of this approach is consistent

with prior research that emphasizes the positive impact of active learning strategies like PBL on student performance and motivation.

The improvement in student learning outcomes is one of the most notable results of this study. The post-test scores demonstrated a significant increase in students' understanding of Islamic concepts compared to the pre-test. This finding supports the idea that PBL, by engaging students in real-world problem-solving, encourages deeper learning. By applying Islamic principles to actual issues, students were able to not only memorize content but also internalize and understand how these values affect their daily lives. This deeper understanding of the material suggests that PBL encourages more than rote memorization, promoting lasting comprehension. Student engagement and motivation significantly improved with the introduction of PBL. Traditional methods often lead to passive learning, where students listen to lectures without actively participating. In contrast, the PBL model fostered an interactive classroom environment where students were required to collaborate, think critically, and take ownership of their learning. The hands-on nature of PBL, which involves real-life problems, made the learning process more relevant and meaningful. This shift from passive to active learning likely contributed to the increased motivation students exhibited throughout the study. By connecting learning to real-world scenarios, students found the subject matter more interesting, which led to greater participation and enthusiasm.

One of the key outcomes of this research is the development of critical thinking skills among students. PBL inherently encourages students to analyze problems from different perspectives, consider multiple solutions, and assess the outcomes of their decisions. These skills are particularly crucial in Islamic Education, where understanding ethical dilemmas and applying Islamic values to contemporary issues is essential. Through the PBL model, students were able to tackle complex issues such as social justice, ethics, and community involvement in a way that traditional methods could not facilitate. This finding aligns with the growing body of research suggesting that PBL is effective in fostering higher-order thinking skills, which are critical for students' academic and personal development. Another important benefit of PBL observed in this study was the enhancement of students' communication and collaboration skills. Working in groups allowed students to learn how to share ideas, respect different viewpoints, and negotiate solutions. These interpersonal skills are not only valuable in an educational context but are also essential for students' future success in both professional and social environments. The group presentations, in particular, provided students with an opportunity to practice public speaking and learn how to present their ideas clearly and persuasively. By encouraging teamwork and group discussions, the PBL model fostered an environment where students could learn from each other, thus strengthening their ability to collaborate and communicate effectively.

A central goal of this research was to enhance students' ability to apply Islamic values in real-world situations. The PBL model successfully facilitated this by presenting students with problems related to Islamic teachings, such as ethical decision-making, social justice, and moral responsibility. As students worked together to solve these problems, they were encouraged to think critically about how Islamic principles could guide their actions in the modern world. The results of the study suggest that PBL helped students not only understand Islamic values but also reflect on how to apply them in various contexts. This approach helped bridge the gap between theoretical knowledge and practical application, reinforcing the relevance of Islamic teachings in students' daily lives. The role of the teacher was pivotal in the success of PBL in this classroom. As a facilitator, the teacher guided students through the problem-solving process, providing support when needed and encouraging independent thinking. This shift in the teacher's role from a traditional instructor to a facilitator of learning is consistent with the core principles of PBL. However, the teacher also faced challenges, particularly in managing group dynamics and ensuring that all students participated equally. This highlights the importance of providing ongoing support to both students and teachers in the transition to PBL. Teachers must be well-prepared to manage the complexities of group work and facilitate meaningful discussions while ensuring that all students are engaged.

Despite the positive outcomes, several challenges were encountered during the implementation of PBL. One of the main difficulties was ensuring that all students were equally involved in the group activities. Some students, especially those with lower academic abilities, initially struggled to contribute effectively to group discussions. This issue was addressed through continuous monitoring and providing additional support to struggling students. Additionally, managing time effectively during PBL activities proved challenging, as students often required more time than anticipated to reach conclusions. These challenges suggest that while PBL is a highly effective method, it requires careful planning and teacher involvement to ensure that all students benefit equally from the approach. The sustainability of the PBL model in the classroom is an important consideration for its long-term success. The positive results observed in this study suggest that PBL can be an effective, engaging, and sustainable teaching strategy when properly implemented. However, to ensure its continued success, teachers must receive ongoing professional development and support. This includes training on how to manage group dynamics, assess student progress, and provide effective feedback. Additionally, schools must ensure that the necessary resources and materials are available to facilitate problem-based learning. Given the benefits of PBL in enhancing student outcomes, it would be valuable for schools to integrate this approach into their long-term teaching strategies.

The results of this study have broader implications for educational practice, particularly in subjects like Islamic Education. The PBL model can be a powerful tool for promoting active, student-centered learning that goes beyond passive reception of information. It encourages students to think critically, collaborate with peers, and apply their learning to real-world problems, all of which are important skills for the 21st century. The success of PBL in Islamic Education highlights its potential to improve student outcomes in other subjects as well. Schools may benefit from exploring the integration of PBL across different disciplines to foster a more holistic, skills-based approach to education. In conclusion, the implementation of the Problem-Based Learning model in Islamic Education at SD Negeri 341 Batahan led to positive outcomes in student learning outcomes, engagement, critical thinking, communication, collaboration, and the application of Islamic values. While challenges such as managing group dynamics and time constraints were encountered, the overall success of the approach suggests that PBL is an effective strategy for enhancing the quality of education. This study provides valuable insights into the potential of PBL to foster deeper understanding and critical thinking, making it a promising approach for improving teaching and learning in Islamic Education and beyond.

Conclusion

Based on the results and discussion of this study, it can be concluded that the implementation of the Problem-Based Learning (PBL) model in Islamic Education at SD Negeri 341 Batahan was highly effective in improving student learning outcomes. The PBL approach not only enhanced students' understanding of Islamic concepts but also fostered greater engagement, motivation, and active participation in the learning process. Students showed significant improvements in critical thinking skills, collaboration, and the ability to apply Islamic values to real-world situations, demonstrating the effectiveness of this model in making learning more meaningful and relevant. Furthermore, the use of PBL allowed students to develop valuable skills such as communication, teamwork, and problem-solving, which are essential for their personal growth and future academic and social success. While challenges such as ensuring equal participation and managing time during group activities were observed, these were addressed through continuous support and careful planning by the teacher. The findings of this study suggest that PBL is a promising and sustainable teaching strategy that can enhance the quality of education in Islamic Education and potentially in other subjects as well. Teachers, however, need to be well-trained and provided with adequate resources to ensure successful implementation of the PBL model. Overall, this research highlights the potential of PBL to create a more dynamic, student-centered learning environment, fostering not only academic achievement but also critical life skills.

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