Implementation of the Problem-Based Learning Model with an Islamic Values Approach to Improve Students' Honest and Responsible Attitudes at MI Hidayatul Mubtadiin Sukorame

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ABSTRACT

This study aims to implement the Problem-Based Learning (PBL) model with an Islamic values approach to improve honesty and responsibility attitudes of grade 3 students of MI Hidayatul Mubtadiin Sukorame Gandusari Trenggalek East Java. Honesty and responsibility are important characters that need to be developed early on, especially in an educational environment based on Islamic values. The research method used is classroom action research (CAR) with two cycles, involving planning, implementation, observation, and reflection. Data collection was carried out through observation, interviews, and questionnaires which were analyzed descriptively qualitatively and quantitatively. The results of the study showed that the application of the PBL model with an Islamic values approach significantly improved students' honesty and responsibility attitudes. This can be seen from the increase in honesty and responsibility scores measured through behavioral observations and student questionnaires in each cycle. In addition, students are more active in the learning process, more open in expressing opinions, and more responsible in completing assignments. Thus, the PBL model based on Islamic values is effective in instilling positive attitudes in students and can be an alternative learning strategy applied in Islamic elementary schools or Islamic-based elementary schools.

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Introduction

Character education is an important aspect in the education system that aims to shape students' personalities so that they have strong moral values, including honesty and responsibility (Lickona, 2020). Honesty and responsibility are two fundamental aspects in character formation that must be instilled from an early age, especially in an Islamic-based educational environment. However, in practice, many students are still found to be less honest in doing assignments and exams, and less responsible for their

obligations at school (Rahman & Fauzi, 2021). This shows that the learning methods currently applied have not been fully able to instill character values effectively. One of the factors that causes the weak implementation of honesty and responsibility values in schools is the use of conventional learning methods that tend to be teacher-centered (teacher-centered learning). This learning model does not provide students with the opportunity to think critically, interact actively, and understand the importance of character values in everyday life (Hidayat et al., 2022). In contrast, a more interactive and problem-solving approach, such as Problem-Based Learning (PBL), can help students understand the importance of honesty and responsibility through direct experience in solving problems given in learning (Putri & Kurniawan, 2023).

Several previous studies have shown that the implementation of PBL can improve critical thinking skills and active participation of students in learning (Sari & Nugroho, 2023). However, there is still little research that examines the integration of the PBL model with an Islamic values approach in the context of Islamic elementary schools or Islamic-based elementary schools. In fact, an Islamic values-based approach has the potential to strengthen students' understanding of the concept of honesty and responsibility through learning that is linked to religious teachings, such as stories of the prophets, verses of the Qur'an, and relevant hadiths (Azizah & Ramadhani, 2021).

Based on this gap, this study aims to implement the PBL model with an Islamic values approach to improve the honest and responsible attitudes of grade 3 students of MI Hidayatul Mubtadiin Sukorame Gandusari Trenggalek, East Java. By using the classroom action research (CAR) method, this study will analyze the effectiveness of PBL in instilling character values through more active, interactive, and problem-solving-based learning activities. Through the application of this method, it is expected that students will not only understand academic concepts better, but also internalize Islamic values in everyday life. Thus, this study is expected to contribute to the development of more effective learning methods in shaping student character in elementary madrasahs. The results of this study are also expected to be a reference for educators in developing more contextual and applicable learning strategies, so that Islamic values are not only taught theoretically, but also applied in daily learning practices.

Methods

This study uses the Classroom Action Research (CAR) method which aims to improve students' honesty and responsibility through the implementation of the Problem-Based Learning (PBL) model with an Islamic values approach. CAR is carried out in two cycles, where each cycle consists of four main stages, namely planning, acting, observing, and reflecting as developed by Kemmis & McTaggart (2021). This model was chosen because it allows researchers to make gradual improvements to the learning process based on the evaluation results in each cycle. Thus, this study can provide a deeper understanding of the effectiveness of PBL implementation in shaping students' character. The data sources in this study consist of primary and secondary data. Primary data were obtained through direct observation of student activities during the learning process, interviews with teachers and students, and questionnaires that measure the level of honesty and responsibility of students before and after the implementation of

PBL based on Islamic values. Secondary data were obtained from a literature review that included books, scientific journals, and previous research relevant to this topic (Creswell & Creswell, 2022).

The research sample was grade 3 students of MI Hidayatul Mubtadiin Sukorame Gandusari Trenggalek, East Java, who were selected using a purposive sampling technique, namely the selection of samples based on certain considerations that are in accordance with the research objectives (Sugiyono, 2021) Data collection was carried out through observation, interviews, questionnaires, and documentation. Observation was used to observe student behavior during the PBL-based learning process, especially in terms of honesty and responsibility (Miles, Huberman, & Saldaña, 2020). Interviews were conducted to obtain in-depth perspectives from teachers and students regarding the effectiveness of the methods applied. Questionnaires were given before and after the intervention to measure changes in student attitudes quantitatively. Meanwhile, documentation in the form of field notes, photos of activities, and video recordings were used as supporting evidence in data analysis.

Data analysis in this study was carried out qualitatively and quantitatively. Quantitative data obtained from the questionnaire were analyzed using descriptive statistical techniques by calculating the average score of students' honesty and responsibility attitudes before and after the implementation of PBL (Cohen, Manion, & Morrison, 2021). Meanwhile, qualitative data from observations and interviews were analyzed using data reduction, data presentation, and conclusion drawing techniques as developed by Miles et al. (2020). Data validity was tested using source and method triangulation techniques to ensure the validity of the research findings. With this combination of methods, it is hoped that the study can provide a comprehensive picture of the effectiveness of PBL based on Islamic values in shaping students' character. The results of the study showed that the implementation of Problem-Based Learning (PBL) with an Islamic values approach had a positive impact on increasing students' honesty and responsibility attitudes. Based on the results of the questionnaire given before and after the implementation of the PBL model, there was an increase in the average honesty score from 2.8 to 4.4 and the responsibility score from 2.9 to 4.5. In addition, observations made during the learning process showed that students became more active in discussions, more open in admitting mistakes, and more responsible in completing individual and group assignments.

Interviews with teachers and students also confirmed the effectiveness of this method in instilling character values. Teachers stated that this approach made students more actively participate in learning and more aware of the importance of honesty and responsibility in everyday life. Students also felt more comfortable and motivated in learning because they were given the opportunity to think critically and find solutions to the problems given. This shows that the PBL model with the integration of Islamic values not only improves academic understanding but also instills strong moral values.

To ensure the validity of the research results, data triangulation was carried out by comparing the results of the questionnaire, observations, and interviews. All data sources showed a consistent increasing trend, indicating that the implementation of PBL based on Islamic values is effective in shaping students' character. Thus, this study provides evidence that problem-based learning strategies combined with Islamic character education can be an alternative, more effective learning method in elementary madrasahs. Based on the data above, there is a significant increase in the aspects of honesty and responsibility of students after the implementation of the PBL model based on Islamic values. At the beginning of the study, the average scores of honesty and responsibility of students were only 2.8 and 2.9, respectively. After the first cycle, there was an increase to 3.6 and 3.8. In the second cycle, the scores continued to increase to 4.4 for honesty and 4.5 for responsibility. Observations were made to directly see changes in student behavior during the learning process. The following are some important findings from the observation results: 1) Before the implementation of the PBL model, students tended to be less open in admitting mistakes and some still worked together in doing assignments without permission from the teacher; 2) After the first cycle, students began to show changes, were more active in discussions, and were more open in expressing opinions without copying friends' answers; 3) In the second cycle, almost all students showed an honest attitude by admitting their mistakes without fear of being punished and were responsible for completing group and individual assignments.

The results of interviews with teachers showed that the implementation of the Problem-Based Learning (PBL) model based on Islamic values was able to increase students' active involvement in the learning process. Teachers observed that students became more independent in completing assignments, more open in admitting mistakes, and more responsible for their work. In addition, teachers also considered that this approach not only helped students understand the subject matter but also instilled essential character values, such as honesty and responsibility, which are important parts of Islamic-based education.

From the students' perspective, most of them expressed that they preferred this learning method compared to the conventional lecture method. They felt freer to think, express opinions, and discuss to find solutions to problems given in learning. The problem-based approach also made them better understand the importance of Islamic values in everyday life because they directly applied them in the learning process. Thus, this interview confirmed that the PBL model with the integration of Islamic values can create a more interactive, enjoyable, and effective learning environment in shaping students' character.

To ensure the validity of the data in this study, the triangulation technique of sources and methods was used. Source triangulation was conducted by comparing data obtained from questionnaires, observations, and interviews, while method triangulation

was conducted by testing the consistency of findings through various data collection techniques. With this approach, the accuracy of the research results can be accounted for, so that the conclusions drawn are more valid and reliable.

The results of the analysis showed that the questionnaires given before and after the implementation of the Problem-Based Learning (PBL) model based on Islamic values showed a significant increase in students' attitudes of honesty and responsibility. This increase was also reinforced by observational findings, where students began to show behavioral changes, such as being more open in admitting mistakes, more honest in doing assignments, and more responsible in completing their academic obligations. In addition, interviews with teachers and students also confirmed that this method was more effective in instilling character values compared to conventional learning methods.

The consistency of the increasing trend from various data sources proves that the implementation of PBL combined with Islamic values has a positive impact on shaping students' character in the madrasah environment. The integration of Islamic values in problem-based learning helps students not only understand academic concepts, but also apply moral values in everyday life. With case studies and discussions referring to Islamic teachings, students can more easily understand the meaning of honesty and responsibility in the context of real life. Thus, the results of this study confirm that the use of the PBL model based on Islamic values can be an effective learning strategy in improving students' honesty and responsibility. These findings can also be a reference for educators and policy makers in madrasas to develop learning methods that are more contextual, applicable, and oriented towards character formation. Wider implementation of this approach at various levels of Islamic education can be a strategic step in creating a generation that is not only academically intelligent, but also has high moral integrity.

Result

Data validation in this study was carried out through source and method triangulation techniques to ensure the accuracy of the research results. Source triangulation was carried out by comparing data from questionnaires, observations, and interviews, while method triangulation was carried out by evaluating the consistency of research results using quantitative and qualitative approaches. This technique is in line with the approach put forward by Creswell & Creswell (2022), which emphasizes the importance of using various sources and methods in educational research to increase the validity of research results. Thus, the results of this study can be accounted for as valid and reliable findings.

The results of the study showed a significant increase in students' attitudes of honesty and responsibility after the implementation of the Problem-Based Learning (PBL) model with an Islamic values approach. These results are consistent with research

conducted by Rahman & Fauzi (2021), which found that the implementation of PBL based on religious values can improve students' character, especially in terms of honesty and responsibility. In this study, PBL provides space for students to think critically in solving problems, while instilling character values through experience-based learning.

In addition, the findings of this study are also supported by a study conducted by Hidayat et al. (2022), which states that interactive learning methods such as PBL can increase active student participation and instill better moral values than conventional lecture methods. Hidayat et al. highlighted that the problem-based approach allows students to understand the consequences of their actions, which indirectly helps to form an honest and responsible attitude. This is in line with the results of observations in this study, which showed that students began to be more open in admitting mistakes and more independent in completing assignments after participating in PBL-based learning. Furthermore, interviews with teachers in this study confirmed that the implementation of PBL based on Islamic values made students more actively involved in learning. This is in accordance with the results of research conducted by Putri & Kurniawan (2023), which showed that the PBL approach can increase student learning motivation and help them understand academic concepts and moral values in more depth. Teachers in this study stated that students were not only more active in discussions, but also began to show an honest attitude in doing assignments and were more responsible for their work.

In addition to supporting the results of previous studies, this study also provides a new contribution by integrating Islamic values into the PBL model. Previous studies have focused more on the application of PBL in improving students' academic understanding (Sari & Nugroho, 2023), while this study shows that an approach based on Islamic values can strengthen the character dimensions formed in the learning process. The use of examples from the stories of the prophets, verses of the Qur'an, and relevant hadiths provides a deeper context for students in understanding the importance of honesty and responsibility in everyday life.

From the perspective of validating the findings, this study also confirms that problem-based learning combined with Islamic character education has the potential to be applied more widely at various levels of Islamic education. According to Azizah & Ramadhani (2021), an approach based on religious values can increase the effectiveness of learning while forming better student character. Thus, this study not only supports the results of previous studies but also expands the scope of the study by highlighting how Islamic values can be integrated into the PBL model to improve student character.

Based on the results of data validation and previous findings, it can be concluded that the implementation of Problem-Based Learning based on Islamic values is effective in improving students' honesty and responsibility. This model not only helps students understand the subject matter better, but also provides direct experience in applying character values in everyday life. Therefore, this approach is recommended to be

applied more widely in the Islamic education system in order to form a generation that has both academic intelligence and high moral integrity. The results of this study indicate that the implementation of Problem-Based Learning (PBL) based on Islamic values significantly improves the honesty and responsibility of grade 3 students of MI Hidayatul Mubtadiin Sukorame Gandusari Trenggalek East Java. This increase can be seen from the results of questionnaires, observations, and interviews which show that students become more open in admitting mistakes, more responsible in completing assignments, and more active in discussions and learning. With the integration of Islamic values in problem-based learning, students not only gain better academic understanding, but also experience positive character development.

The success of implementing the PBL model based on Islamic values in this study is in line with the principle of active learning that encourages students to be more independent in thinking and solving problems. Through this method, students are invited to face real problems that are relevant to everyday life and find solutions by applying the principles of honesty and responsibility. Thus, this approach not only forms critical thinking skills, but also strengthens moral and ethical awareness in students.

The social contribution of this study is very important, especially in the context of character education in the madrasah environment. The PBL model based on Islamic values can be an alternative effective learning method in forming a generation that is not only intellectually intelligent but also has high moral integrity. These findings also provide implications for educators and policy makers to further optimize the value-based approach in the Islamic education system. By implementing this method more widely, it is hoped that a more interactive, enjoyable, and character-oriented learning environment can be created, resulting in individuals who are honest, responsible, and ready to face social challenges in the future.

In addition, this study can be a basis for developing a curriculum that is more adaptive to learning based on Islamic values. By adapting learning materials to the context of students' lives and integrating Islamic values into various aspects of learning, teachers can create more meaningful learning experiences. This approach can also help schools improve the effectiveness of character education as a whole, not only in the classroom but also in students' daily lives. As a follow-up, further research can be conducted to explore the application of Islamic values-based PBL at higher levels of education and in various subjects. In addition, more in-depth studies can be conducted to measure the long-term impact of this learning model on students' character development. With further research, it is hoped that this approach can continue to be developed and adapted to be more effective in forming individuals who have balanced intellectual, emotional, and spiritual intelligence.

Discussion

Problem-Based Learning (PBL) is an educational approach that centers on students working collaboratively to solve real-world problems. This method encourages critical thinking, enhances problem-solving skills, and fosters deeper learning. In the context of an Islamic values-based approach, integrating the principles of honesty and responsibility can further enhance students' moral development while ensuring academic growth. The implementation of PBL with Islamic values can significantly improve the attitudes of students, particularly in terms of honesty and responsibility. In the third-grade class of MI Hidayatul Mubtadiin Sukorame, the integration of Islamic values through PBL was explored as a means to foster character development alongside academic skills. MI Hidayatul Mubtadiin Sukorame is a school that places a strong emphasis on character education, making it an ideal setting for this approach. By incorporating Islamic values such as honesty (sidiq) and responsibility (amanah), the learning environment becomes more holistic, addressing both intellectual and moral growth.

Honesty, or sidiq, is a fundamental value in Islam, guiding individuals to always speak the truth and act in an upright manner. Responsibility, or amanah, refers to the trust bestowed upon individuals to carry out their duties with integrity and accountability. These values are essential in shaping not only the academic performance of students but also their behavior and character. By embedding these principles within the learning process, students are encouraged to apply them in both their academic endeavors and daily lives. PBL works effectively with these values as it places students in real-life situations where they must collaborate, discuss, and solve problems. The process of working together on a project or problem requires students to be honest in their communication and responsible for their contributions. They learn to value each other's perspectives and understand the importance of being trustworthy and dependable in a team setting.

Through this approach, students are tasked with addressing a problem or challenge that requires them to use their critical thinking and creativity. At MI Hidayatul Mubtadiin Sukorame, these problems are often designed to be relevant to the students' lives and grounded in Islamic principles. For example, students might work on a problem related to helping others, maintaining environmental sustainability, or resolving conflicts within their community. These problems encourage students to reflect on how Islamic values can guide their actions and decisions. The implementation of PBL also provides opportunities for students to practice honesty in their work. Since students are often required to share their ideas and findings with their peers, there is a natural incentive to be truthful about their understanding and contributions. This not only ensures the quality of their work but also fosters a culture of mutual respect and trust within the classroom.

Responsibility is equally emphasized in PBL as students take ownership of their learning. Rather than relying solely on the teacher for guidance, students are given the

freedom and responsibility to explore, research, and present their findings. This autonomy encourages students to be more accountable for their learning outcomes and helps develop a sense of pride in their work.

Teachers play a crucial role in the success of PBL by facilitating the process and modeling the desired values. In the context of MI Hidayatul Mubtadiin Sukorame, teachers incorporate Islamic values into the teaching and learning process by setting examples of honesty and responsibility in their interactions with students. They also guide students in reflecting on how Islamic teachings can be applied to their PBL experiences. One of the key benefits of this approach is that students develop a deeper understanding of Islamic values by applying them in a practical context. They are not just learning about honesty and responsibility as abstract concepts but are actively engaging with these values through problem-solving and teamwork. This makes the values more meaningful and relevant to their everyday lives.

As students work together in groups, they encounter challenges that require them to demonstrate both honesty and responsibility. For example, when one group member struggles with a task or idea, the others are encouraged to offer help and support, fostering a sense of responsibility toward each other's success. At the same time, students are taught to be honest about their strengths and weaknesses, which builds trust and promotes a cooperative learning environment. The approach also allows for individualized learning, as students are encouraged to explore topics that interest them while staying within the framework of Islamic values. This personal connection to the learning process enhances students' motivation and engagement, as they see the relevance of their work both academically and morally.

In terms of assessment, teachers at MI Hidayatul Mubtadiin Sukorame assess students not only on the academic outcomes of their projects but also on how well they embody Islamic values during the process. This includes evaluating their honesty in reporting their findings, their responsibility in completing tasks on time, and their ability to work collaboratively with peers. Furthermore, the success of the PBL approach at MI Hidayatul Mubtadiin Sukorame can be seen in the growth of students' interpersonal skills. As students work on group projects, they learn to communicate effectively, listen actively, and resolve conflicts respectfully. These skills are crucial for developing positive relationships with others and contribute to a more harmonious classroom environment. The impact of PBL on students' character development extends beyond the classroom. By learning to apply Islamic values in their daily interactions, students carry these lessons into their home and community life. The integration of honesty and responsibility in their education fosters a sense of accountability that influences their behavior in other areas of their lives.

Parents and the wider community also play an important role in reinforcing the values taught through PBL. When students share their learning experiences and the importance of honesty and responsibility with their families, these values are further

supported outside of school. This creates a consistent and reinforcing cycle of positive character development. The results of implementing PBL with an Islamic values-based approach at MI Hidayatul Mubtadiin Sukorame have been promising. Students have demonstrated an increased understanding of both academic content and moral values. They have become more confident in their abilities to solve problems and work collaboratively, while also embracing the importance of honesty and responsibility in their everyday actions. In conclusion, the integration of Problem-Based Learning with Islamic values at MI Hidayatul Mubtadiin Sukorame offers a unique and effective approach to education. By combining intellectual development with character education, students are not only equipped with the knowledge and skills they need for academic success but also with the moral framework to navigate the complexities of the world. This approach serves as a model for how education can foster both personal and academic growth, ensuring that students are prepared to be both knowledgeable and ethical members of society.

The concept of Problem-Based Learning (PBL) has its roots in a constructivist approach to education, where students are active participants in the learning process. This method encourages them to engage with complex issues that do not have straightforward solutions, which is an ideal environment for fostering critical thinking and problem-solving skills. Integrating Islamic values into this model makes it even more enriching, as it focuses not only on cognitive abilities but also on the development of good character. At MI Hidayatul Mubtadiin Sukorame, the curriculum is designed to challenge students with real-world problems that encourage them to think deeply and consider different perspectives. These problems are not only academically challenging but are also intended to encourage students to reflect on Islamic teachings. For example, a problem might involve resolving a situation where one student has been dishonest, prompting students to think about how honesty (sidiq) can solve such conflicts and how responsibility (amanah) plays a role in the restoration of trust.

As students engage in PBL, they are given the opportunity to research and collaborate with their peers. This collaborative environment mimics the real world, where individuals work together to solve complex problems. The need to cooperate requires students to practice effective communication, which is in line with the Islamic values of honesty and respect for others. By learning to express their ideas clearly and listen attentively, students develop important social skills that will benefit them throughout their lives. The role of the teacher in this process is that of a facilitator rather than a traditional lecturer. Teachers guide students through the process, offering support and feedback as needed, but they also encourage students to take ownership of their learning. By stepping into this role, teachers model the responsibility they expect from their students. This approach not only helps students to take responsibility for their learning outcomes but also fosters a sense of accountability for their actions and behavior.

One of the most significant advantages of integrating Islamic values into PBL is the moral framework it provides. In Islamic education, values such as justice (adl), honesty (sidiq), and responsibility (amanah) are emphasized as central principles that govern both personal and social behavior. Through PBL, students are not only exposed to these values in theory but are also encouraged to put them into practice. For instance, when working on a project, students are encouraged to share ideas honestly, give credit where it is due, and take responsibility for the group's progress. This integration of Islamic values into PBL creates an environment where students' character development is given as much importance as their academic achievements. It also helps create a safe and respectful classroom atmosphere, as students learn the value of trust and honesty in their interactions. When students experience this kind of supportive environment, they are more likely to embrace these values in their own lives, not just in school but also in their communities.

The focus on honesty and responsibility within the PBL framework helps students recognize the importance of these values in various aspects of life. When students collaborate on a problem, they realize that their success depends not only on their individual efforts but also on their ability to trust and depend on one another. This shared responsibility reinforces the Islamic value of amanah, as students learn to be dependable and contribute to the collective success of the group. Furthermore, the challenges posed by PBL require students to think critically and creatively, skills that are essential in today's rapidly changing world. These skills are developed in a context that encourages students to consider how their solutions to problems can align with Islamic values. For example, when solving an environmental issue, students might explore solutions that reflect Islamic teachings about caring for the earth (taharah) and fulfilling responsibilities to future generations.

By tackling problems that require thoughtful solutions, students develop a deeper understanding of how Islamic values can guide their decisions. They begin to see that honesty and responsibility are not just abstract concepts but practical tools that can lead to positive outcomes. This realization is empowering, as it gives students the confidence to navigate difficult situations in ways that align with both their personal values and the collective good. Through regular engagement with these types of projects, students at MI Hidayatul Mubtadiin Sukorame learn that their actions have consequences, not just for themselves but for others as well. This understanding nurtures a sense of empathy and social responsibility, key aspects of the Islamic value system. When students work together to solve problems, they learn to put the needs of others ahead of their own desires, fostering a spirit of cooperation and mutual respect.

The inclusion of Islamic values also shapes how students view their role in society. They are taught that their actions should not only benefit themselves but should also contribute to the well-being of others. This concept of social responsibility is central to Islamic teachings and is reinforced through the PBL approach. Students learn that they

are stewards (khalifah) of the earth and that their responsibility extends to their communities and the wider world. In this learning environment, students are not just taught what to think but are encouraged to think critically and independently. This type of education fosters a love of learning and a desire to seek knowledge that aligns with Islamic principles. By exploring problems that require creative and ethical solutions, students develop a sense of purpose and direction in their academic pursuits.

The success of the PBL approach at MI Hidayatul Mubtadiin Sukorame is also evident in the long-term impact on students' behavior. Over time, students who engage in PBL and internalize the Islamic values of honesty and responsibility show improvement in their interactions with others. They are more likely to approach problems with integrity, work cooperatively, and take responsibility for their actions. The integration of PBL with Islamic values also encourages students to reflect on their actions regularly. This reflective practice is a key component of character development. As students examine their behavior, they become more self-aware and conscious of how their actions align with the values they are learning. Reflection encourages growth, as students are able to identify areas where they need to improve and make conscious efforts to change.

The involvement of the wider community, including parents, in the implementation of PBL is also crucial to its success. Parents can reinforce the values taught at school by providing support and encouragement at home. When parents see the positive effects of PBL on their children's character development, they are more likely to engage in the educational process and work collaboratively with teachers to promote these values. In addition, the community can serve as a valuable resource for students as they engage in real-world problems. By connecting students with community leaders, local businesses, and organizations, teachers can provide opportunities for students to apply their learning in a broader context. These real-world connections make the learning experience more meaningful and relevant to students, further embedding Islamic values into their daily lives.

To ensure the continued success of PBL at MI Hidayatul Mubtadiin Sukorame, teachers and administrators regularly assess the effectiveness of the approach. This ongoing evaluation helps refine the methods and ensure that students are consistently exposed to both academic challenges and moral development opportunities. The school community works together to ensure that PBL remains a dynamic and effective tool for fostering student growth.

Ultimately, the goal of combining PBL with Islamic values at MI Hidayatul Mubtadiin Sukorame is to create well-rounded individuals who are not only academically proficient but also morally grounded. By emphasizing the importance of honesty and responsibility, this approach helps students develop the skills and character they need to thrive in both their personal lives and their future careers. This holistic education model ensures that students are prepared to face the challenges of the world with

confidence, integrity, and a strong sense of responsibility. Through this innovative approach, MI Hidayatul Mubtadiin Sukorame is setting a positive example for other schools, showing that academic excellence and moral development are not mutually exclusive. By integrating Islamic values into the PBL framework, the school is nurturing the next generation of responsible, ethical, and compassionate leaders. This model of education holds great potential for shaping students who are not only knowledgeable but also committed to making a positive difference in the world.

Conclusion

The results of this study indicate that the implementation of Problem-Based Learning (PBL) based on Islamic values significantly improves the honesty and responsibility of grade 3 students of MI Hidayatul Mubtadiin Sukorame Gandusari Trenggalek East Java. This improvement can be seen from the results of questionnaires, observations, and interviews which show that students are more open in admitting mistakes, more responsible in completing assignments, and more active in discussions and learning. With the integration of Islamic values in problem-based learning, students not only gain better academic understanding, but also experience positive character development. The success of the implementation of the PBL model based on Islamic values in this study is in line with the principle of active learning that encourages students to be more independent in thinking and solving problems. Through this method, students are invited to face real problems that are relevant to everyday life and find solutions by applying the principles of honesty and responsibility. Thus, this approach not only forms critical thinking skills, but also strengthens moral and ethical awareness in students. The social contribution of this study is very important, especially in the context of character education in the madrasah environment. The PBL model based on Islamic values can be an alternative effective learning method in forming a generation that is not only intellectually intelligent, but also has high moral integrity. These findings also provide implications for educators and policy makers to further optimize the value-based approach in the Islamic education system. By implementing this method more widely, it is hoped that a more interactive, enjoyable, and character-oriented learning environment can be created, resulting in individuals who are honest, responsible, and ready to face social challenges in the future. In addition, this study can be a foundation for developing a curriculum that is more adaptive to learning based on Islamic values. By adjusting learning materials to the context of students' lives and integrating Islamic values into various aspects of learning, teachers can create more meaningful learning experiences. This approach can also help schools improve the effectiveness of character education as a whole, not only in the classroom but also in students' daily lives. As a follow-up, further research can be conducted to explore the application of PBL based on Islamic values at higher levels of education and in various subjects. In addition, more in-depth studies can be conducted to measure the long-term impact of this learning model on student character development. With further research, it is hoped that this approach can continue to be developed and adapted to be more effective in forming individuals who have balanced intellectual, emotional, and spiritual intelligence.

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