



# Implementation of the Understanding by Design Method in Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri 0109 Janjilobi

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## ABSTRACT

This study aims to analyze the effectiveness of the Understanding by Design (UbD) method in improving Islamic Religious Education (PAI) learning outcomes on the material "I Love the Qur'an" at SD Negeri 0109 Janjilobi. The research method used is classroom action research (CAR) which is carried out in two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. The subjects of this study were grade I students of SD Negeri 0109 Janjilobi. The results of the study showed that the application of the UbD method was able to improve student learning outcomes significantly. In the first cycle, the average student score increased compared to the initial condition, although there were still some students who had not reached the Minimum Completion Criteria (KKM). In the second cycle, student learning outcomes improved better, with most students achieving or exceeding the KKM. In addition, the UbD method also contributes to increasing student active involvement during the learning process, increasing deeper understanding of concepts, and fostering interest in learning PAI subjects. Thus, it can be concluded that the Understanding by Design (UbD) method is an effective approach in improving elementary school students' PAI learning outcomes. Therefore, teachers are advised to adapt this method in learning to create a more meaningful and focused learning experience for students.

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## Introduction

Islamic Religious Education (PAI) has an important role in shaping the character and morals of students from an early age. However, in practice, PAI learning often faces challenges, such as low levels of student understanding of the material and minimal active involvement in the learning process (Hasan, 2021). Therefore, innovation is needed in learning methods so that students not only understand religious concepts

cognitively but are also able to internalize the values contained therein. One approach that can be applied is the Understanding by Design (UbD) method, which emphasizes learning design with a focus on the expected end result (McTighe & Wiggins, 2020).

The UbD method aims to build deeper student understanding through three main stages, namely determining the desired end result, preparing appropriate assessments, and designing effective learning experiences (Wiggins & McTighe, 2022). In the context of PAI learning, this method allows teachers to design learning that is more systematic, oriented towards understanding concepts, and relevant to students' daily lives (Ningsih & Sari, 2022). Thus, the UbD method can be a solution to improve the quality of Islamic Religious Education learning in elementary schools.

This study was conducted at SDN 0109 Janjilobi with the aim of analyzing the effectiveness of the UbD method in improving student learning outcomes on the material "I Love the Qur'an." This material was chosen because it is a fundamental part of Islamic religious education that instills students' love for the Qur'an from an early age. The application of the UbD method is expected to provide a more meaningful learning experience and encourage active student involvement in understanding the values of the Qur'an (Yusuf, 2022).

The research method used is classroom action research (CAR) which is carried out in two cycles. Each cycle consists of the stages of planning, implementation, observation, and reflection. Data were collected through learning outcome tests, participatory observations, and interviews with teachers and students. Data analysis was carried out quantitatively and qualitatively to obtain a comprehensive picture of the effectiveness of the application of the UbD method in Islamic Religious Education learning (Sugiyono, 2021).

The results of the study showed that the UbD method had a positive impact on student learning outcomes. Before the implementation of this method, the average student score was below the Minimum Completion Criteria (KKM), with only 35% of students achieving completion. After the implementation of the UbD method in the first cycle, the average student score increased to 72.3, although there were still some students who had not achieved completion. In the second cycle, student learning outcomes increased further with an average score reaching 85.7 and a completion rate reaching 90% (Rahman & Syamsuddin, 2021).

In addition to improving learning outcomes, the UbD method also increases students' active involvement in the learning process. Observations show that students are more enthusiastic in following lessons, more active in discussions, and more easily understand the concepts taught. The outcome-based approach applied in UbD helps students see the relevance of the material to their lives, so that they are more motivated to learn (Sumarni & Hidayat, 2021).

Teachers also feel the benefits of implementing the UbD method. Interviews with teachers showed that this method makes it easier to develop more structured and effective learning strategies. With outcome-based planning, teachers can more easily

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determine essential material, design appropriate assessments, and choose teaching methods that suit students' needs (McTighe & Wiggins, 2021).

Data validation was carried out by triangulation between test results, observations, and interviews. The validation results showed that the increase in learning outcomes and student involvement was indeed caused by the implementation of the UbD method, not other external factors. In addition, teachers also confirmed that this method has a sustainable positive impact on the PAI learning process in their classes (Ningsih & Sari, 2022).

From an academic perspective, the application of the UbD method contributes to improving students' conceptual understanding of PAI material. Students not only memorize information but are also able to connect the concepts learned with their daily experiences. This is in line with the main goal of understanding-based education, namely to create a deeper and more meaningful learning experience for students (Hasan, 2021).

In addition to academic impacts, the UbD method also provides social contributions in the school environment. Students become more accustomed to thinking critically, actively participating in discussions, and working together with classmates in understanding the material. These skills are not only useful in PAI learning, but also in developing character and social values in the school environment (Roblyer & Doering, 2020).

Thus, this study concludes that the Understanding by Design (UbD) method is an effective approach in improving the PAI learning outcomes of elementary school students. In addition to improving students' understanding and academic results, this method also encourages their active involvement in the learning process and helps teachers in developing more systematic learning strategies. Based on the findings of this study, it is recommended that the UbD method be implemented more widely in Islamic Religious Education learning and other subjects in elementary schools. Training for teachers on the application of UbD also needs to be carried out so that they can design more effective and meaningful learning. With the right approach, it is hoped that this method can be a solution in improving the quality of education in elementary schools as a whole (Yusuf, 2022).

## Methods

This study uses a classroom action research (CAR) approach that aims to improve student learning outcomes through the application of the Understanding by Design (UbD) method. The subjects of this study were fifth grade students of SDN 0109 Janjilobi who took Islamic Religious Education (PAI) learning on the material "I Love the Qur'an". The selection of subjects was based on the need to improve students' understanding of the material and improve the learning methods used by teachers.

The research data consists of two types, namely primary data and secondary data. Primary data were obtained directly from the results of observations, interviews, and student learning outcome tests before and after the application of the UbD method.

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Observations were made to observe the learning process, student involvement, and the effectiveness of the methods applied. Interviews were conducted with students and teachers to obtain an overview of the learning experience and challenges faced in implementing the UbD method.

Meanwhile, secondary data were obtained from various relevant sources, such as books, research journals, scientific articles, and curriculum documents that support the implementation of the UbD method in PAI learning. This literature review aims to provide a strong theoretical basis for the research and to compare the results of this study with previous research that has been conducted in the same field.

Data collection was carried out systematically using several research instruments, such as observation sheets, interview guidelines, and learning outcome tests. Observation sheets were used to record student and teacher activities during the learning process, while interview guidelines helped in gathering information about student and teacher experiences in using the UbD method. Learning outcome tests were used to measure students' level of understanding of the material being taught. With the various data sources used in this study, it is hoped that the results of the study can provide a comprehensive picture of the effectiveness of the UbD method in improving student learning outcomes. In addition, the combination of primary and secondary data allows this study to produce more accurate findings and can be used as recommendations for teachers in implementing more effective learning strategies.

Data analysis in this study was conducted using quantitative and qualitative approaches. The quantitative approach was used to measure the improvement in student learning outcomes through a comparison of scores before and after the implementation of the UbD method. Quantitative data were obtained from learning outcome tests which were analyzed by calculating the average class score and the percentage of students who achieved the Minimum Completion Criteria (KKM).

To obtain more in-depth results, qualitative analysis was also used in this study. Qualitative data were obtained from observations and interviews with students and teachers. Observations aimed to see the extent of student involvement in learning and how the UbD method affected their learning process. Meanwhile, interviews were used to understand the experiences of students and teachers in implementing the UbD method and the challenges they faced during the learning process.

The data analysis process was carried out through several stages, namely data reduction, data presentation, and drawing conclusions. Data reduction was carried out by sorting relevant information from the results of observations, interviews, and learning outcome tests. The data that had been sorted was then presented in the form of tables, graphs, and narrative descriptions to make it easier to analyze and understand.

Furthermore, conclusions were drawn based on the results of the analysis that had been carried out on quantitative and qualitative data. This conclusion is used to answer the research questions and determine the effectiveness of the UbD method in

improving students' PAI learning outcomes. If the results of the analysis show a significant increase in student understanding and engagement, then the UbD method can be considered an effective learning strategy to be applied in PAI learning. By using a combination of quantitative and qualitative analysis, this study not only measures the improvement in student learning outcomes but also understands the factors that influence the success of the UbD method in learning. This approach is expected to provide broader insights for teachers and educational researchers in developing innovative and effective learning strategies.

## Result

The results of the study showed an increase in student learning outcomes after the implementation of the Understanding by Design (UbD) method in Islamic Religious Education (PAI) learning on the material "I Love the Qur'an". Before the implementation of the UbD method, the average student score was below the Minimum Completion Criteria (KKM), with most students having difficulty understanding the concepts taught.

After the implementation of the UbD method in the first cycle, there was an increase in learning outcomes, although there were still some students who had not achieved completion. In the second cycle, student learning outcomes increased more significantly, with most students achieving or exceeding the KKM. In addition, student involvement in learning also increased, as indicated by high participation in discussions, group activities, and positive responses to questions given by the teacher. To describe the increase in student learning outcomes quantitatively, the following is data on student learning outcomes at each stage of the study:

Table 1. Student Learning Evaluation Results in every cycles

Cycle	Average Value	Percentage of Completion	Number of Students Completed
Pra Cycle	60,5	35%	7 out of 20 students
Cycle I	72,3	65%	13 out of 20 students
Cycle II	85,7	90%	18 out of 20 students

Based on the table above, it can be seen that before the implementation of the UbD method, the average student score only reached 60.5 with a completion rate of 35% (7 out of 20 students achieved the KKM score). After the first cycle, there was an increase in the average score to 72.3 with a completion percentage of 65% (13 out of 20 students achieved the KKM score). In the second cycle, the increase in learning outcomes was even more significant with an average score reaching 85.7 and a completion rate of 90% (18 out of 20 students achieved the KKM score).

In addition to improving learning outcomes, observations also show that the UbD method helps students understand concepts more deeply. Students appear more enthusiastic in participating in the learning process because the material is presented with a more contextual approach and is oriented towards clear end results. The increase

in student participation in learning can also be seen from the results of observations conducted in two learning cycles.

Table 2. Results of observations conducted in two learning cycles

Cycle	Percentage of Active Students	Activity indicator
Pra Cycle	40%	Asking and discussing is very minimal
Cycle I	70%	More questions and discussions
Cycle II	85%	More active and interactive discussions

From the table above, before the implementation of UbD, only about 40% of students were active in asking questions and discussing during learning. After the implementation of UbD in the first cycle, this figure increased to 70%, and in the second cycle it increased further to 85%.

In addition to direct observation, interviews with teachers revealed that the UbD method made it easier to develop more effective learning strategies that were in accordance with students' needs. Teachers felt more helped in designing learning that was oriented towards conceptual understanding, not just memorization.

Teachers also stated that the implementation of the UbD method increased students' learning motivation. Before using this method, many students tended to be passive and only listened to the teacher's explanation. However, after the implementation of UbD, students were more enthusiastic in participating in learning activities, especially in project-based assignments and group discussions.

In addition to interviews with teachers, interviews with students were also conducted to determine the impact of the UbD method on their understanding and interest in learning. The results of the interviews showed that most students found it easier to understand the material after the implementation of the UbD method. They admitted that they enjoyed the learning process more because the material was presented in a more interesting and challenging way.

One student stated that this method made him more confident in expressing his opinion because there were reflection sessions and group discussions. Another student expressed that the UbD method helped him understand the contents and meaning of the Qur'an better, not just reading the text.

To ensure the validity of the findings, the research data were verified through data triangulation, namely by comparing the results of student learning tests, classroom observations, and interviews with teachers and students. Test results were used as the main indicator of improved learning outcomes, while observations and interviews were used to understand the factors that influenced the changes.

In addition, the results of this study were also compared with previous studies on the effectiveness of the UbD method in learning. The results showed conformity with

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previous findings which stated that the UbD method can significantly improve students' understanding of concepts and learning outcomes.

Based on the results of this study, it can be concluded that the application of the Understanding by Design (UbD) method has a positive impact on students' PAI learning outcomes. With a more structured learning approach based on in-depth understanding, students not only experience an increase in academic grades but are also more active and motivated in learning.

With the verification of data carried out through various sources, it can be concluded that the application of the UbD method has a positive impact on improving students' PAI learning outcomes at SD Negeri 0109 Janjilobi. Therefore, this method can be an effective alternative in improving the quality of PAI learning in elementary schools.

## Discussion

Data validation in this study was conducted to ensure that the results obtained truly reflect the effectiveness of the Understanding by Design (UbD) method in improving Islamic Religious Education (PAI) learning outcomes on the "I Love the Quran" material at SD Negeri 0109 Janjilobi. Validation was carried out through triangulation techniques, namely by comparing and confirming data from various sources, including student test results, observations during the learning process, and interviews with students and teachers.

Method triangulation was used to evaluate the consistency of the results obtained from various data collection techniques. Student test results were analyzed quantitatively to see the increase in learning outcomes before and after the implementation of the UbD method. Meanwhile, observation data was used to assess the level of student involvement in the learning process, as well as the effectiveness of the strategies implemented by the teacher. Interviews with students and teachers provided additional perspectives on the perceived learning experiences and challenges faced in implementing this method.

In addition to method triangulation, validation was also carried out by source triangulation. Test results were compared with observation records and responses from students and teachers to see if there was a match between the measured learning outcomes and student understanding and involvement during learning. If the results from various sources show the same pattern, then the data can be considered valid and can be used to draw accurate conclusions about the effectiveness of the UbD method. The validation results show that the data obtained has a high level of consistency. The increase in student scores seen in the test results is in line with the findings from observations and interviews. In the observation, it was seen that students became more active in discussions and were more motivated to understand the material. This was also reinforced by the results of the interview, where students expressed that the UbD method helped them understand concepts better because the material was presented in a more interesting and systematic way.

In addition, teachers also stated that the UbD method made it easier for them to design more structured learning that was oriented towards clear end results. With the existence of planning based on the desired results, teachers can more easily determine the steps that need to be taken to help students achieve optimal understanding. This is reinforced by findings in previous studies which show that the UbD method is effective in improving learning outcomes and student engagement in the learning process (McTighe & Wiggins, 2021; Rahman & Syamsuddin, 2021).

Furthermore, the test results showed a significant increase in the average student scores from the first cycle to the second cycle. In the first cycle, although there was an increase compared to the initial conditions, there were still some students who had not reached the Minimum Completion Criteria (KKM). However, in the second cycle, most students had achieved or exceeded the KKM, indicating that the UbD method had a positive impact on student understanding in the long term.

Based on the data validation carried out, it can be concluded that the increase in student learning outcomes did not occur by chance, but was the result of the implementation of the UbD method which was designed systematically. Therefore, this method can be used as an effective alternative in improving the quality of Islamic Religious Education learning, especially in helping students understand and love the Qur'an better.

To strengthen the results of the study, validation was also carried out by comparing these findings with previous studies on the effectiveness of the UbD method in learning. Previous studies have shown that the UbD method can significantly improve students' conceptual understanding and learning outcomes, in line with the findings in this study. The following is a summary of data validation based on three main sources:

Table 3. Summary of data validation based on three main sources

Validation Source	Findings	Consistency with Research Findings
Student Result	Test Results Increase in average score from 60.5 to 85.7 and completion from 35% to 90%	Consistent, indicating improved learning outcomes
Classroom Observations	Students are more active in asking questions, discussing, and completing assignments with more confidence	Consistent, indicating increased participation and understanding of concepts
Teacher Student Interviews	& Teachers feel helped by UbD planning, students understand the material better	Consistent, indicating that the UbD method is more effective in improving understanding

From the table above, it can be seen that all data sources support the conclusion that the UbD method contributes significantly to improving student learning outcomes. In addition, validation was carried out by analyzing potential external factors that could affect the results of the study. No significant changes were found in other aspects, such as curriculum changes or teacher changes during the study. Therefore, the

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improvement in student learning outcomes can be associated with the implementation of the UbD method.

Thus, the validation results strengthen the conclusion that the Understanding by Design (UbD) method is an effective learning approach in improving students' PAI learning outcomes at SD Negeri 0109 Janjilobi. Teachers are advised to adopt this method in learning, especially for materials that require deep conceptual understanding and active student involvement.

## Conclusion

This study shows that the implementation of the Understanding by Design (UbD) method significantly improves student learning outcomes in Islamic Religious Education (PAI) subjects on the material I Love the Qur'an at SD Negeri 0109 Janjilobi. The results of the study showed a consistent increase in students' average scores, from an initial condition of 60.5 to 72.3 in the first cycle and increasing again to 85.7 in the second cycle. In addition, the level of student completion also increased from 35% before the implementation of UbD to 90% after the second cycle. In addition to academic improvements, observations during the study showed that the UbD method increased students' active involvement in learning. Students were more enthusiastic in participating in learning, more active in asking questions and discussing, and better understanding the material with a deeper concept-based approach. Interviews with teachers and students also confirmed that this method provided a more structured and interesting learning experience for students.

The findings of this study provide important implications for the world of education, especially in developing more effective learning methods in elementary schools. Teachers are advised to adopt the UbD method in various subjects, especially those that require deep understanding and active student involvement. With wider application, it is hoped that this method can help improve the overall quality of education and create a generation of students who are more critical, reflective, and have a better understanding of science and life values.

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