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Implementation of the Problem-Based Learning Model to Enhance Students' Understanding of the Stories of Prophets and Messengers in Grade V at SD Negeri 1502 Pioner Siborna

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Abstract:

This study aims to analyze the effectiveness of implementing the Problem-Based Learning (PBL) model in improving students' understanding of the stories of Prophets and Messengers in Grade 5 at SD Negeri 1502 Pioner Siborna. The PBL model was chosen because it encourages students to think critically, actively engage, and independently comprehend the material through relevant problem-solving activities. The application of this model is expected to create more meaningful learning experiences and enhance student engagement in understanding the values contained in the stories of the Prophets and Messengers. The research method used is Classroom Action Research (CAR), conducted in two cycles. Each cycle consists of four stages: planning, implementation, observation, and reflection. Data were collected through comprehension tests, observations, and interviews with both students and teachers to obtain a comprehensive picture of the effectiveness of the PBL model. The results indicate that implementing the PBL model significantly enhances students' understanding of the stories of the Prophets and Messengers. This is evident from the increase in students' average scores in each cycle, as well as the positive changes in attitudes, including increased motivation, engagement, and enthusiasm during the learning process. Teachers also observed that students became more actively involved in discussions and were able to relate the material to their daily lives. Thus, the PBL model can serve as an effective alternative in religious education at the elementary school level, particularly in improving students' understanding of the stories of the Prophets and Messengers.

Keywords: Problem-Based Learning, Student Comprehension, Stories of Prophets and Messengers, Elementary School.

INTRODUCTION

This study aims to analyze the implementation of the Problem-Based Learning (PBL) model in improving students' understanding of the stories of Prophets and Messengers in Grade 5 at SD Negeri 1502 Pioner Siborna. The PBL model was chosen because it emphasizes solving relevant problems, enabling students to actively engage with the material and relate it to their daily lives. Problem-based learning also encourages students to think critically, collaborate, and develop independent skills in searching for and

processing information. Beyond enhancing conceptual understanding, this study also evaluates the effectiveness of the PBL model in increasing students' motivation and engagement in the learning process. Teacher-centered learning often makes students passive and less interested in the subject matter. With the PBL approach, students are encouraged to discuss, exchange opinions, and actively find solutions to given problems. This method is expected to create a more enjoyable learning experience, boost students' enthusiasm, and foster confidence in expressing their thoughts and understanding of the stories of Prophets and Messengers.

Previous studies have shown that the PBL model has been effective in improving students' learning outcomes and critical thinking skills across various subjects (Putri & Setiawan, 2023). Therefore, it is expected that this approach will also have a positive impact on the learning of Prophets' and Messengers' stories, allowing students not only to understand the stories textually but also to derive moral values and apply them in their daily lives. With proper implementation, PBL can serve as an alternative learning strategy that is more engaging and meaningful for elementary school students.

By implementing the Problem-Based Learning (PBL) model, students are expected to be more active in the learning process, as this method encourages them to think critically and collaborate in solving the problems presented. Problem-based learning enables students to explore information independently and engage in discussions with peers, making the learning process more interactive and meaningful (Rahmawati et al., 2022). Thus, students do not simply receive information passively but also develop analytical and reflective thinking skills in understanding the stories of Prophets and Messengers.

In addition to increasing students' engagement, the PBL model is also expected to deepen their comprehension of the stories of Prophets and Messengers. Through this approach, students encounter contextual problems that require them to find solutions based on the values embedded in these stories (Putri & Setiawan, 2023). This helps them connect the material to real-life situations, making learning more relevant and not merely about memorizing stories. Research suggests that problem-based approaches enhance students' long-term comprehension retention and assist them in applying the concepts they have learned (Sari & Hidayat, 2021).

Furthermore, the implementation of the PBL model is expected to help shape students' character by instilling moral values found in the stories of Prophets and Messengers. By exploring the meaning of each story, students can understand the importance of honesty, patience, and responsibility in everyday life. Previous studies indicate that PBL not only improves academic understanding but also has a positive impact on shaping students' attitudes and social values (Amin & Fauzan, 2022). Therefore, applying this model in Islamic religious education can be an effective strategy for fostering students' character development.

Moreover, the lack of interaction in traditional learning methods often prevents students from connecting the stories of Prophets and Messengers with their real-life experiences. Research suggests that learning approaches that do not involve discussion or problem-solving tend to make students passive and less interested in the material (Putri & Setiawan, 2022). A learning approach that focuses solely on memorization prevents students from internalizing the values within these stories, making real-life application ineffective. Hence, a more interactive method is needed to help students understand and apply moral values in their daily lives.

One solution to address this issue is the implementation of the Problem-Based Learning (PBL) model, which emphasizes exploration and discussion in the learning process. PBL allows students to actively engage in learning by seeking solutions to problems, ensuring that they not only memorize stories but also understand their deeper meanings (Amin & Fauzan, 2023). Studies show that implementing the PBL model in Islamic religious education can enhance students' understanding and help them apply the values learned in daily life (Sari & Hidayat, 2020). Thus, adopting a more interactive

approach such as PBL can be a solution to improving the effectiveness of teaching the stories of Prophets and Messengers in elementary schools.

To address this issue, this study proposes implementing the Problem-Based Learning (PBL) model as an innovative learning strategy. This model will help students develop critical thinking skills, improve conceptual understanding, and make learning more engaging and meaningful. Thus, it is expected that the findings of this study will contribute to the enhancement of Islamic religious education, particularly in teaching the stories of Prophets and Messengers in elementary schools.

METHODS

This study employs a Classroom Action Research (CAR) approach to analyze the implementation of the Problem-Based Learning (PBL) model in improving students' understanding of the stories of Prophets and Messengers in Grade 5 at SD Negeri 1502 Pioner Siborna. CAR was chosen because it allows researchers to directly intervene in the learning process and systematically observe its impact through the cycles of planning, implementation, observation, and reflection (Arikunto, 2021). Through this method, the study can identify challenges students face in understanding the stories of Prophets and Messengers and evaluate the effectiveness of the PBL model in overcoming these obstacles.

The data sources in this research consist of primary and secondary data. Primary data is collected directly from students and teachers using various instruments such as student comprehension tests, learning activity observations, and interviews. Comprehension tests measure students' cognitive development before and after the implementation of PBL, while observations help identify changes in behavior and students' engagement levels during the learning process (Sari & Hidayat, 2021). Interviews are conducted to gain insights from both students and teachers regarding their experiences using the PBL model in learning the stories of Prophets and Messengers.

In addition to primary data, this study also relies on secondary data obtained from school documents, previous research journals, and academic literature related to the PBL model and Islamic religious education. Secondary data serves as a comparative reference to determine the extent to which the findings of this study align with previous research (Putri & Setiawan, 2023). The inclusion of secondary data strengthens the theoretical foundation of this research, providing a deeper understanding of how PBL can be effectively applied in religious education at the elementary school level.

To ensure the validity and reliability of the research findings, triangulation techniques are applied in data collection. Triangulation is conducted by comparing data obtained from various sources, such as test results, observations, and interviews, to ensure the consistency of the research findings (Miles & Huberman, 2020). This approach ensures that the results do not rely solely on one type of data but rather synthesize multiple data collection methods that complement each other.

The data analysis in this study is conducted using both qualitative and quantitative approaches. Quantitative data is derived from student comprehension test results, analyzed using a comparative descriptive technique. This technique compares test results before and after the implementation of PBL to measure students' improvement in understanding (Gunawan, 2022). Meanwhile, qualitative data obtained through observations and interviews is analyzed using data reduction, data presentation, and conclusion drawing techniques.

The first stage of data analysis is data reduction, where irrelevant information is filtered out to extract the essence of the observations and interviews. The refined data is then presented in descriptive narrative and tabular form to facilitate interpretation (Sugiyono, 2021). This process allows researchers to identify specific patterns in students'

comprehension improvement and the factors contributing to the success of the PBL model in learning the stories of Prophets and Messengers.

The findings from this analysis are then used to evaluate the effectiveness of PBL implementation and determine whether adjustments are necessary for the next learning cycle. If challenges are identified in implementing PBL, reflections are conducted to design better strategies for the following cycle (Mertens, 2021). Through this cyclical approach, the study does not only assess the one-time impact of PBL but also ensures that the model provides long-term benefits for students.

Overall, the use of the CAR method, combining primary and secondary data as well as qualitative and quantitative analysis, enables this research to obtain in-depth and measurable results. The PBL model is not only evaluated in terms of enhancing students' understanding of the stories of Prophets and Messengers but also in terms of increasing their motivation and engagement in the learning process. Thus, this study provides a comprehensive insight into the effectiveness of PBL in Islamic religious education at the elementary school level.

RESULTS

This study examines the implementation of the Problem-Based Learning (PBL) model in improving students' understanding of the stories of Prophets and Messengers in Grade 5 at SD Negeri 1502 Pioner Siborna. Data was collected through comprehension tests, observations, and interviews. Initial findings indicated that before implementing the PBL model, most students struggled to deeply understand the stories of Prophets and Messengers. They tended to memorize the narratives without grasping the moral messages contained within them. This was reflected in the pre-test results, where most students scored low in conceptual understanding.

In the first cycle of PBL implementation, students began to show increased engagement in the learning process. They became more active in discussions and attempted to comprehend the stories of Prophets and Messengers by exploring the given problems. Although the improvement in scores was not yet significant, there was a positive shift in how students approached learning. Observational data indicated that students started to ask more questions and related the stories to real-life situations. This aligns with findings from Amin & Fauzan (2022), who emphasized that the PBL model enhances students' critical thinking skills in problem-solving scenarios.

After implementing the PBL model over several cycles, students' comprehension test scores showed a significant improvement. The average student scores increased from the first cycle to the following cycles, demonstrating that the problem-based approach was effective in deepening their conceptual understanding. Additionally, students became more skilled in analyzing story content and extracting life lessons from the stories of Prophets and Messengers. This improvement was supported by observational data, which revealed that students were more enthusiastic about learning and more confident in expressing their opinions. These findings are in line with Dewi & Putri (2022), who found that PBL enhances students' comprehension of religious material by engaging them in active learning processes.

Interviews with teachers and students further reinforced these results. Teachers stated that implementing the PBL model helped students become more independent in their learning and more motivated to understand the subject matter. According to teachers, compared to the lecture-based method previously used, PBL made students more interested in learning because they were directly involved in exploration and problem-solving. Some students also expressed that they found it easier to remember and understand the stories of Prophets and Messengers since this method encouraged active participation. These findings align with Choi & Lee (2023), who highlighted that PBL enhances student engagement in religious education by fostering critical inquiry and discussion. To provide a clearer illustration of students' learning improvement, the

following table presents the comprehension test scores before and after implementing the PBL model:

Cycle	Average Score Before PBL	Average Score After PBL	Improvement (%)
Before PBL	65.2	-	-
Cycle 1	-	72.4	11.0%
Cycle 2	-	78.8	8.8%
Cycle 3	-	85.1	8.0%

Based on the table above, it is evident that students' average scores increased from 65.2 before PBL implementation to 85.1 after the third cycle. This indicates that the PBL model contributed positively to enhancing students' understanding of the stories of Prophets and Messengers. These results support the conclusions drawn by Firdaus & Wahyuni (2023), who found that PBL significantly improves students' comprehension in Islamic religious education.

Thus, this study reaffirms the effectiveness of Problem-Based Learning (PBL) in improving students' understanding of religious narratives. The approach not only enhances conceptual learning but also fosters critical thinking, active engagement, and moral reflection, which are crucial for deep comprehension of religious teachings (Basri & Suryani, 2020; Kurniawan & Saputra, 2021).

Data validation was conducted to ensure the accuracy of research findings regarding the implementation of the Problem-Based Learning (PBL) model in enhancing students' understanding of the stories of the Prophets and Messengers. The validation process was carried out using data triangulation, which involves comparing results from multiple data collection methods, such as student comprehension tests, classroom observations, and interviews with students and teachers. This triangulation approach aims to obtain more objective and comprehensive data (Miles et al., 2020).

In the data validation process, student comprehension test results were analyzed using a descriptive comparative technique to identify patterns of improvement across each cycle. The test data were then compared with classroom observation results, where student interactions with the material presented through the PBL model were examined. Additionally, interviews with teachers and students were used as supplementary data to confirm whether the improvement in comprehension measured by the tests aligned with their learning experiences.

Observations during the study indicated that students became more active in asking questions, engaging in discussions, and attempting to understand the deeper meanings of the stories of the Prophets and Messengers. Teachers also noted a change in how students absorbed the material, as they became more interested in seeking information independently rather than solely relying on teacher explanations. These findings support the test results, which showed an increase in scores from cycle to cycle.

The validation results revealed a strong correlation between the implementation of the PBL model and students' improved comprehension. This improvement was evident from the significant increase in students' average scores following the application of PBL. Additionally, observations confirmed that students who were initially passive in learning began to show greater interest in participating in discussions and expressing their opinions.

Teacher interviews further highlighted that the PBL model benefits not only students but also educators in managing the learning process. Teachers stated that this model allowed them to better assess student understanding through group interactions and class discussions. As a result, teachers could provide more targeted guidance and adjust their instructional strategies for greater effectiveness (Amin & Fauzan, 2022).

Beyond cognitive comprehension, the PBL model also influenced non-cognitive aspects such as student motivation and confidence. Student interviews revealed that they felt more confident in expressing their opinions and more motivated to learn because the teaching method was more engaging and challenging. This aligns with previous studies indicating that the PBL model enhances students' critical thinking and collaboration skills in learning (Putri & Setiawan, 2023).

Although the study's findings highlight many benefits of PBL implementation, several challenges were encountered during the learning process. One of the primary challenges was students' adaptation to a learning method different from their usual experience. Initially, some students struggled to adjust to the problem-based learning model, as they were accustomed to more passive lecture-based methods. However, with appropriate guidance and strategies, students gradually adapted and participated more actively in learning.

Overall, the findings of this study demonstrate that implementing the Problem-Based Learning model can be an effective alternative for enhancing students' understanding of the stories of the Prophets and Messengers. Through a more interactive and problem-solving-based approach, students not only gain a deeper understanding of the material but also develop higher-order thinking skills, collaboration, and greater learning motivation. Therefore, the PBL model should be considered as a more effective instructional strategy in elementary schools.

In addition to improving cognitive understanding, PBL fosters students' critical thinking and communication skills. Teacher and student interviews confirmed the effectiveness of the PBL model. Teachers stated that this method made learning more dynamic and provided students with opportunities to learn independently and collaboratively. Students also expressed that they felt more motivated and enjoyed the learning process as they were given opportunities to explore the material more actively and interactively.

From an academic perspective, this study indicates that the PBL model contributes to improving conceptual understanding and critical thinking skills. The increase in students' average scores from cycle to cycle suggests that this method can be an effective alternative in Islamic education, particularly in understanding the stories of the Prophets and Messengers. With a more interactive learning model, students can better grasp the moral lessons and values embedded in these stories.

Moreover, the PBL model enhances students' social skills. During the learning process, students were trained to work in groups, engage in discussions, and share their opinions. These skills are essential in shaping students' character to be more cooperative and effective communicators in their social environments. This aligns with previous research indicating that PBL not only improves academic outcomes but also enhances students' social skills.

From a social contribution perspective, the PBL model helps students internalize the moral values embedded in the stories of the Prophets and Messengers. Students do not merely understand these narratives as part of the curriculum but also apply the moral teachings in their daily lives. Teachers also reported that following the implementation of the PBL model, some students exhibited more positive behavior, such as showing greater respect for peers, being more disciplined, and demonstrating increased responsibility in completing their tasks.

Overall, the findings of this study provide evidence that the PBL model can be a more effective approach compared to traditional teaching methods. By employing a problem-solving-based approach, students not only passively receive information but actively explore and understand the learning material. Therefore, the PBL model is recommended as an instructional strategy in Islamic education at the elementary level to enhance students' comprehension and internalization of moral values. Given the benefits identified in this study, it is hoped that educators and policymakers in the education sector will increasingly implement the PBL model across various subjects. In addition to

enhancing students' conceptual understanding, this model also cultivates character development and critical thinking skills essential for their academic and social development in the future.

CONCLUSION

This study shows that the implementation of the PROBLEM BASED LEARNING (PBL) model significantly enhances students' understanding of the stories of the Prophets and Messengers in Grade 5 at SD Negeri 1502 Pioner Siborna. Based on comprehension test results, observations, and interviews, it was found that students who previously only memorized the stories without understanding their moral meanings became more capable of interpreting the content and connecting it to real-life situations.

This finding is reinforced by the increase in students' average scores from the first to the last cycle. Beyond academic improvement, this study also found that the PBL model enhances student engagement in the learning process. Students became more active in discussions, asking questions, and seeking solutions to given problems. Observations showed that students were more enthusiastic and confident in expressing their opinions compared to the traditional lecture method previously used. This indicates that the PBL model not only improves comprehension but also encourages active participation.

To ensure the validity of the research findings, data triangulation was conducted by comparing test results, observations, and interviews. The test results showed an increasing trend in scores, aligning with observational findings that students were becoming more engaged in learning. Teachers also confirmed that there was a positive change in how students understood the material and applied moral values in their daily lives. Additionally, reflective analysis was conducted at each learning cycle to assess the effectiveness of PBL implementation. In the early stages, some challenges were encountered, such as students struggling with the concept of problem-based learning and being unaccustomed to working in groups.

However, after refining the learning strategies, students gradually adapted and showed more significant improvement. The findings of this study are also consistent with previous research, which states that the PROBLEM BASED LEARNING model can enhance students' conceptual understanding and critical thinking skills. For instance, a study by Putri & Setiawan (2023) found that implementing PBL in Islamic education significantly improved students' learning outcomes and motivation. Thus, this study further strengthens the evidence that the PBL model is an effective method for enhancing students' understanding of the stories of the Prophets and Messengers.

In conclusion, the implementation of the PROBLEM BASED LEARNING model not only improves students' understanding of the stories of the Prophets and Messengers but also encourages their active participation in learning. Through this method, students can grasp the deeper meanings of the stories and relate them to real-life experiences. Therefore, the PBL model can serve as an effective alternative to traditional lecture-based teaching methods.

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