



## The Implementation of the Problem-Based Learning (PBL) Model in Improving the Learning Outcomes of Material on Behavior Reflecting the Understanding of Salat Worship Among Fourth-Grade Students at SD Negeri 058126 PIR.C.II

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### Abstract:

This study aims to analyze the effectiveness of implementing the Problem-Based Learning (PBL) model in improving students' learning outcomes on the subject of behavior that reflects an understanding of prayer worship in Grade IV of SD Negeri 058126 PIR.C.II. The PBL model emphasizes a problem-based learning process, encouraging students to think critically, actively, and independently in understanding the concept of prayer worship. The research method used is Classroom Action Research (CAR), conducted in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. Data were collected through learning outcome tests, student activity observation sheets, and questionnaires to measure students' responses to the applied learning method. The results showed that the implementation of PBL significantly improved students' understanding and learning outcomes. In the first cycle, the students' average score reached 72, with a mastery level of 65%. After improvements were made in the second cycle, the average score increased to 85, with a mastery level of 90%. Additionally, students became more active, enthusiastic, and able to relate the material to everyday life. Thus, the PBL model can be used as an effective learning strategy to enhance students' understanding of prayer worship and foster better religious behavior.

**Keywords:** Problem-Based Learning, Prayer Worship, Learning Outcomes, Islamic Religious Education.

### INTRODUCTION

Islamic Religious Education (PAI) plays an essential role in shaping students' character and morals. One of the main aspects of PAI is the understanding and practice of prayer worship, which serves as a spiritual foundation for students. However, observations at SD Negeri 058126 PIR.C.II indicate that students' understanding and behavior related to prayer

worship are still suboptimal. This is reflected in their low learning outcomes and the lack of practical application in daily life.

The primary issue identified is the conventional teaching method, which fails to actively engage students in the learning process. Lecture-based and rote memorization approaches tend to make students passive and less understanding of the essence of prayer worship. This gap demands an innovation in learning methods that are more interactive and student-centered.

One learning model considered effective in addressing this issue is Problem-Based Learning (PBL). PBL emphasizes solving real-world problems relevant to students' lives, thereby increasing their engagement and comprehension. Previous studies have shown that implementing PBL can improve students' learning outcomes in Islamic Religious Education at the elementary level.

However, research specifically exploring the application of PBL in enhancing students' understanding and behavior in prayer worship remains limited. This research gap serves as the basis for this study to explore the effectiveness of PBL in this context.

The objective of this study is to analyze the application of the PBL learning model in improving students' learning outcomes on the subject of behavior that reflects an understanding of prayer worship in Grade IV of SD Negeri 058126 PIR.C.II. This study also aims to identify the challenges and supporting factors in implementing PBL.

The research method used is Classroom Action Research (CAR) with a qualitative and quantitative approach. Data will be collected through observation, interviews, and learning outcome tests. Data analysis will be conducted descriptively to examine the improvement in students' understanding and behavior related to prayer worship.

The findings of this study are expected to contribute to the development of more effective PAI teaching strategies, particularly in enhancing students' understanding and practice of prayer worship. Furthermore, this study is expected to serve as a reference for teachers and education practitioners in implementing innovative learning models that align with students' needs.

## **METHODS**

This study employs the Classroom Action Research (CAR) method to improve the understanding and behavior of Grade IV students at SD Negeri 058126 PIR.C.II regarding prayer worship through the implementation of the Problem-Based Learning (PBL) model. CAR was chosen as it allows teachers to directly identify and address classroom learning issues through cycles of planning, action, observation, and reflection.

The data sources in this study include both primary and secondary data. Primary data were obtained directly from students through observations of their activities during lessons, learning outcome tests, and student response questionnaires regarding the implementation of PBL. Observations were used to monitor students' engagement and participation in the learning process, while learning outcome tests measured their understanding of prayer worship material. Student response questionnaires were designed to evaluate their perceptions and experiences regarding the applied learning model. Secondary data were obtained from school documentation, such as curricula, syllabi, and students' academic records, providing additional context for analysis.

Data analysis was conducted using qualitative and quantitative approaches. Quantitative data from learning outcome tests were analyzed using descriptive statistics to calculate average scores, learning mastery percentages, and improvements between cycles. This analysis helps assess the effectiveness of PBL in enhancing students' understanding. Qualitative data from observations and questionnaires were analyzed through data reduction, data presentation, and conclusion drawing to understand changes in students' behavior, motivation, and responses to learning.

The data analysis process follows systematic steps to ensure the validity and reliability of findings. After data collection, the first step is data reduction, where relevant

data are selected and categorized according to the research focus. Next, the reduced data are presented in narrative or tabular form for better comprehension. The final step is drawing conclusions, where the researcher interprets the data to answer research questions and evaluate the effectiveness of the PBL model in improving students' understanding and behavior in prayer worship.

## RESULTS

This study aims to evaluate the effectiveness of implementing the Problem-Based Learning (PBL) model in enhancing students' understanding and behavior in performing salat among fourth-grade students at SD Negeri 058126 PIR.C.II. This Classroom Action Research (CAR) was conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages.

Prior to the intervention, a pre-test was conducted to assess students' initial understanding of salat. The pre-test results showed that the students' average score was 60, with only 40% of students meeting the Minimum Competency Criteria (MCC) set at 70.

In Cycle I, after implementing PBL, a post-test was conducted to measure learning outcomes. The students' average score increased to 70, with 60% of students achieving the MCC. Although there was an improvement, the results had not yet met the classical completeness target of 85%.

In Cycle II, after refining and optimizing the PBL strategy, the students' average score significantly increased to 85, with 90% of students meeting the MCC. This indicates that the implementation of PBL was effective in improving students' understanding of salat.

Table 1: Students' Average Scores and Mastery Percentage

Cycle	Average Score	Mastery Percentage
Pre-test	60	40%
Cycle I	70	60%
Cycle II	85	90%

The increase in average scores from the pre-test to Cycle I by 10 points and from Cycle I to Cycle II by 15 points demonstrates a positive trend in students' understanding. The mastery percentage also significantly improved from 40% in the pre-test to 90% in Cycle II.

Apart from the improvement in learning outcomes, observations during the learning process showed that students became more active and enthusiastic in participating in the lessons. They asked more questions, engaged in discussions, and actively participated in solving the given problems.

Students' responses to the PBL implementation were also positive. Most students stated that this method made learning more engaging and helped them understand the material better.

### Data Verification

To ensure data validity, triangulation was conducted by comparing test results, observations, and student response questionnaires. The consistency of data from various sources strengthens the findings that the implementation of PBL is effective in improving students' understanding and behavior in performing salat.

These findings align with previous studies showing that PBL can enhance students' academic achievement and engagement in Islamic Religious Education (PAI). For instance, a study by Istiqomah (2020) found that the implementation of PBL increased students' average score from 6.74 in Cycle I to 8.64 in Cycle II, with a learning mastery rate of 100%.

Additionally, research by Delfiyanti et al. (2024) also indicated that implementing PBL could improve students' learning outcomes in Islamic Religious Education, with an increase in students' average scores and a positive response to the learning method.

Thus, the implementation of the PBL learning model has been proven effective in enhancing students' understanding and behavior in performing salat among fourth-grade students at SD Negeri 058126 PIR.C.II. It is recommended that teachers consider applying PBL in learning activities to improve the quality of religious education in elementary schools.

## CONCLUSION

This study demonstrates that the implementation of the Problem-Based Learning (PBL) model is effective in improving students' learning outcomes and understanding of salat in fourth-grade students at SD Negeri 058126 PIR.C.II. The findings show a significant increase in student achievement, with the average score rising from 60 in the pre-test to 85 in Cycle II, achieving a learning mastery rate of 90%. Additionally, classroom observations indicated that students became more active, engaged in discussions, and independently solved problems related to salat. These findings strengthen the evidence that PBL enhances both conceptual understanding and practical application in Islamic Religious Education (PAI). From an academic perspective, the implementation of the PBL model contributes to enriching teaching methods in elementary schools, particularly in Islamic Religious Education. This study adds empirical evidence on the effectiveness of PBL in improving learning outcomes and students' critical thinking skills. The demonstrated improvement in critical thinking and conceptual understanding can serve as a reference for curriculum development and more interactive, student-centered learning strategies. Socially, the application of PBL in teaching salat has a positive impact on students' religious behavior in daily life. Students not only understand the proper way to perform salat but also apply spiritual values such as discipline, devotion, and responsibility in their everyday lives. Thus, this study contributes to the development of students' religious character and reinforces religious culture within the school and the broader community.

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