



Improving Concept Understanding with Problem-Based Learning: Action Research at State Elementary School 106218 Pematang Toba

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the problem based learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics. The results of the study indicate that the problem based learning model can improve student learning outcomes in Islamic religious education learning. Thus, the use of the problem based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Problem based learning, learning model, elementary school.

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INTRODUCTION

Islamic Religious Education is one of the fundamental subjects in the education system in Indonesia. This subject not only aims to instill religious knowledge in students, but also to form character and noble morals that are provisions in everyday life. Through Islamic religious education, students are expected to be able to understand and apply Islamic religious values, such as faith, piety, and commendable morals, in their personal, family, and community lives. One of the challenges in learning Islamic religious education is conveying abstract concepts such as destiny, effort, tawakal, and ikhlas. These concepts are often difficult for students to understand because the learning methods used are still predominantly lecture-centered. As a result, students tend to be passive and less able to relate learning materials to the context of everyday life. At SD Negeri No. 106218 Pematang Toba, this problem is also a major concern.

Islamic Religious Education is an important part in the formation of character and morals of students from an early age, especially in elementary school. At this stage,

children are in a very decisive phase of development in shaping their personality and mindset. Through learning Islamic Religious Education, students can understand the basic values of Islam that will be their guideline in living their lives. Religious education not only provides knowledge about Islamic teachings, but also helps students in developing attitudes, behaviors, and habits that are in accordance with Islamic values.

In addition to forming good character, learning Islamic Religious Education also teaches students to understand and carry out worship properly. Worship such as prayer, fasting, zakat, and reading the Qur'an are obligatory for every Muslim, and a good understanding of the procedures and meanings of these worships is very important for students. By learning religion from an early age, they can carry out religious obligations better and more consciously, so that they are accustomed to it in everyday life.

Islamic Religious Education also has an important role in instilling noble moral values in students. In Islam, good morals are highly emphasized, such as honesty, discipline, patience, and helping each other. If these values are taught early on through Islamic religious education, students will grow into individuals who have good personalities and can interact with their social environment more harmoniously.

In addition, Islamic religious education also helps students understand the concept of halal and haram in everyday life. Since childhood, they must be given an understanding of halal food, good behavior, and actions that are in accordance with Islamic teachings. With a strong understanding of this concept, students will be more careful in choosing and doing things, so that they are not easily influenced by negative things that are contrary to Islamic teachings.

Religious learning also plays a role in shaping students' mental and spiritual resilience. In life, every individual will face various challenges and tests. Religious education provides an understanding that every problem faced is part of Allah's destiny, and with strong faith, they will be more steadfast in facing difficulties. By having good mental resilience, students can develop an optimistic attitude and not give up easily in facing various problems.

Islamic religious education is also a means to build good social relationships between individuals. In Islam, the concept of *ukhuwah Islamiyah* (brotherhood among Muslims) is highly emphasized, as is tolerance towards fellow human beings. By learning religion from an early age, students will better understand the importance of mutual respect and appreciation for differences, both in the school environment and in society.

In addition, religious education helps students develop critical thinking skills in understanding Islamic teachings. They are taught to analyze and understand religious arguments from the Qur'an and hadith, and apply them in everyday life. This critical thinking ability will help them in dealing with various issues related to Islam, so that they are not easily influenced by wrong or deviant understandings.

Islamic religious education also contributes to building students' awareness of the importance of doing good to parents and others. In Islam, being devoted to parents is one of the main commands. Through religious learning, students will understand their obligations in respecting and helping parents, teachers, and others around them. This awareness will form a generation that is more caring and responsible for their social environment.

Islamic Religious Education also plays a role in shaping student discipline. Islam teaches the importance of discipline in carrying out worship, such as the five daily prayers which must be done on time. This habit, if taught from an early age, will form a disciplined lifestyle in various aspects of their lives, including in studying and working in the future.

Islamic religious education also helps students understand the history of Islam and the journey of the prophets and companions in spreading Islam. By knowing these inspiring stories, students will be more motivated to emulate their morals and struggles in upholding the truth. These stories also provide moral lessons that can be applied in everyday life.

In addition, religious learning is also a fortress for students in facing the negative influences of socializing and the increasingly rapid development of technology. Currently, there is a lot of content on social media and the surrounding environment that can influence students' mindsets and behavior. With a strong understanding of religion, they can sort out good and bad information, and be more selective in following existing trends.

Islamic religious education also plays a role in building a sense of love and concern for others through the concepts of zakat, sedekah, and infaq. Islam teaches the importance of sharing with those in need, so that students can understand that in life, they must not only strive for themselves but also care for others.

Religious education also provides an understanding of the rights and obligations of a Muslim. Students will know what they must do as Muslims and how they should behave in carrying out their daily lives. With a good understanding of rights and obligations, they can become more responsible individuals in various aspects of life.

Islamic religious education also instills awareness of the importance of protecting the environment and the surrounding nature. Islam teaches that humans are caliphs on earth who have the responsibility to maintain the balance of nature. With this understanding, students will be more concerned about environmental cleanliness, be economical in using resources, and maintain the welfare of other living things. With the various benefits that have been mentioned, it is clear that Islamic Religious Education has a very important role for elementary school students. Religious learning is not just a theory, but also a guideline for life that shapes the character, morals, and behavior of students in everyday life. Therefore, Islamic religious education must be taught with interesting and fun methods so that students are more motivated to understand and practice Islamic teachings well.

Based on initial observations, many grade VI students showed a low understanding of abstract concepts in Islamic religious education. This is shown through less than satisfactory evaluation results and low student participation during the learning process. Therefore, efforts are needed to improve student understanding by implementing more innovative and effective learning methods. One approach that can be used is the Problem-Based Learning learning model. This model provides opportunities for students to be active in the learning process through solving relevant problems. By placing students as the center of learning, PBL is expected to increase student engagement and help them understand abstract concepts more deeply.

Problem-Based Learning is a student-centered learning model, where they are faced with real problems that are relevant to be solved. This approach encourages students to actively think critically, work collaboratively, and develop problem-solving skills. In the context of Islamic religious education learning, PBL is very relevant because it is able to connect abstract concepts with real experiences faced by students in everyday life. For example, the concept of destiny and effort can be taught through case studies that motivate students to understand how they can plan something seriously while still submitting to Allah SWT. With problem-based learning, students not only receive information from teachers but also become active in the learning process. They are invited to discuss, analyze problems, and find appropriate solutions based on Islamic values. This process not only improves students' understanding of the material but also helps them internalize religious values into their daily attitudes and behavior.

Through the application of the Problem-Based Learning model in Islamic religious education learning in grade VI of elementary school, it is expected that there will be an increase in student involvement, both intellectually and emotionally. Students will be more motivated to learn, because learning becomes more interesting and relevant to their lives. In addition, the understanding of abstract concepts such as destiny, effort, tawakal, and ikhlas can be significantly improved, so that Islamic religious education learning does not only stop at the theoretical level, but also has an impact on the development of students' character and spiritual attitudes in real life. Therefore, this study was conducted to apply and examine the effectiveness of the PBL model in improving the understanding

of Islamic religious education concepts in grade VI of Elementary School No. 106218 Pematang Toba.

METHODS

This research is a classroom action research with a qualitative approach. Classroom Action Research is conducted in several cycles which include the stages of planning, implementation, observation, and reflection. This study uses 2 variables, namely, 1) Independent Variable, Problem-Based Learning learning model; 2) Dependent Variable: Students' conceptual understanding of Islamic religious education subjects. All students are Muslims in class VI consisting of 12 students. Data Types, Qualitative data (observation and interviews) and quantitative data (learning evaluation results), Data Sources, Students, teachers, and learning documents. Data Collection Techniques, 1) Observation of the learning process; 2) Interviews with students and teachers; 3) Concept understanding evaluation test.

RESULTS

Islamic Religious Education learning in class VI of SD Negeri No. 106218 Pematang Toba, consisting of 12 students, showed a number of problems in the teaching and learning process. Based on initial observations and the results of previous evaluations carried out on November 30, 2024, it was found that the majority of students had difficulty understanding abstract concepts in Islamic religious education materials, such as destiny, effort, tawakal, and ikhlas. The learning process at the pre-cycle stage tends to be dominated by the lecture method, where the teacher is the center of learning, while students only listen and take notes. This approach makes students less active, their participation is minimal, and their emotional and intellectual involvement in the learning process is relatively low. As a result, students' understanding of the material is not optimal, as seen from, 1) Low student evaluation results, with an average student score of only 70, below the Minimum Completion Criteria set, which is 75; 2) Minimal participation in class discussions, where only 3-4 students actively answer questions or give opinions, while other students tend to be passive; 3) Difficulty applying Islamic religious education values in daily life, such as understanding the relationship between effort and trust or applying the concept of sincerity in daily activities.

This condition indicates the need for a more interactive and relevant approach to students' lives to improve their understanding and engagement. Therefore, interventions with the Problem-Based Learning (PBL) learning model are designed to improve this condition by providing contextual, active, and collaborative learning experiences. Initial ability tests are given to determine students' abilities before the implementation of PBL, initial ability tests contain multiple-choice questions that show how students understand the concepts contained in the material on believing in Qada and Qadar with lecture method learning.

The results of the learning evaluation showed a significant increase compared to the pre-cycle conditions. Of the 12 students who participated in the learning, 9 students managed to achieve the Minimum Completion Criteria set, which was 75, so that the completion rate reached 75%. The average class score also increased from 70 in the pre-cycle to 80 at the end of cycle I. Students who managed to achieve the minimum completion criteria showed a good understanding of abstract concepts such as tawakal, usaha, and ikhlas, and were able to relate these concepts to real situations in everyday life. However, there were still 3 students who had not achieved the minimum completion criteria with an average score of 65. These students needed more attention in understanding the material and needed a more supportive learning approach in the next cycle. However, overall, learning with the Problem-Based Learning model succeeded in improving students' understanding and their motivation to learn. Observation was used to

observe and monitor students during cycle I. Observations were carried out by referring to the observation sheet consisting of 5 things observed, namely: 1) Students actively discuss in groups. 2) Students ask questions to teachers or friends. 3) Students record or document the results of the discussion. 4) Students try to find solutions to the problems given. 5) Students appear enthusiastic and excited during learning. Based on the criteria on the observation sheet.

The results of observations on student learning activities showed that the following results were obtained, 1) Most students showed activeness in group discussions; 2) Of the 12 students, around 75% of students were actively involved in exchanging opinions with their group members. However, there were 3 students who contributed less, tended to be passive, and only followed the flow of the discussion without providing ideas. This indicates the need to strengthen student involvement through more optimal group management. Only a small number of students asked questions during the learning process. Observations noted that 4 students seemed brave to ask questions, both to the teacher and to their peers. However, the majority of students seemed hesitant or did not feel confident enough to ask questions. This indicates the need for strategies to increase students' courage in asking questions, such as providing more intensive stimulus or encouragement from the teacher.

Most students have recorded the results of group discussions. As many as 9 students documented the important points generated during the discussion well. However, there were 3 students who did not actively record the results of the discussion, so they seemed to have difficulty when they had to convey the results of the group. Students showed good efforts in finding solutions to problems given in problem-based learning. Of the 12 students, 10 students seemed enthusiastic about trying various ways to solve problems, both through discussions and references provided by the teacher. However, 2 students seemed to not understand their role in solving problems, so their contribution to the group was still minimal. In general, the classroom atmosphere seemed more dynamic compared to the pre-cycle. A total of 8 students seemed enthusiastic, active, and showed enthusiasm during the learning process. However, the other 4 students tended to be passive and less involved in class activities, possibly because they were not yet used to the problem-based learning model. Overall, the implementation of cycle I showed significant progress in student engagement during learning. Students began to get used to the Problem-Based Learning method which requires them to actively discuss, ask questions, and find solutions. However, several aspects such as students' courage in asking questions and the full involvement of all group members still need improvement.

Based on interviews conducted with students after the implementation of cycle I regarding the implementation of problem-based learning (PBL) in cycle I, the following descriptions were obtained, 1) Most students gave positive responses to the problem-based learning method. They stated that this method makes learning more interesting and different from usual. Students felt that activities such as discussing and solving problems provided new experiences that not only involved memorization, but also in-depth understanding. However, some students also expressed that they needed time to adapt to this method because they were not used to it; 2) The Ability of the PBL Model in Helping Understand Abstract Concepts. The majority of students stated that the PBL model helped them understand abstract concepts such as destiny, effort, tawakal, and ikhlas better. Through problem solving that is linked to real-life situations, students find it easier to connect theory with practice. One student gave an example of how the concept of tawakal is easier to understand when linked to cases of planning and effort. However, there were some students who felt confused and needed more detailed guidance from the teacher to understand these concepts; 3) Experience of Discussing in Groups, Most students stated that discussing in groups was a fun and useful experience. They felt more confident because they could share ideas and listen to their friends' opinions.

Some students also stated that discussions helped them find better solutions than if they studied alone. However, some students expressed challenges, such as the difficulty of

organizing the division of tasks in groups or dealing with friends who were less active in participating; 4) Challenges in learning with the PBL model, Students identified several challenges faced during learning using the PBL model. The main challenge is understanding the problems given by the teacher, especially for students who are not used to this method. In addition, there were students who found it difficult to manage time during group discussions, so that some problems were not resolved completely. Some students also mentioned that they still felt embarrassed to ask questions or express opinions in front of their friends; 5) Relevance of learning to everyday life, Most students stated that problem-based learning was very relevant to everyday life. They felt that the cases presented in the learning helped them understand how religious values can be applied in various real situations. One student mentioned that this method made them realize the importance of effort and trust in facing life's challenges.

However, there were also students who felt the need for more simple and concrete examples to better understand the relationship between learning and their lives. Interviews showed that the PBL method in cycle I had a positive impact on students' understanding and learning experiences. Students found this method interesting, relevant, and helped them understand abstract concepts better. However, there are challenges that need to be improved, such as improving teacher guidance, managing discussion time, and building students' courage in asking questions or expressing opinions. This will be a concern in cycle II to improve learning effectiveness. In cycle II which was implemented on December 6, 2024, the application of the Problem-Based Learning (PBL) learning model in Islamic Religious Education learning in grade VI showed a significant increase compared to the previous cycle.

The results of the second cycle showed that all students successfully achieved a learning completion level with a percentage of 100%. This increase reflects the success of the improvement of the problem-based learning (PBL) strategy carried out based on the evaluation in cycle I. The results of the learning evaluation showed that all students were able to understand abstract concepts in Islamic Religious Education, such as destiny, effort, tawakal, and ikhlas, better. In the final cycle test, students demonstrated the ability to apply these values to real cases that were relevant to everyday life. They were not only able to answer questions correctly, but also showed a deep understanding through the reasons and explanations given. This success was also supported by observations of student activities during learning.

Students appeared more active in group discussions, asking questions, and finding solutions to the problems given. In addition, their enthusiasm during the learning process increased, as seen from their full involvement in each stage of learning. The success factors in cycle II included improvements in teacher guidance during discussions, the use of more concrete cases that were in accordance with student experience, and more effective time management. This made learning more focused, interesting, and meaningful for students. During the course of cycle II, observation was used again to observe and monitor students during cycle II. Observations were carried out by referring to the observation sheet consisting of 5 things observed, namely, 1) Students actively discuss in groups. 2) Students ask questions to the teacher or friends; 3) Students record or document the results of the discussion. 4) Students try to find solutions to the problems given. 5) Students appear enthusiastic and excited during learning. Based on the criteria on the observation sheet.

Observation results using observation sheets in the implementation of cycle II, learning with a problem-based model (PBL) showed significant improvements in student engagement compared to the previous cycle. The following is a detailed description of the observation results for each aspect observed. In cycle II, all students were seen actively discussing in their respective groups. They shared opinions, provided responses, and complemented each other's ideas. Discussion activities were more structured than cycle I, with each group member taking a role in completing the assigned tasks. Most students began to show courage to ask questions, both to the teacher and to their friends in their group. The questions asked were also more in-depth, indicating that students were

beginning to understand the concept and were trying to explore the material more critically.

The teacher also provided effective guidance in answering student questions, so that they felt more confident in asking questions. All groups of students were seen taking notes on important points from their discussions. Some students even used creative methods, such as making diagrams or tables to summarize the results of the discussion. This documentation helps students present their group work results more clearly. Students' efforts in finding solutions to the problems given appear increasingly systematic. They do not just try to answer the problem, but also analyze various possible solutions and discuss the most appropriate alternatives. This shows an increase in critical and collaborative thinking skills. Students' enthusiasm was seen throughout the learning process. They seemed enthusiastic in following each stage of learning, from exploring problems to presenting discussion results. The classroom atmosphere became more lively, with students actively involved and showing a positive attitude towards learning. The significant increase in cycle II observations can be attributed to improvements in learning strategies carried out by the teacher. The cases or problems given were more relevant to students' experiences, so they felt more interested and motivated to participate. The teacher also provided more intensive guidance, especially in facilitating group discussions and motivating students who were previously less active.

Overall, the implementation of PBL learning in cycle II succeeded in creating a conducive, interactive, and meaningful learning atmosphere. All aspects observed showed improvement, reflecting the success of this method in increasing student participation, understanding, and motivation. Based on interviews with students at the end of cycle II learning, a number of responses were obtained that showed a positive response to the implementation of the problem-based learning (PBL) method.

The following is a description of the interview results for each question asked, 1) Opinions on the problem-based learning (PBL) method, Most students stated that the PBL method used by the teacher was very interesting and fun. They felt that learning became more dynamic because they were actively involved in the learning process. Students also felt that this method made them more focused, especially because the material was delivered through problem solving that was relevant to their lives; 2) The Ability of the Problem Based Learning Model in Helping Understand Abstract Concepts, Almost all students expressed that this method was very helpful for them in understanding abstract concepts. They explained that by using real case examples or problems, they could more easily relate the concept to everyday life. One student gave an example that through group discussions, he better understood how the concepts of effort and tawakal can be applied simultaneously in facing life's challenges; 3) Group Discussion Experience, Students feel happy and motivated when discussing in groups. They said that group discussions provide an opportunity to exchange opinions, learn from friends, and solve problems together. Some students also felt that discussing in groups made them more confident in expressing opinions and ideas; 4) Challenges in Learning with the PBL Model, Some students said that the main challenge they faced was how to manage discussion time well. Some groups also experienced initial difficulties in dividing tasks and responsibilities, although this challenge could be overcome after receiving direction from the teacher. In addition, there were students who felt the need for more guidance in analyzing complex problems; 5) Relevance of Learning to Everyday Life, All students agreed that this problem-based learning is very relevant to everyday life.

They stated that this model helped them see how religious values can be applied in various real situations, such as working hard while still surrendering to Allah. Students also stated that this learning experience motivated them to become more responsible and reflective individuals in facing life's challenges. The interview results showed that students gave a very positive response to the implementation of PBL in cycle II. They not only enjoyed the learning process but also felt the direct benefits in understanding abstract concepts and applying them in everyday life. The challenges faced by students

were technical and could be overcome with more intensive teacher guidance. Overall, the implementation of PBL succeeded in creating meaningful, relevant learning, and building students' collaboration and critical thinking skills. The implementation of classroom action research (CAR) conducted to improve students' conceptual understanding through the Problem-Based Learning (PBL) method in Islamic Religious Education learning in grade VI showed significant development from the pre-cycle to cycle II.

DISCUSSION

The Problem Based Learning (PBL) model is a student-centered learning approach, where they learn through solving problems that are relevant to real life. In the context of Islamic Religious Education, this model can help students understand Islamic concepts more deeply and meaningfully. By being given real problems related to Islamic teachings, students are encouraged to think critically, analyze situations, and find solutions that are in accordance with Islamic principles.

Problem-based learning provides a more contextual learning experience, so that students not only memorize religious theories, but also understand how Islamic teachings are applied in everyday life. For example, when discussing zakat, students can be given a case study on how zakat can help overcome poverty in society. In this way, they will understand the concept of zakat more deeply than just reading or hearing explanations from teachers.

The main advantage of the PBL model in improving conceptual understanding is that students are encouraged to find their own answers to the problems given. This process trains them to develop critical and analytical thinking skills. In Islamic Religious Education learning, many concepts require deep understanding, such as the meaning of worship, the relationship between humans and God, and moral values in life. With a problem-based approach, students will be more active in exploring and internalizing these concepts.

In addition, the PBL model also increases students' active involvement in learning. In traditional methods that only rely on lectures, students tend to be passive and less involved in the learning process. However, with PBL, they are involved in discussions, case analysis, and solution exploration, which makes them understand the material in a deeper and more personal way.

PBL also fosters students' curiosity about Islamic Religious Education learning. Because this model presents challenging problems, students will feel more motivated to find answers and understand the related concepts. This curiosity is very important in religious learning, because Islamic teachings cover many aspects of life that need to be studied continuously.

In addition to increasing conceptual understanding, the PBL model also helps students develop social skills. In the problem-solving process, they often work in groups, discuss, and exchange ideas with their friends. This trains them to communicate effectively, respect the opinions of others, and work together to find the best solution. In Islamic Religious Education learning, these social skills are very important because Islam teaches the values of togetherness and mutual cooperation.

This method also provides an opportunity for students to develop independence in learning. In the PBL model, the teacher does not act as the main provider of information, but as a facilitator who guides students in finding answers. Thus, students learn to find information themselves, analyze data, and draw conclusions based on their understanding. This independence will help them understand Islamic teachings better, even outside the school environment.

In addition to improving conceptual understanding, the PBL model can also improve students' memory. When they find the answer to a problem themselves, they will remember it more easily than just listening to the teacher's explanation. In Islamic Religious Education learning, a strong memory is very important, especially in memorizing verses of the Qur'an, hadiths, prayers, and Islamic laws.

PBL also helps students connect Islamic concepts with the realities of life. For example, when studying the concept of honesty, students can be given cases about how honesty affects a person's social and economic life. In this way, they will better understand that Islamic teachings are not just theories, but also have a real impact on everyday life.

In addition, the PBL model teaches students to think systematically in solving problems. They must analyze the situation, identify problems, find relevant information, and formulate logical solutions. This systematic thinking process will help them understand Islamic teachings in a more structured and in-depth way.

Another advantage of the PBL model is that it provides a more interesting and enjoyable learning experience. Many students feel bored if they only listen to lectures or read textbooks. However, with the PBL model, learning becomes more interactive and challenging, so that students are more motivated to learn.

PBL also helps students understand differences of opinion in Islam. In the process of discussion and problem solving, they will find various perspectives and arguments that may differ from each other. This teaches them to be more tolerant and open to various views in Islam, as well as to better understand the reasons behind these differences.

In addition, the PBL model can be used to teach students reflective thinking skills. After solving a problem, they will be asked to evaluate their learning process, identify their strengths and weaknesses, and plan improvement strategies. These reflective skills are very important in religious learning, because Islam teaches the importance of muhasabah (self-evaluation) in everyday life.

In its application, the PBL model can be adapted to various topics in Islamic Religious Education learning. For example, when discussing manners in Islam, students can be given problems about how to respond to differences of opinion in the school environment. Thus, they not only understand the concept of manners theoretically, but are also able to apply it in real situations.

PBL can also be applied in learning Islamic history. Instead of just memorizing facts and dates, students can be given case studies on how the Prophet Muhammad's strategy in spreading Islam or how the companions faced challenges in preaching. In this way, they will understand Islamic history more deeply and meaningfully.

In addition, the PBL model can help students understand the concept of halal and haram in Islam. They can be given cases about food, financial transactions, or ethics in socializing that need to be analyzed based on Islamic law. With this method, students not only memorize Islamic laws but also understand the reasons behind the rules.

The application of the PBL model can also strengthen the relationship between religious knowledge and other sciences. For example, in discussing the importance of protecting the environment in Islam, students can be given problems about the impact of environmental pollution and how Islamic teachings teach to maintain the balance of nature. In this way, they will understand that Islam does not only discuss worship, but also covers various aspects of life.

With the various advantages that have been mentioned, the Problem Based Learning model has proven to be an effective method in improving students' understanding of concepts in Islamic Religious Education learning. This model not only makes learning more interesting and interactive, but also helps students develop critical thinking skills, independence, cooperation, and self-reflection. Therefore, Islamic Religious Education teachers should adopt this model to create learning that is more meaningful and relevant to students' lives.

Ultimately, a good understanding of Islamic teachings will help students live their lives more wisely and in accordance with Islamic principles. With the PBL approach, they not only become academically intelligent individuals, but also have a strong understanding of religion and are able to apply it in everyday life. This model provides new hope in creating a generation of Muslims who are more critical, reflective, and have noble morals.

CONCLUSION

Based on the results of the classroom action research that has been conducted, it can be concluded that the application of problem-based learning methods (PBL) can effectively improve students' conceptual understanding in Islamic Religious Education learning in grade VI. The following are the points of conclusion summarized from this study, 1) Improving Learning Outcomes, In the pre-cycle stage, the student's completion rate only reached 41.7%, indicating a very low conceptual understanding, In cycle I, the application of the PBL method increased the completion rate to 75%, with most students starting to be actively involved in learning, In cycle II, the completion rate reached 100%, indicating that all students succeeded in understanding abstract concepts such as destiny, effort, tawakal, and ikhlas well; 2) Increasing Student Involvement, Students become more active in discussing, asking questions, and finding solutions to problems given during learning, The application of PBL increases student enthusiasm, which can be seen from the results of observations that students are more enthusiastic and interested in learning; 3) Relevance to Daily Life, Students feel that the problem-based learning method is relevant to their lives because it can connect religious concepts with real situations they experience; 4) Effectiveness of PBL in Understanding Abstract Concepts, The problem-based learning model helps students to understand abstract concepts through group discussions, independent exploration, and active learning experiences. Thus, the problem-based learning method has proven to be an effective approach to improving students' conceptual understanding, especially in Islamic religious education learning that involves religious values that need to be internalized.

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