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Improving Student Learning Outcomes on Forming Obidient Muslim Character Through Problem-Based Learning

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Abstract: This research aims to improve student learning outcomes on the material of forming a devout Muslim personality through the application of the Problem Based Learning (PBL) model. The method used is classroom action research (PTK) which is carried out in three cycles, where each cycle consists of stages of planning, implementation, observation, and reflection. The results of the study showed a significant improvement in students' cognitive learning outcomes from cycle I to cycle III. In cycle I, the average class score reached 79 with a completion percentage of 78%. In the second cycle, there was an increase with an average class score of 85 and completeness reaching 100%. In cycle III, the average class score increased further to 93 with a fixed completeness of 100%. These findings show that the PBL model is effective in improving student learning outcomes, especially in Class XI IPS 3 SMA Negeri 1 Sumedang. This model not only succeeds in improving students' understanding of the material, but also ensures that all students achieve learning completeness.

Keywords: Learning Outcomes; Obedience; Problem Based Learning

INTRODUCTION

Education is a conscious effort made by the community and the government through guidance, teaching and training activities, which take place in schools and outside of school throughout life to prepare students to play a role in various environments appropriately in the future. Education is a lifelong programmatic learning experience in the form of formal, non-formal, and informal education in school and outside of school (Rafi et al., 2024).

Educational activities are very important activities in human life, because through education humans gain various knowledge, skills, and attitudes. Good education is education that is able to make students knowledgeable, have skills, have a personality, are good and active in learning. Education is a relationship

between students and educators who interact with each other in the world of education. The educational process occurs in the family, school and community environment. Education, especially formal education, is an education that is carried out in schools. In the school environment, the quality or quality of educators, curriculum, facilities and infrastructure, facilities and costs will affect the educational process in the school environment.

As educators, of course, we must understand the ability of students to receive or absorb very diverse lessons. Of course, this is the task of an educator to achieve success in learning. An educator must be able to motivate and encourage his students to continue to advance, work, and excel (Mujahidah et al., 2024). Therefore, educators should conduct self-introspection to find shortcomings and mistakes that occur.

In the world of education, education has a purpose, namely something that must be obtained or obtained by students after participating in the learning process through teaching, guidance or exercises. In the educational process at school, there are elements of educators, students, methods, media and learning resources, learning approaches and so on. Therefore, in delivering material, educators should be observant in the use of strategies, methods, and approaches in learning, so that they can attract or stimulate students' interest in talents in the learning process, and can be absorbed and accepted well by students.

Thus, educators should look for methods, or ways that are in accordance with the learning material, one of which is with an effective approach so that the learning process can run according to the expected goals, so that it is effective, educators should use *the Problem Based Learning* (PBL) learning method. So far in the learning process, it is not uncommon for educators to still use conventional methods, or fixated on only one method, for example, the lecture method throughout the learning process is only one method developed or used by educators, this will certainly have a direct impact on our students, for example they do not get direct experience from the learning process.

SMA Negeri 1 Sumedang School as one of the centers of educational activities that teaches students with various subjects, one of which is Islamic Religious Education (PAI). Where is a subject that has a fairly important role in human life. PAI learning is closely related to the real world in everyday life. PAI is a concept of religious learning and has a very wide relationship related to human life. In general, Islamic Religious Education aims to increase students' faith, understanding, appreciation, and experience of Islam, so that they become Muslim human beings who believe and fear Allah SWT and have noble character in their personal lives, society, nation and state (Romsih, 2022). Thus, PAI Learning plays a very important role in the educational and ethical process, because PAI has an effort to straighten morals. So how important is the issue of children's education, especially religious education, because moral education without religion, will be less meaningful because moral values that are complete and can be really implemented are through religious education (Haimia et al., 2024)

Problem solving is one of the most important things that students need to have. Learning should be active, because when students are passive, or only receive from teachers, there is a tendency to quickly forget what has been given.

With an active belalar, students will get their learning experience and PAI learning problems will be solved.

Based on the results of the final exam in the subject of Islamic Religious Education at SMA Negeri 1 Sumedang, especially class XI IPS 3, only 40% reached or exceeded the KKM at 80. The low learning outcomes can be seen based on the results of unstructured interviews, that students in class XI IPS 3 obtained data that some students are interested in PAI lessons, some are not interested in learning PAI. This is because students do not understand the benefits of learning PAI.

The low learning outcomes of students in Islamic Religious Education lessons are due to the learning process still using the conventional learning system, where educators still dominate in learning (*teacher center*), so that students are only passive recipients of knowledge, students only listen, record, and repeat it, which in the end students become bored and less interested.

To explore the ability of students to be creative and develop, it is necessary to apply meaningful learning, which will later bring students to an impressive learning experience that students get in the learning process that students get from their own understanding and discovery, which is a process that fully involves students. Therefore, to improve the learning outcomes of students in class XI IPS 3 SMA Negeri 1 Sumedang, the author seeks to apply *the Problem Based Learning* (PBL) learning approach as one of the meaningful learning alternatives, involving students.

Regarding creative, effective, meaningful, and fun learning, educators can use *Problem Based Learning* (PBL). Problem-Based Learning is an approach to curriculum structuring that involves dealing with students with problems from practices that provide stimulus for learning (VII & Bastem, 2024), to answer the problems that occur at SMA Negeri 1 Sumedang, especially Class XI IPS 3, namely in the subject of Islamic Religious Education and the existence of prior research. So the author is interested in overcoming these problems by using *the Problem Based Learning* (PBL) approach.

The Problem Based Learning (PBL) approach is one of the innovative approaches in the world of education that aims to improve the quality of learning, especially in Islamic Religious Education (PAI) subjects. PBL emphasizes student-centered learning, where they are actively involved in the process of solving problems that are relevant to real life. This is very important in PAI subjects because the material taught is not only cognitive, but also touches on affective and psychomotor aspects, which are related to the application of religious values in daily life.

One of the challenges in learning PAI is how to make religious material relevant to students' lives, especially in the midst of the increasingly strong current of globalization and modernization. Many students feel that learning PAI is not directly related to their lives, so their interest in this subject tends to be low. In this context, PBL is present as an approach that can overcome these problems. By utilizing real problems as learning materials, students are faced with situations that require them to think critically, find solutions, and apply religious values in concrete contexts.

In addition, PBL also has the potential to improve students' collaborative skills. In the problem-solving process, students work in groups, discuss, and

share ideas to find the best solution. This not only improves their understanding of the material, but also trains their ability to work together, communicate effectively, and respect the opinions of others. This effective collaboration is very important in PAI learning, where social values such as tolerance, empathy, and mutual cooperation are integral to the teachings of Islam.

Furthermore, the application of PBL in PAI learning can help develop critical and reflective thinking skills. When students are faced with complex problems, they are forced to analyze the situation, identify the underlying issues, and seek appropriate solutions based on religious principles. This process not only improves their understanding of religious concepts, but also trains them to become individuals capable of making wise decisions based on the religious values they have learned.

In the context of SMA Negeri 1 Sumedang, the implementation of PBL is expected to be a solution to the low learning outcomes of students in PAI subjects, especially in class XI IPS 3. Based on the final exam results, only 40% of students achieved KKM, which indicates that there is a gap between students' potential and their academic achievement. One of the main causes of this problem is the conventional learning method, where the teacher dominates the learning process, while the student only plays the role of passive listener. PBL offers a more dynamic approach, where students become active subjects in learning, thus increasing their motivation and learning outcomes (Bhoko et al., 2023).

In addition to improving cognitive learning outcomes, PBL can also help improve students' affective and psychomotor aspects. Through this approach, students are not only expected to understand religious concepts, but also to live and apply these values in their daily lives. For example, through group discussions, students can learn about the importance of honesty, cooperation, and responsibility, which are important values in Islamic teachings. Thus, PBL can be a means to form a better character of students in accordance with the teachings of Islam.

In its implementation, PBL also demands an active role from teachers as facilitators. Teachers not only function as conveyors of information, but also as companions who help students in the problem-solving process. This is in line with the constructivist view that emphasizes that learning is an active process, in which students build their own understanding through interaction with the environment and hands-on experience. Therefore, the role of teachers in PBL is crucial in providing guidance, providing feedback, and ensuring that students stay on track in solving problems.

Of course, the implementation of PBL is not free from challenges. One of the biggest challenges is the time it takes to implement this approach. PBL takes a longer time compared to conventional learning methods because students have to go through the process of discussion, analysis, and problem-solving. However, even though it takes more time, the results achieved through PBL tend to be more meaningful and profound. Students not only understand the material superficially, but are also able to internalize the values taught, which can be applied in a variety of situations outside the classroom.

In addition, another challenge is the readiness of students and teachers in facing changes in the learning paradigm. PBL demands students to be more independent, proactive, and responsible for their own learning. For students who

are used to passive learning methods, the transition to the PBL approach may take time and adaptation. Likewise for teachers, PBL requires good facilitation skills, which may not be fully mastered by all teachers. Therefore, training and mentoring for teachers are very important to ensure the success of PBL implementation.

Overall, the implementation of Problem Based Learning at SMA Negeri 1 Sumedang, especially in the subject of Islamic Religious Education, is expected to improve the quality of learning and student learning outcomes. By actively involving students in the learning process, PBL not only improves students' cognitive understanding, but also helps them to develop social, emotional, and spiritual skills that are crucial in their lives as individuals of faith and piety.

METHODOLOGY

This study uses a classroom action research approach (PTK) because it is in accordance with the purpose of the research, which is to improve student learning outcomes through interactive and repetitive changes in the learning process. PTK allows teachers to design and implement new learning strategies, such as the Problem Based Learning (PBL) model, as well as evaluate their impact directly in the classroom. The use of PTK also allows researchers to conduct cycles of reflection and improvement, which makes it effective in addressing specific learning problems (Isro'ullaili et al., 2023).

The method used is classroom action, which was chosen because it is appropriate to identify and improve teaching practices in the classroom environment systematically and collaboratively. By incorporating a participatory approach, this method provides an opportunity for teachers to directly understand the learning process and make appropriate adjustments based on the results of observations (Sugiyono, 2018).

The types of data collected are qualitative and quantitative data. Qualitative data includes observation of student involvement in group discussions and their responses to the material presented. Meanwhile, quantitative data is in the form of student cognitive test results at the end of each cycle. This quantitative data is used to measure the improvement of student understanding after the implementation of the PBL model. The collection of these two types of data is important to get a comprehensive picture of the effectiveness of the learning model applied (Irfan Syahroni, 2023).

The data source came from students in grade XI IPS 3 SMA Negeri 1 Sumedang as the research subject. The selection of this class is based on the need to measure the implementation of PBL in the relevant subject, i.e. "The Formation of a Devout Muslim Person" based on Q.S. An-Nisa/4:59. Research is conducted in this class to provide a specific understanding of the effectiveness of PBL in the context of Islamic religious learning.

This research consists of three cycles, where each cycle includes four stages: planning, implementation, observation, and reflection. At the planning stage, the researcher designs problem-based learning, prepares questions or cases that are in accordance with the material, and sets success indicators. The implementation stage involves applying a PBL model where students work in groups to solve a given problem. The teacher acts as a facilitator, who monitors and provides direction during the discussion. Observation is used to see the level

of student involvement, activeness in discussion, and their understanding of the material provided. The reflection stage is carried out at the end of each cycle to analyze the weaknesses and strengths of the cycle that has been run, and become the basis for improvement in the next cycle.

The selection of the PBL model in this study is based on literature that shows that PBL is effective in improving critical thinking and problem-solving skills in students (Rifa'i, 2023). This model encourages students to learn independently and be more actively involved in the learning process, which is relevant to the goals of learning based on religious values.

In the planning stage, the researcher also develops a learning scenario that includes the time required for each activity in the learning process. Each cycle is designed with gradual improvement, where planning for the next cycle is carried out based on the evaluation of the results of the previous cycle. In planning, the researcher pays attention to the needs of students and the characteristics of Islamic Religious Education material, so that the problems presented are relevant and can trigger meaningful discussions and problem solving.

The research instruments used for data collection include observation sheets, interview guides, and learning outcome tests. Observation sheets are used to record the level of student engagement and activity during the learning process, as well as the quality of interaction that occurs among students during group discussions. The interview guide is used to explore students' understanding of the material being taught as well as their perception of the use of the PBL model. Learning outcome tests are in the form of cognitive questions designed to measure the extent of students' understanding of the concepts taught after the implementation of PBL (Bhoko et al., 2023).

The data analysis techniques in this study consist of qualitative descriptive analysis and quantitative analysis. Qualitative data obtained from the results of observations and interviews were analyzed descriptively by identifying student behavior patterns, levels of involvement in discussions, and student responses to the application of the PBL model. This data is then used to provide an overview of how the PBL learning model affects the learning process in the classroom. Meanwhile, quantitative data was analyzed using descriptive statistical techniques, such as average calculations, completion percentages, and increase in test result scores in each cycle. This quantitative analysis is important to measure the effectiveness of the implementation of PBL in improving student learning outcomes objectively (Susatyo et al., 2023).

The validity of the data is maintained through source triangulation and method triangulation. Triangulation of sources was carried out by comparing the results of observations, interviews, and learning outcome tests to ensure the consistency of the information obtained. Meanwhile, triangulation of methods was carried out using various data collection techniques, namely observation, interviews, and tests, to obtain a more comprehensive picture of the impact of PBL implementation. This step was taken to increase the credibility and validity of the research results (Susatyo et al., 2023).

The reliability of the data in this study is guaranteed through the reliability test of the instrument and consistency in the application of the instrument in each cycle. Observation sheets and test instruments are tested first to ensure that they

can consistently measure the aspect they want to measure. In addition, observations were made by two observers to minimize bias and provide a more objective picture of the learning process that took place (Sudibyo et al., 2023).

The implementation of this research also involves collaborative reflection between researchers and teachers. After each cycle is completed, researchers and teachers discuss to evaluate the course of learning, evaluate the strengths and weaknesses of PBL implementation, and plan improvement strategies for the next cycle. This collaborative approach not only increases teacher involvement in the research process, but also strengthens teachers' capacity to implement more effective learning models in their classrooms.

In the final stage, the evaluation of learning outcomes is carried out by comparing the results of student tests in each cycle, in order to see the improvement of student understanding from one cycle to the next. Evaluations are also carried out to see changes in affective aspects, such as learning motivation and student involvement in learning. By conducting in-depth reflection, this study not only provides practical solutions to learning problems in grade XI IPS 3, but also provides insight for teachers about the importance of using innovative learning models such as PBL to improve the overall quality of learning.

RESULTS AND DISCUSSION

RESULTS

This research was conducted in three cycles, where each cycle involved the process of planning, implementation, observation, and reflection. In each cycle, student learning outcomes are analyzed to measure the effectiveness of the implementation of the Problem Based Learning (PBL) model in improving student understanding and learning outcomes. The results of the study showed a significant increase from the first cycle to the third cycle, both in terms of average values and classical completeness.

In cycle I, the average grade of the class was 79 with classical completeness of 78%. This shows that most students are still not able to understand the material optimally, which is caused by the initial adaptation to the new learning model. Of the 9 students who participated in the learning, 2 of them have not reached completion, while the other 7 students have reached the completion score. The implementation of PBL in this cycle has not been fully successful in improving student learning outcomes, although positive signs have been seen from their active involvement in the learning process.

During cycle I, it was found that some students still found it difficult to follow the flow of group discussions. Some groups have not been able to formulate problem solutions well, so their learning outcomes are not optimal. Based on the teacher's observations, some students tend to be passive in discussions, so their contribution to the group is not optimal. Therefore, the reflection in cycle I focuses on increasing the role of teachers as facilitators who are more active in motivating students to be more involved in group discussions.

In the second cycle, improvements were made in the implementation of PBL, including a more structured division of group tasks and more intensive teacher supervision during discussions. This improvement had a positive impact, with the average grade of the class increasing to 85 and classical completeness reaching 100%. All students were declared complete in this cycle. This

improvement shows that students are starting to become more familiar with the PBL model and are able to collaborate better in solving a given problem.

In the observation stage of cycle II, it can be seen that students are more active in group discussions and are more able to formulate solutions to complex problems. Teachers also play a more active role in providing feedback and guidance during the discussion. This helps students to better understand the material and solve problems better. Students' critical and collaborative thinking skills were also seen to improve in this cycle, which had an impact on improving overall learning outcomes.

In cycle III, the PBL model is applied more optimally. The teacher provided more challenging problems related to the "Formation of a Devout Muslim Person" material, and students were asked to solve the problem independently with little intervention from the teacher. As a result, the average grade of the class increased to 93 with classical completeness remaining at 100%. This shows that students have been able to master the material very well and can solve the problems given independently.

During cycle III, observations showed that students were not only able to understand the material, but also able to relate the concepts they learned to the context of daily life. Students are more confident in presenting their group's solutions and are able to argue logically. This improvement shows that the PBL model not only improves students' cognitive comprehension, but also their critical and collaborative thinking skills.

Overall, the results of this study show that the application of the PBL model is effective in improving student learning outcomes, especially in terms of cognitive understanding and critical thinking skills. From cycle I to cycle III, there was a significant increase in grade point average and classical completion. This increase is not only due to the implementation of PBL itself, but also by the increase in the role of teachers as active facilitators and changes in learning strategies that are more in line with the needs of students.

The results of this study are in line with previous research which shows that the PBL model is effective in improving student learning outcomes, especially in materials that require in-depth understanding and application of concepts in real life. PBL has also been proven to be able to improve students' social skills, such as the ability to work together in groups and the ability to communicate effectively.

Thus, it can be concluded that the implementation of PBL has a significant positive impact on student learning outcomes in class XI IPS 3 SMA Negeri 1 Sumedang. The application of this model not only improves students' cognitive learning outcomes, but also encourages the development of critical thinking, collaborative, and communication skills that are critical in 21st century learning.

DISCUSSION

In the first cycle, the results showed that the average grade of students was 79, with a classical completion rate of 78%. Of the 9 students who participated in the learning, 2 students have not reached completion. The low learning outcomes in this cycle show that most students are still in the adaptation stage to the implementation of Problem Based Learning (PBL).

According to (Astuti et al., 2023), PBL takes time to adapt because students have to change their way of thinking, from teacher-centered learning to student-centered learning. Students are required to be more independent in finding solutions to the problems given. Therefore, in the early stages of implementation, it is natural for students to show suboptimal performance because they are still adapting to new methods that require critical thinking and collaboration.

In the second cycle, student learning outcomes experienced a significant improvement, with an average class score of 85 and classical completeness of 100%. All students were declared complete in this cycle. This increase was due to improvements in the implementation of PBL, including a clearer division of group tasks and more intensive teacher supervision during the discussion process.

According to (Nursanti et al., 2023), teacher intervention that is more active in accompanying students throughout the learning process helps students overcome the difficulties they face. In the context of PBL, the role of teachers as facilitators is crucial to ensure that students stay on track throughout the problem-solving process. In this second cycle, teachers provide more targeted guidance, which has an impact on improving students' understanding and learning outcomes.

The third cycle showed a more significant improvement, with the class average score reaching 93 and classical completeness remaining at 100%. This shows that students have been able to master the material in depth and are able to solve problems independently. This increase indicates that PBL has successfully facilitated the development of students' critical thinking skills and independence in learning.

Piaget's theory of constructivism in (Angelia, 2024) supports these findings, where active, experiential learning, such as that facilitated by PBL, allows students to build their own understanding through the problem-solving process. By solving problems relevant to the learning material, students not only memorize the information, but also internalize the concepts learned in a more meaningful way.

The involvement of students who were more active in group discussions in the second and third cycles also showed the development of cooperation and communication skills. According to (Mazlin et al., 2023), group work in collaborative learning, as applied in PBL, can improve students' social skills, such as the ability to work together, share ideas, and listen to others' opinions. This can be seen in observations where students are more open in expressing opinions and arguing in group discussions in the second and third cycles.

In addition, the significant improvement in learning outcomes from the first cycle to the third cycle is also in line with previous research that shows that PBL is not only effective in improving cognitive comprehension, but also students' critical and creative thinking skills (Henricus Totok Yulianto, Atik Tusmiyati, and Heni Widiastuti, 2023). In the context of religious learning, PBL allows students to relate teaching materials to the context of daily life, which in turn improves their understanding of the application of religious values in real life.

In addition, the improvement of student learning outcomes can also be explained by using the theory of self-regulated learning (ardiyansyah, M, 2023). PBL encourages students to take responsibility for their own learning, by giving them the freedom to explore solutions to a given problem. It develops self-

regulation skills that are important in learning, such as setting learning goals, monitoring progress, and assessing outcomes.

The results of this study also show that the application of PBL has successfully encouraged students to think more deeply about the concepts taught, which is in line with the view of deep learning (Abdullah & Moh. Ali Wafa, 2022). In deep learning, students not only learn to remember information, but also to understand and apply the knowledge gained in different situations. PBL facilitates deep learning by engaging students in relevant and meaningful problem-solving.

Thus, it can be concluded that the application of the PBL model not only improves students' cognitive learning outcomes, but also develops critical thinking skills, cooperation, and independence. The significant increase from the first cycle to the third cycle shows that PBL is an effective method in improving the quality of learning in the classroom, especially in religious subjects that require a deep understanding and application of values in daily life.

In the first cycle, one of the factors that affects low learning outcomes is the lack of student experience in dealing with complex problems. They are not yet familiar with methods that require in-depth analysis and intensive collaboration. As expressed by (Ratmini, 2022), PBL requires students to learn through real problem solving, which can be a big challenge for students who are facing it for the first time. Therefore, the results in the first cycle can still be considered reasonable, considering the stage of student adaptation to PBL.

On the other hand, the importance of the role of teachers in accompanying students in the early stages of PBL implementation is very crucial. Teachers not only act as facilitators, but also as mentors who help students direct their way of thinking towards problem-solving. Based on these findings, more active intervention from teachers in the second cycle, as advocated by Vygotsky's scaffolding theory, is an important step to ensure that students can better navigate the challenges they face in problem-based learning.

In the second cycle, the increase in classical completeness to 100% not only indicates the success of students in understanding the material, but also indicates that they are starting to find a more effective work rhythm in the context of PBL. This reinforces the idea that problem-based learning not only improves critical thinking skills, but also improves students' organizational and time management skills. The reflection and evaluation process carried out at the end of each learning session also contributes significantly to this improvement, as students are given the opportunity to assess and improve their strategies.

The third cycle showed more maximum results with an increase in the average score to 93. This shows that students are increasingly confident in using PBL methods to solve problems. This success can be linked to the increasingly internalized independent learning process carried out by PBL. Students who have gone through several cycles of PBL become more skilled in identifying problems, finding solutions, and applying their knowledge more effectively.

This increase also underscores the importance of cooperation within the group. In the context of PBL, teamwork is a key element that supports student success. As stated by (Apriani & Hajar, 2022), collaborative learning provides students with the opportunity to share ideas, solve problems collectively, and learn from each other. In the second and third cycles, this was seen in the

increasingly effective group dynamics, where students began to show an active role in discussion and problem-solving.

In addition, the implementation of PBL also encourages students to develop metacognitive skills. Students not only learn about the teaching material, but also how they learn. They begin to understand the importance of setting their own learning strategies, which is an essential element of self-paced learning. As explained by (Romsih, 2022), self-regulated learning allows students to be more aware of their learning process and how to optimize it to achieve better outcomes.

The success of students in mastering the material through PBL can also be seen as a manifestation of meaningful learning. PBL forces students to not only remember information, but also relate it to real contexts and everyday experiences. This is in line with the theory of constructivism which states that knowledge built through direct experience will be more inherent in memory and easier to apply in different situations (Su'udin Aziz & Farida Isroani, 2021).

In the context of religious learning, the PBL method provides space for students to explore religious values in a more in-depth and applied way. They learn not only theoretically, but also how to apply religious principles in everyday life. Thus, PBL not only helps to improve students' cognitive understanding, but also facilitates their spiritual and moral development (Jumarita, 2023).

The success of the implementation of PBL in the second and third cycles also shows the importance of continuous evaluation and adjustment of teaching methods. Teachers who actively evaluate learning outcomes and processes can be more responsive to student needs, as was done in the second cycle, where changes in teacher grouping and guidance strategies have a significant impact on improving learning outcomes (Yanie, 2023).

Overall, the application of PBL in this study shows that although it takes time to adapt, this method is very effective in improving the quality of learning. Significant improvements from the first to third cycles show that students are not only successful in the cognitive aspect, but also in the development of social skills, critical thinking, and learning independence.

CLOSER

Conclusion

Based on the results of research conducted in class XI IPS 3 SMA Negeri 1 Sumedang, it can be concluded that the application of *the Problem Based Learning* (PBL) model has proven to be effective in improving student learning outcomes in the material Forming Obedient Muslim Personalities (Q.S. An-Nisa/4: 59). PBL not only improves students' cognitive understanding, but also encourages them to think critically and actively in the learning process. This is shown by the increase in the average score of students and the percentage of students who achieved scores above the Minimum Completeness Criteria (KKM) from the first cycle to the second cycle.

The implementation of PBL has also succeeded in increasing students' motivation to learn, which can be seen from their active participation in group discussions and problem-solving. Through structured guidance and the provision of real problems relevant to daily life, students are able to relate the concept of obedience in Islam to the social situation they face. Thus, the PBL model is an effective learning method to be applied in Islamic religious education, especially

in helping students understand and internalize Islamic values in a more in-depth and applicable way.

Implication

The results of this study have several important implications for learning practices in schools, especially in the teaching of Islamic religious education. First, the application of *the Problem Based Learning* (PBL) model is proven to improve student learning outcomes, both in terms of cognitive aspects and critical thinking skills. Thus, teachers can consider the use of PBL as one of the innovative and relevant learning strategies to teach materials that require a deep and reflective understanding, such as obedience material in Islam. Second, the increase in student motivation and participation seen in this study shows that PBL can be an effective approach to encourage students to be more active in the learning process. By engaging students directly in real problem-solving, PBL helps students connect the material they learn with everyday life, which in turn can increase their interest and engagement in learning. These implications suggest that the use of problem-based learning methods can enrich the educational process and help achieve more holistic learning goals, including cognitive, affective, and psychomotor aspects.

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