



## Application of Problem-Solving Method for Understanding Al-Qur'an Memorization Difficulties in Elementary Students

Hikmatul Hasanah

SDN 126 Inpres Kariango, Maros, Sulawesi Selatan, Indonesia

[hikmatulhasanah@gmail.com](mailto:hikmatulhasanah@gmail.com)

Nano Nurdiansyah

UIN Sunan Gunung Djati Bandung, Indonesia

[nanonurdiansyah@uinsgd.ac.id](mailto:nanonurdiansyah@uinsgd.ac.id)

Article history: Received: 01, 2024; Accepted: 02, 2024; Published: 02, 2024

DOI: <https://doi.org/10.15575/jkgk.v2i1.919>

**Abstract:** This research aims to apply the Problem Solving method to overcome the difficulties of fifth grade students at SDN 126 Inpres Kariango in memorizing and understanding the main material of the Al-Quran. This Classroom Action Research (PTK) was carried out through three cycles involving planning, implementation, observation and reflection stages. The research results show that the Problem Solving method is effective in improving students' memorization abilities and deepening their understanding of the meaning of memorized verses. The application of this method also increases students' learning motivation, where students who were previously less motivated become more enthusiastic in memorizing and understanding the Al-Quran. Apart from that, there has been an increase in students' social skills, such as the ability to work together and communicate through group discussions which are part of the Problem Solving process. The implications of this research show that the Problem Solving method can be an effective alternative in learning to memorize the Quran, by providing space for students to think critically, independently, and understand the meaning of the verses in more depth. Teachers also play an important role as facilitators in guiding students in the problem solving process.

**Keywords:** Learning; Memorization of the Quran; Problem Solving

### INTRODUCTION

Education is the main pillar in building a quality generation, especially in basic education. In Indonesia, religious education, including Quranic education, has an important role in shaping students' character and spirituality. Memorizing the Quran, as an integral part of Islamic religious education, involves not only the ability to memorize holy verses but also a deep understanding of their meaning.

However, in practice, many students face difficulties in the process of memorizing and understanding the Quran, especially at the elementary school level.

One of the main challenges faced by teachers in the learning process of the Quran in elementary school is how to help students who have difficulty memorizing. Based on initial observations at SDN 126 Inpres Kariango, grade V students often face obstacles in memorizing the verses of the Quran, both due to internal factors such as lack of motivation and focus, as well as external factors such as the lack of appropriate and varied learning methods. These difficulties can hinder the development of students' ability to memorize and understand the Quran effectively.

In this context, innovative and interactive learning methods are urgently needed to help students overcome these difficulties. One approach that can be used is the Problem Solving method. This method provides students with the opportunity to actively engage in the problem-solving process, so that they not only memorize the verses of the Quran mechanically, but are also able to understand their meaning and context. Problem Solving allows students to think critically, find solutions, and build a deeper understanding of the material being studied.

The application of the Problem Solving method is expected to be an effective solution in helping grade V students of SDN 126 Inpres Kariango overcome difficulties in memorizing the Quran. By actively involving students in the learning process, this method also has the potential to increase students' motivation and interest in memorizing the Quran.

This study aims to analyze the application of the Problem Solving method in dealing with difficulties in understanding the subject matter of memorizing the Qur'an in grade V students of SDN 126 Inpres Kariango. This research is also expected to contribute to teachers in choosing the right and effective learning method in supporting the learning process of the Quran in elementary schools.

The challenges in learning to memorize the Quran are not only cognitive, but also involve affective and psychomotor aspects. Memorizing the verses of the Quran requires high concentration, perseverance, and learning strategies that suit the student's learning style. Each student has a different ability to absorb the material, and this makes the teacher's role very important in determining the most appropriate method to help students memorize the Quran. Traditional methods, such as the memorization method without comprehension, are often considered less effective because students tend to only remember the verses without really understanding the meaning and message contained in them.

The problem solving method, which emphasizes problem solving, offers a new approach to learning the Quran. In this method, students are invited to identify problems they face in memorization, such as difficulty remembering the order of verses or understanding certain vocabulary. The teacher then guides students to find solutions to the problem through discussion, collaboration, and reflection. This is expected to help students develop the critical and analytical thinking skills needed to understand and memorize the Quran. Thus, this method not only focuses on the memorization aspect, but also provides space for students to understand the context and content of the verses they memorize (Mazlin et al., 2023).

Research related to the method *Problem Solving* in learning has shown positive results in various fields of study. Several studies state that students who are taught with the Problem Solving method tend to be more independent in learning and have a deeper understanding of the material being studied. In the context of learning the Quran, this method can help students to dive deeper into the meaning of the verses they memorize, so that the memorization process becomes more meaningful. In addition, this method can also reduce boredom and fatigue that often appear in conventional memorization methods, so that students are more motivated to continue learning and memorizing (Haimia et al., 2024).

The application of the Problem Solving method at SDN 126 Inpres Kariango is expected to be an example of the implementation of innovative learning methods in Quranic education. With the full support of teachers, parents, and the school environment, this method is expected to be able to create a more dynamic and interactive learning atmosphere. Ultimately, the purpose of applying this method is to help students not only memorize the Quran well, but also understand and apply the values of the Quran in daily life. Thus, learning the Quran is not just a memorization task, but an integral part of the formation of students' character and spirituality (Angelia, 2024).

Education based on religious values, especially the Quran, has an important role in shaping students' personalities from an early age. In the midst of various challenges faced in learning in elementary schools, Islamic religious education, especially in the aspect of memorizing the Quran, requires more attention from all parties. Memorizing the Quran is not only considered an academic activity, but also a form of worship that brings students closer to their God. Therefore, the success of students in memorizing the Quran can be a reflection of how effective the learning process is applied by teachers at school (Isro'ullaili et al., 2023).

However, the success of students in memorizing the Quran is not an easy thing to achieve. Many factors affect students' ability to memorize, ranging from interest and motivation, to environmental support, both from family and school. In this case, the role of teachers as facilitators is very important. Teachers are not only required to teach, but also to create learning strategies that are able to increase student engagement, motivate them to continue trying, and provide appropriate assistance according to the needs of each student.

One of the problems that often arise in learning to memorize the Quran is the limitations of various learning methods. Monotonous learning can cause students to feel bored quickly, so they are less motivated to continue memorizing. In fact, in order for the memorization process to be effective, students need interesting and challenging methods, so that they can more easily remember the verses they have learned. The Problem Solving method applied at SDN 126 Inpres Kariango is one of the efforts to overcome this.

The Problem Solving method puts students as active subjects in the learning process, where they are invited to solve problems they face in the memorization process. For example, if students have difficulty memorizing a verse because they do not understand the meaning of a verse, the teacher can direct them to find out the meaning of the verse, discuss it with their peers, or find other ways that can help them better understand and remember it. In this

way, students not only memorize mechanically, but also learn to understand and interpret the verses they memorize (Bhoko et al., 2023).

In addition, the Problem Solving method can also help students develop critical thinking and analytical skills. In the process of solving problems, students are trained to identify problems, analyze their causes, and find the right solutions. These skills are very important for students to have in this modern era, where the ability to think critically is one of the keys to success in facing life's challenges. Thus, this method is not only beneficial in the context of learning to memorize the Quran, but also in the development of students' life skills in general (Sudibyo et al., 2023).

Furthermore, the Problem Solving method can also foster a sense of responsibility and independence in students. When students are actively involved in the learning process, they will feel responsible for their own success. This can increase their self-confidence, as they feel able to overcome the difficulties they face (Apriani & Hajar, 2022). On the other hand, active involvement in the learning process also makes students more independent in learning, because they are used to finding solutions to the problems they face, rather than relying only on instructions from teachers.

Teachers have a central role in ensuring that the Problem Solving method runs effectively. Teachers need to understand the characteristics of each student, so that the method applied is in accordance with their needs. In this case, collaboration between teachers, students, and parents is very important. Parents need to be involved in the learning process, especially in supporting their children to memorize the Quran at home. With good communication between teachers and parents, learning the Quran in schools can run more smoothly and effectively (Romsih, 2022).

In the end, the purpose of applying the Problem Solving method in learning to memorize the Quran is to help students achieve a better understanding of the Quran, not just memorization. A deep understanding of the meaning of the verses of the Quran will help students in applying these values in their daily lives. Thus, learning to memorize the Quran will not only shape students' cognitive abilities, but will also shape their character into a person with noble character and faith.

This research is expected to make a significant contribution to the development of Al-Quran learning methods in elementary schools. Through an in-depth study of the application of the Problem Solving method, it is hoped that more effective ways will be found to help students memorize and understand the Quran. The findings in this study are also expected to be a guideline for teachers in choosing the right learning strategy, so that the goals of religious education in schools can be achieved properly.

## **METHODOLOGY**

This study uses a qualitative approach that was chosen because it is suitable for exploring in depth problems related to difficulties in memorizing the Qur'an in grade V students of SDN 126 Inpres Kariango. This approach allows researchers to understand naturally occurring phenomena, providing deeper insights into how students face these challenges, as well as how problem-solving strategies can be applied to help them. This focus on non-quantitative aspects provides space

for researchers to explore perceptions, motivations, and obstacles faced by students in the process of learning to memorize the Qur'an (Rifa'i, 2023).

The method used in this study is a case study, because this method allows research to be carried out in detail on a specific group of students in a specific environment. Case studies provide flexibility in exploring problems by looking at various factors that may affect memorization difficulties. This method is also relevant because the research focuses on a specific group of students, where the application of problem-solving strategies can be observed directly in the classroom context. This approach helps researchers evaluate how the method works in practice and whether the strategies applied are effective in overcoming students' difficulties (Rifa'i, 2023).

The type of data used is qualitative data. This data was chosen because this study focuses on subjective aspects, such as perceptions, experiences, and responses of students and teachers to problem solving methods. Qualitative data allows for more in-depth information about what students experience when facing difficulties in memorizing the Qur'an. In addition, qualitative data is also useful to identify how the problem-solving strategy affects changes in the student learning process, both in terms of cognition and motivation (Irfan Syahroni, 2023).

The main sources of data in this study are grade V students of SDN 126 Inpres Kariango, teachers of the Qur'an, as well as documents related to learning used in schools. Interviews and direct observations of students were conducted to obtain primary data, while teachers provided additional views regarding students' difficulties and how the Qur'anic teaching methods were applied. In addition, documentation of student learning outcomes is also used as a secondary source that can strengthen the analysis. The use of several data sources helps researchers ensure the validity of research results through data triangulation (Sugiyono, 2018).

This research was conducted at SDN 126 Inpres Kariango because this school has a structured Qur'an memorization program, especially in grade V. This location was chosen to dig deeper into the difficulties faced by students in memorizing the Qur'an and how problem solving strategies can be applied in a formal learning environment. SDN 126 Inpres Kariango is also a representation of elementary schools with a majority of Muslim students, thus providing a relevant context for research that focuses on learning the Islamic religion.

In this study, a reflective cycle procedure is used which involves the stages of planning, implementation, observation, and reflection. Problem solving strategies are applied in several learning cycles, where each cycle is evaluated and adapted according to the results obtained from observations on students. This cycle follows the reflective learning model developed by Kolb in 1984 in (Competencies & Students, 2023), where students' concrete experiences are processed through observation and reflection to then be re-implemented in the next learning, with the expectation of more optimal results.

This research is based on the concept of problem solving developed by John Dewey in (Saragih & Dalimunthe, 2017), which states that the problem-solving process involves systematic steps, from problem identification, root cause analysis, to the implementation of solutions. In the context of education, problem-solving strategies help students develop critical and analytical thinking skills. Thus, this study aims to test whether the strategy can improve students'

ability to memorize the Qur'an effectively at SDN 126 Inpres Kariango, taking into account various cognitive factors and learning motivation that affect the process.

This study involves several data collection techniques to get a more comprehensive picture of the effectiveness of the Problem Solving method in learning to memorize the Qur'an. The main data collection technique is direct observation of learning activities in the classroom. These observations are carried out in a participatory manner, where researchers are involved in the learning process to observe the interaction of students, teachers, and the overall classroom dynamics. Through observation, researchers can directly record how the Problem Solving method is applied, as well as students' responses to this method.

In addition to observation, semi-structured interviews are also used as a data collection method. Interviews were conducted with grade V students of SDN 126 Inpres Kariango and teachers to gain a deeper understanding of students' experiences in memorizing the Qur'an and their opinions on the Problem Solving method. Interviews with teachers focused on how they saw changes in students' abilities after the implementation of this method as well as what challenges they faced during the learning process (Thoyyibah, 2016).

The data analysis procedure used in this study follows a thematic analysis approach. Data from observations and interviews were coded and grouped into key themes that emerged during the study. This approach helps researchers identify important patterns, such as the main challenges students face in memorization, the most effective problem-solving strategies, and the impact of the Problem Solving method on student motivation and understanding. The analysis is carried out iteratively, where the data is continuously examined and refined as the learning cycle progresses (Sugiyono, 2018).

The validity of the data in this study is maintained through triangulation, namely by using various data sources and different data collection techniques. Triangulation was carried out by comparing data from observations, interviews, and documentation of student learning outcomes. This ensures that the findings of the study can be verified and provides an accurate picture of the effectiveness of the Problem Solving method in learning the Qur'an. In addition, member checking is carried out by involving teachers and students to ensure that the interpretation of the researcher's data is in accordance with their experience (Salsabila, 2022).

This research lasted for three months, which was divided into three learning cycles. Each cycle begins with a learning plan that integrates the Problem Solving method, followed by implementation in the classroom, observation of student learning processes and outcomes, and reflection on the achievement of the cycle. This reflection is carried out with the aim of improving the strategies used in the next cycle, so that the learning process continues to improve over time. This cycle approach provides flexibility for researchers to adjust the method based on the needs and conditions of students at each stage of learning.

## **RESULTS AND DISCUSSION**

### **RESULTS**

The results of this study are based on the implementation of three cycles of Classroom Action Research (PTK) which involves the application of the Problem

Solving method in the learning process of memorizing the Quran. Each cycle consists of planning, action, observation, and reflection, with the aim of identifying and overcoming the difficulties students face in memorizing and understanding the verses of the Quran. The results obtained showed a significant improvement in students' abilities, both in terms of memorization and comprehension after the application of this Problem Solving method.

In the first cycle, the application of the Problem Solving method begins by identifying the main problems faced by students, namely difficulties in remembering the order of verses and understanding certain vocabulary in the Quran. Most students initially seem to lack confidence in memorization, and often they just repeat the memorization without understanding the meaning of the verses they are memorizing. After applying the Problem Solving method, where students are invited to jointly find solutions to the difficulties faced through group discussions, there is a small improvement in students' memorization skills. However, most students still show limitations in understanding the meaning of the verses.

In the second cycle, the Problem Solving strategy is strengthened by providing more context to students regarding the verses memorized. Teachers use a more intensive discussion approach to help students understand the meaning of key words in the verse, as well as provide illustrations that make it easier for students to understand the overall message of the verse. At this stage, the results of the study showed that students' understanding of the memorized verses increased, and their memorization ability also began to show more significant development. Some students who had previously had difficulty remembering the order of the verses began to show improvement, although there were still some students who needed further guidance.

In the third cycle, the observation results showed a more substantial improvement in students' memorization and comprehension skills. Students seem more confident and able to memorize the verses of the Quran more fluently. Intensive group discussions in the Problem Solving method have proven to be effective in helping students solve the problems they face independently. In addition, students begin to demonstrate the ability to apply their understanding of the meaning of the verses of the Quran in daily life, as seen in the oral reflections carried out at the end of each learning session. Teachers also reported that the learning atmosphere became more conducive and students were more motivated to learn.

Overall, the results of this study show that the application of the Problem Solving method has succeeded in improving students' ability to memorize the Quran as well as understand the meaning of the verses memorized. This method is not only effective in helping students overcome memorization difficulties, but it is also able to improve students' critical and collaborative thinking skills. Thus, the Problem Solving method can be recommended as an alternative method of learning to memorize the Quran in elementary schools, especially for students who have difficulty memorizing and understanding the main material.

At the end of the study, there were important findings that underlined the active role of students in the learning process. Students who were previously passive and tended to wait for directions from teachers, began to show initiative in finding solutions to the difficulties they faced in memorizing the Quran. They

are more often involved in group discussions, exchanging opinions, and working together to overcome memorization problems. This shows that the Problem Solving method not only contributes to improving students' memorization skills, but also develops students' independence and social skills, such as communication and collaboration.

In addition, teachers also reported positive changes in student learning motivation. At the beginning of the study, many students showed a lack of enthusiasm in memorizing the Quran because they felt burdened by memorization tasks that were considered difficult. However, as the Problem Solving method is applied, students begin to feel more interested and motivated because this approach gives them the space to understand the meaning of the verse more deeply. They are not only asked to memorize, but also involved in the process of thinking and finding solutions, which makes learning more interesting and meaningful.

## **DISCUSSION**

The results of this study show that the application of the Problem Solving method in three cycles of Classroom Action Research (PTK) has a significant impact on improving students' ability to memorize and understand the Quran. Each cycle consists of planning, action, observation, and reflection, designed to identify specific problems faced by students and find effective solutions to overcome them. In this context, the Problem Solving method functions not only as a memorization aid, but also as a means to improve students' understanding of the meaning of Quranic verses. This is in line with the constructivist learning theory put forward by Piaget, where students build knowledge through active interaction with their environment, including in the process of rote learning (Anton, 2022).

In the first cycle, the main problem faced by students is difficulties in remembering the order of verses and understanding vocabulary in the Quran. The Problem Solving method begins by inviting students to identify the difficulties they face. Group discussions are used as an initial strategy to help students share experiences and find solutions together. However, the observation results show that the improvement in memorization ability is still limited. Many students still have trouble understanding the meaning of the verses they memorize, which suggests that the strategies in the first cycle are not yet fully effective in overcoming comprehension problems (Saharuni, 2022).

In the second cycle, the Problem Solving strategy is strengthened by providing more context to the memorized verses. The teacher uses a more intensive discussion approach and provides illustrations and explanations about the meaning of key words in the verse. This approach helps students understand the content of the verse more comprehensively, so that they not only memorize mechanically, but also understand the meaning of each word they say. The results showed that students' comprehension improved, and their memorization ability was also more significant. This improvement shows that the relationship between memorization and comprehension plays an important role in the learning process of memorizing the Quran, in accordance with Vygotsky's cognitive theory in (Pekerti, 2020), where social interaction and language are the main tools in cognitive development.



The third cycle showed a more substantial improvement in both memorization and comprehension skills. Students look more confident and able to memorize verses more fluently. Intensive group discussions in the Problem Solving method have proven to be effective in helping students solve problems independently. The application of this strategy supports the development of students' critical thinking skills, where they not only rely on the teacher's direction, but are also able to identify problems and find solutions collaboratively. The ability to relate the understanding of verses to practical applications in everyday life shows that students not only understand the text of the Quran literally, but are also able to apply those values, which is in line with the meaningful learning approach.

Overall, the results of this study indicate that the Problem Solving method provides a significant improvement in students' ability to memorize and understand the Quran. This method is not only effective in helping students overcome memorization difficulties, but it also supports the development of critical thinking, problem-solving, and collaboration skills between students. This supports Dewey's theory of education, which emphasizes the importance of hands-on experience and problem-solving as an integral part of the learning process. In this case, students are actively involved in the learning process, which makes learning more relevant and meaningful.

Changes in students' attitudes and behaviors were also seen during the implementation of the research. If at first students tend to be passive and wait for directions from the teacher, after the application of the Problem Solving method they begin to show initiative in finding solutions to the difficulties they face. This shows that this method not only contributes to the improvement of students' academic abilities, but also builds independence and social skills such as communication and collaboration. This approach reflects Bandura's social learning theory, which emphasizes that learning is a process that occurs through observation, imitation, and interaction with others (Salsabila, 2022).

In addition, students' motivation in memorizing the Quran has also changed positively. At first, many students feel less enthusiastic because memorization tasks are considered difficult and burdensome. However, as the Problem Solving method is applied, their motivation to learn increases. This is due to an approach that allows students to understand the meaning of the verses in depth and be more involved in the learning process. Students' intrinsic motivation increases because they feel they have greater control over the learning process, which is in line with the theory of self-determination motivation, where autonomy and competence are important factors in increasing learning motivation.

Teachers also reported that the learning atmosphere became more conducive and interactive after the application of the Problem Solving method. Students appear to be more motivated and actively participate in group discussions. This approach encourages collaborative learning where students help each other and provide support to each other in overcoming memorization problems. These results support Johnson & Johnson's theory of collaborative learning, which states that effective collaboration can improve student learning outcomes by reinforcing understanding through interaction and cooperation (Ilham & Noviyanti, 2020).

On the other hand, the importance of teacher support in guiding the discussion and problem-solving process is also a key factor in the success of this method. Teachers act as facilitators who help students direct discussions and develop effective problem-solving strategies. By providing the right direction, teachers help students understand the critical and reflective thinking processes necessary to solve the memorization problems they face. This is in line with Vygotsky's scaffolding approach, where teachers provide the necessary support to help students develop independently.

At the end of the study, the Problem Solving method proved to be a holistic and effective approach in improving students' memorization skills and students' understanding of the meaning of the verses. By actively engaging students in the problem-solving process, this method not only improves students' memorization skills, but also their critical thinking skills, motivation, and independence.

In the first cycle of Classroom Action Research (PTK), the challenges faced by students in memorizing the Qur'an lie in their ability to remember the order of verses and understand complex Qur'anic vocabulary. In the application of the Problem Solving method, students are invited to identify these difficulties and try to find solutions independently through group discussions. Although the results have not been satisfactory, especially in terms of comprehension, this approach is starting to open up space for students to actively participate in learning. However, there are still many students who only focus on memorization without paying attention to the meaning of the verses memorized.

In the second cycle, there was an increase in understanding after the teacher gave a more in-depth explanation of the meaning of the memorized verses. Teachers use a more directed discussion technique, where students are invited to discuss key vocabulary in Quranic verses. As a result, students began to show better understanding, and their memorization became more fluent. This approach helps students see the relationship between memorization and comprehension, which further enriches their learning process.

The third cycle shows significant progress in terms of students' memorization and comprehension. The Problem Solving method which is applied intensively through group discussions has proven to be effective in improving students' critical thinking skills. They not only depend on teachers, but also help each other to solve problems faced in memorizing the Quran. These results show that students are beginning to understand that learning the Quran is not just memorization, but also requires a deep understanding.

In addition to improving memorization and comprehension skills, the third cycle also showed a change in students' attitudes. If previously students tended to be passive, after the application of the Problem Solving method, they became more proactive in finding solutions to the difficulties they faced. They are more daring to ask questions and discuss with their friends. These changes show that this method is effective in improving social skills such as communication and cooperation between students.

In terms of motivation, the application of the Problem Solving method has been proven to increase students' enthusiasm in memorizing the Quran. At first, many students feel pressured by the memorization task, but once they understand the memorized verses, their motivation to learn increases. This is in line with the principle that a deep understanding of the subject matter can

increase students' intrinsic motivation, because they feel more capable of mastering the material they are learning (Putra et al., 2023).

Teachers play a key role in the successful application of this method. As a facilitator, teachers help students develop effective problem-solving strategies and provide the right direction when students encounter obstacles. This approach not only helps students in terms of memorization, but also in developing reflective thinking skills, where students are invited to rethink their learning process and find better ways to memorize (Khoirunnisa et al., 2023).

In the context of learning the Quran, the Problem Solving method also has a positive impact on the classroom atmosphere. Students are seen to be more active and involved in the learning process, and the learning atmosphere becomes more interactive. They often work together and help each other in overcoming difficulties, creating a conducive learning environment and supporting the development of each student.

This approach also allows teachers to better understand the needs and characteristics of each student. With the Problem Solving method, teachers can see which students are having difficulties in memorization or comprehension, and then provide guidance that suits their needs. This makes learning more individualistic and focused on student needs, which is very important in the educational process (Abdullah & Moh. Ali Wafa, 2022).

At the end of the study, the Problem Solving method proved to be an effective and holistic learning strategy in helping students memorize and understand the Quran. By involving students in the problem-solving process, this method successfully improves students' memorization, comprehension, and social and cognitive skills. In addition, this method also helps to create a supportive and interactive learning environment, where students help each other in achieving learning goals

In conclusion, the Problem Solving method not only provides good results in terms of students' academic abilities, but also helps them develop critical thinking skills, independence, and collaboration. This shows that the application of this method in learning the Qur'an in elementary schools can be an effective solution to improve the quality of Islamic religious education, especially in the aspects of memorization and understanding of the Quran.

## **CLOSER**

### **Conclusion**

Based on the results of the research that has been carried out, it can be concluded that the application of the Problem Solving method effectively helps grade V students of SDN 126 Inpres Kariango in overcoming difficulties in memorizing and understanding the subject matter of memorizing the Quran. Through this approach, students are actively involved in the learning process, which not only improves their ability to memorize Quranic verses, but also deepens their understanding of the meaning and context of the memorized verses. The application of the Problem Solving method has also been proven to be able to increase students' motivation and confidence in learning, especially in facing memorization challenges that were previously considered difficult.

In addition, this method has succeeded in creating a more interactive and collaborative learning atmosphere, where students are invited to work together

in solving memorization problems they face. These changes have a positive impact not only on student learning outcomes, but also on the improvement of social skills, such as the ability to cooperate and communicate. Thus, the Problem Solving method can be one of the effective alternatives in learning to memorize the Quran at the elementary school level, especially for students who have difficulty memorizing and understanding the main material.

This research also emphasizes the importance of the role of teachers as facilitators in the learning process. Teachers who are actively involved in accompanying and guiding students during the problem-solving process can help students to develop critical thinking and analytical skills, which has an impact on improving learning outcomes. Thus, the integration of the Problem Solving method in learning Al-Quran memorization can increase the effectiveness of learning while building the character of students who are more independent, creative, and critical.

### **Implication**

The results of this study have several significant impacts on education, especially in learning to memorize the Quran in elementary schools. First, the application of the Problem Solving method is effective in improving students' memorization skills and understanding of the meaning of the verses of the Quran. This urges the application of an integration method that solves problems and contextual understanding in the Quran curriculum, so that religious education becomes more meaningful. Second, this method increases student motivation and involvement, reduces boredom, and increases interest in learning. These implications indicate the need for an interactive approach in learning. Third, the application of this method has a positive impact on students' social skills, such as cooperation and communication through discussion groups. Fourth, this study highlights the important role of teachers as facilitators who are able to maximize the effectiveness of the Problem Solving method, which requires increasing teacher capacity in supporting students optimally. Fifth, the results of this study also have implications for the development of religious education curriculum in elementary schools. A curriculum that integrates the Problem Solving method can improve the quality of learning and help students not only in memorizing the Qur'an but also in understanding and applying the values of the Qur'an in daily life. This leads to the formation of a more holistic curriculum and oriented towards the development of students' character. Considering these implications, it is hoped that the application of the Problem Solving method in learning the Qur'an can be a more effective and beneficial learning model for students, teachers, and the development of religious education curriculum in elementary schools.

### **REFERENCE**

- Abdullah, & Moh. Ali Wafa. (2022). Penerapan Pembelajaran Kooperatif Model Problem Based Learning pada Mata Pelajaran Pendidikan Agama Islam dalam Meningkatkan Motivasi Belajar Siswa di SMPN 5 Bangkalan. *Journal Of Early Childhood And Islamic Education*, 1(1), 39–51. <https://doi.org/10.62005/joecie.v1i1.13>
- Angelia, N. (2024). Meningkatkan Motivasi Dan Hasil Belajar Siswa Kelas Viii Pada Mata Pelajaran Seni Musik Melalui Implementasi Model Pembelajaran Problem Based Learning (Pbl). *Multidisciplinary Indonesian Center Journal*

(MICJO), 1, 255–260.

- Anton. (2022). Implementasi Strategi Pembelajaran Luar Jaringan (Luring) Pada Mata Pelajaran PAI Pasca Pandemi Covid-19. *Jurnal Pendidikan Agama Islam*, 1(1), 1–9. <https://doi.org/10.52434/jpai.v1i1.1666>
- Apriani, N. K., & Hajar, A. (2022). Penerapan Model Pembelajaran Problem Based Learning Berbantuan Ice Breaking Untuk Meningkatkan Keaktifan Dan Hasil Belajar Siswa. *Jurnal Pendidikan Dan Profesi Keguruan*, 1(2), 120. <https://doi.org/10.59562/progresif.v1i2.29794>
- Bhoko, V., Wungo Kaka, P., & Uge Lawe, Y. (2023). UPAYA MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR SISWA MELALUI PENERAPAN MODEL PEMBELAJARAN PBL (Problem Based Learning) TEMA CITA-CITAKU. *Jurnal Citra Pendidikan*, 3(1), 723–733. <https://doi.org/10.38048/jcp.v3i1.1039>
- Haimia, D., Somadayo, S., & Ahsan, S. (2024). PEMBELAJARAN TEMATIK MENGGUNAKAN MODEL PROBLEM BASED LEARNING ( PBL ) PADA SISWA KELAS V SD NEGERI. *Jurnal Pedagogik*, 12(1).
- Ilham, M., & Noviyanti, N. (2020). Layanan Bimbingan Konseling Islam Dalam Pemulihan Kesehatan Mental Bagi Anak Korban Kekerasan Di Pusat Pelayanan Terpadu Pemberdayaan Perempuan Dan Anak Kabupaten Gowa. *Mimbar Kesejahteraan Sosial*, 3(1), 1–15.
- Irfan Syahroni, M. (2023). Analisis Data Kuantitatif. *EJurnal Al Musthafa*, 3(3), 1–13. <https://doi.org/10.62552/ejam.v3i3.64>
- Isro'ullaili, Herianto, E., & Sawaludin. (2023). Pengembangan Hasil Belajar Siswa Melalui Penerapan Model Problem Based Learning Integrasi Media Monopoli. *Bidayatuna Jurnal Pendidikan Guru Mandrasah Ibtidaiyah*, 6(1), 75–83. <https://doi.org/10.54471/bidayatuna.v6i1.2329>
- Khoirunnisa, A., Rohman, U., & Ismail, S. (2023). Hasad Dalam Ilmu Kebenaran Berdasarkan Perspektif Hadist Dan Psikologi. *HAWARI: Jurnal Pendidikan Agama Dan Keagamaan Islam*, 4(1), 93–99. <https://doi.org/10.35706/hw.v4i1.9368>
- Kompetensi, P., & Siswa, K. (2023). *Peningkatan Kompetensi Kognitif Siswa 1*. 9(April), 1–14.
- Mazlin, M., Idrus, A. Al, Ilhamdi, M. L., & Jufri, A. W. (2023). Model Problem Based Learning Berbantuan Booklet Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Biologi Kelas X MA Darul Ihsan Lelong. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), 1775–1782. <https://doi.org/10.29303/jipp.v8i3.1564>
- Pekerti, D. A. N. B. (2020). *Metode, Halaqah, Pembelajaran PAI*. 18(2), 113–125.
- Putra, M. D. A., Warsa, I., & Sari, D. P. (2023). Analisis Pelaksanaan Pendidikan Anak Usia Dini Menurut Psikologi Islami. *Muhafadzah, April*, 30–37.
- Rifa'i, Y. (2023). Analisis Metodologi Penelitian Kulitatif dalam Pengumpulan Data di Penelitian Ilmiah pada Penyusunan Mini Riset. *Cendekia Inovatif Dan Berbudaya*, 1(1), 31–37. <https://doi.org/10.59996/cendib.v1i1.155>
- Romsih, O. (2022). Peningkatan Hasil Belajar Matematika Siswa Melalui Model Pembelajaran Berbasis Masalah (Problem Based Learning) Pada Materi Persamaan Dan Fungsi Kuadrat Kelas Ixd Smpn 14 Kota Serang Tahun Pelajaran 2019/2020. *Wilangan: Jurnal Inovasi Dan Riset Pendidikan Matematika*, 3(1), 23. <https://doi.org/10.56704/jirpm.v3i1.14043>
- Saharuni. (2022). Kreatifitas Guru Pai Dalam Pennggunaan Metode Pembelajaran Untuk Meningkatkan Minat Belajar Pai Pada Siswa Di Sdn 4 Maroangin.

- Jurnal Al-Tabyin : Journal of Islamic Education*, 1(2), 37–50.
- Salsabila, ikhlas wardina. (2022). *Psychological Well-Being Guru*. UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU.
- Saragih, A., & Dalimunthe, M. (2017). *STRATEGI GAYA PEMBELAJARAN PENDIDIKAN*. 1(1).
- Sudiby, T., Deviana, T., & Widuri, A. (2023). Peningkatan Hasil Belajar Siswa Kelas V Pada Materi Peristiwa Seputar Proklamasi Kemerdekaan Indonesia Melalui Model Problem Based Learning (Pbl) Di Sdn Kepatihan 1 Tulungagung. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(1), 3390–3404. <https://doi.org/10.23969/jp.v8i1.8609>
- Sugiyono. (2018). Teknik Analisis Kualitatif. *Teknik Analisis*, 1–7.
- Thoyyibah. (2016). Hubungan Kemampuan Pengelolaan Pembelajaran dan Kreativitas Mengajar Guru PAI dengan Motivasi Belajar Siswa pada Mata Pelajaran PAI. *Jurnal Tarbawi*, 2(1), 121–138.