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Improving Elementary School Students' Learning Outcomes in Islamic Cultural History through Problem-Based Learning

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ABSTRACT

Background: Low student learning outcomes in the subject of Islamic Cultural History (SKI) are caused by the use of monotonous teaching methods that do not actively engage students in the learning process. **Objective:** This study aimed to improve students' learning outcomes by implementing the Problem-Based Learning (PBL) method in the SKI subject on the topic of the Prophet Muhammad's migration and the establishment of Medina for fourth-grade students at SD Negeri 46 Bengkulu Tengah. **Method:** This study employed Classroom Action Research (CAR) across two cycles, involving 22 students. Data were collected through tests and observations, and data analysis used mastery learning percentages. **Results:** The findings revealed that implementing the PBL method significantly improved students' learning outcomes. In Cycle I, the learning mastery percentage reached 27% with an average score of 64, while in Cycle II it increased to 86% with an average score of 75.5. Students also became more active and engaged during the learning process through problem-solving activities and group discussions. **Conclusion:** The study concludes that the Problem-Based Learning method is effective in improving students' learning outcomes in the SKI subject. **Originality/Value:** This study contributes practical and pedagogical novelty to primary Islamic Cultural History (SKI) education by demonstrating the effectiveness of the Problem-Based Learning (PBL) approach in shifting history instruction from passive rote narration to collaborative, critical inquiry regarding the migration of Prophet Muhammad and the establishment of Medina within regional elementary classroom settings, an area that remains underexplored empirically. These findings enrich the literature and serve as a strategic reference for educators in implementing inquiry-driven, problem-oriented instructional strategies to enhance historical reasoning, active student engagement, and meaningful comprehension of Islamic historical values.

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1. INTRODUCTION

One of the most important determinants in the learning process is the teaching method. A teaching method is a way of delivering instructional messages to achieve optimal learning outcomes (Sulfemi & Mayasari, 2019). Without an appropriate method, the learning process cannot run effectively in achieving instructional objectives, and inappropriate teaching strategies may hinder the smooth implementation of the teaching and learning process (Alhammam, 2022). Therefore, the method selected by a teacher will yield optimal results when appropriately applied to achieve the predetermined learning objectives. Teaching strategies consist of a series of systematically designed steps aimed at achieving specific instructional goals. Without proper strategies, instructional delivery cannot function effectively within the teaching and learning process (Hamdani, 2018). In the learning process, inappropriate instructional strategies may become obstacles to effective classroom learning (Assilmi & Setiawan,

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2022). Therefore, the instructional strategies implemented by teachers will only produce optimal outcomes if they are effectively utilised to achieve the intended objectives. The Problem-Based Learning (PBL) model is an instructional model in which practical reasoning can be comprehensively applied, as it involves identifying and solving problems as its essential components (Iswandi, 2023).

Problem-Based Learning is an instructional strategy that helps students actively acquire knowledge, skills, and attitudes, making learning experiences more meaningful and memorable (Ramadhani, 2021). The Problem-Based Learning model also serves as a learning approach that enables students to practice critical thinking and develop problem-solving skills (Susanto, 2020). Given current realities, Islamic Cultural History (SKI) learning remains difficult and monotonous for fourth-grade students at SDN 46 Bengkulu Tengah. Teaching is still predominantly conducted through lecture methods; students' interest in Learning remains low; teachers provide limited attention to students; and instructional media are insufficiently utilised during the teaching and learning process. Consequently, students tend to feel bored during SKI lessons. This condition is reflected in students' average SKI scores, which remain below the minimum mastery criterion (KKM) of 70. Considering these problems, SKI teachers need to implement appropriate instructional models to increase students' interest in Learning. The implementation of the Problem-Based Learning model is expected to improve fourth-grade students' learning outcomes in SKI subjects at SDN 46 Bengkulu Tengah. Teachers' roles and competencies are crucial to the successful implementation of the Problem-Based Learning method. In addition, teachers must pay close attention to students' responses to the learning method being implemented.

Previous studies have shown that Islamic Cultural History learning through the Problem-Based Learning (PBL) approach can serve as an alternative strategy to overcome students' learning boredom (Herlina, 2018). One of the major problems in Islamic Cultural History (SKI) instruction is that teachers often use monotonous teaching methods, leaving many students bored and unable to understand the material fully. To reduce students' boredom, Islamic Cultural History teachers are encouraged to modify their instructional delivery by implementing the Problem-Based Learning method (Ainun & Naimi, 2023). The Problem-Based Learning (PBL) model has also been found effective in improving students' critical thinking skills in SKI subjects (Bariyah, 2022). Furthermore, the implementtation of the Problem-Based Learning (PBL) model in Islamic education learning has been shown to improve students' learning outcomes (Hadi, 2018).

Based on the gap analysis, this study identified that students still lacked focus when teachers explained the lesson materials. This condition was caused by continued reliance on lecture-based methods in Islamic education, which reduced students' concentration and engagement during classroom instruction. Therefore, the researcher conducted this study in Islamic education subjects by implementing the Problem-Based Learning (PBL) method.

In the present study, the researcher observed greater seriousness and focus among students during the teacher's delivery of instructional materials. This improvement occurred because the PBL learning model had begun to be implemented. The PBL method encourages students to become more active in solving problems independently. This study is considered important because it aims to increase students' enthusiasm for learning during the teaching and learning process.

Based on the background described above, the objectives of this study are: (1) to identify the learning outcomes of fourth-grade students at SDN 46 Bengkulu Tengah before the implementation of the PBL method in the SKI subject on the topic The Story of Prophet Muhammad (PBUH) in Building the City of Madinah"; (2) to examine the implementation of the PBL method in the SKI subject on the topic "The Story of Prophet Muhammad (PBUH) in Building the City of Madinah" among fourth-grade students at SDN 46 Bengkulu Tengah; and (3) to determine the improvement in the learning outcomes of fourth-grade students at SDN 46 Bengkulu Tengah after the implementation of the PBL method in the SKI subject on the topic "The Story of Prophet Muhammad (PBUH) in Building the City of Madinah.

2. METHOD

2.1 Research Design

This study employed a Classroom Action Research (CAR) method. This method was used to continuously improve the quality of the learning process and enhance students' learning outcomes. Through classroom action research, teachers can evaluate the implemented learning process and identify more effective instructional strategies to improve both learning quality and students' academic achievement (Annury, 2019). The study was conducted in two cycles, with each cycle consisting of four stages: planning, acting, observing, and reflecting (Utomo et al., 2024). During the planning stage, the researcher prepared lesson plans, instructional media, and research instruments. The

acting stage involved implementing the Problem-Based Learning (PBL) method in Islamic Cultural History (SKI) learning. The observing stage was conducted to monitor teacher and student activities during the learning process. Finally, the reflecting stage was conducted to evaluate the implementation of actions in each cycle, providing a basis for improvements in the subsequent cycle.

2.2 Research Subjects

This study was conducted in 2024 at SD Negeri 46 Bengkulu Tengah. The study population consisted of all students at SD Negeri 46 Bengkulu Tengah. The sample was selected using a non-random sampling technique tailored to the study's needs. The research subjects were 22 fourth-grade students. The fourth-grade class was selected because students in this class experienced difficulties in learning Islamic Cultural History (SKI), particularly on the topic "The Story of Prophet Muhammad (PBUH) in Building the City of Madinah.

2.3 Data Collection

Data collection in this study was conducted using tests and observation techniques. The test instrument was used to measure students' learning outcomes in Islamic Cultural History after the implementation of the Problem-Based Learning (PBL) method. The tests consisted of a pre-test and a post-test, each comprising five multiple-choice questions. The pre-test was administered before the learning intervention to identify students' initial abilities and learning difficulties in understanding the instructional material. Meanwhile, the post-test was administered after the learning intervention to assess improvements in students' understanding of the material.

In addition to tests, observation techniques were also used to monitor teacher and student activities during the learning process. Observations were conducted using observation sheets prepared in advance of the study. The observation activities aimed to obtain data regarding the implementation of learning activities, students' participation, and students' responses during the application of the Problem-Based Learning (PBL) method in Islamic Cultural History learning.

2.4 Data Analysis

The data in this study were analysed descriptively using students' mastery of learning analysis. Test data were analysed to determine both individual and classical learning mastery after the implementation of the Problem-Based Learning (PBL) method. Classical learning mastery was calculated as the percentage of students who achieved the Minimum Mastery Criterion (KKM) relative to the total number of students in the class. In addition, observation data were analysed descriptively to examine the implementation of the learning process and students' activities during the instructional intervention.

3. RESULTS AND DISCUSSION

3.1 Resultss

3.1.1 Results of Cycle I

The data from Cycle I on students' learning outcomes before the implementation of the Problem-Based Learning (PBL) model are presented in Table 1 below.

Table 1. Students' Learning Outcomes Before the Implementation of the Problem-Based Learning (PBL) Model

No	Subject	Score	Description
1	AN	60	Not Achieved
2	AA	80	Achieved
3	AQR	60	Not Achieved
4	BA	85	Achieved
5	BR	50	Not Achieved
6	DA	50	Not Achieved
7	DAY	60	Not Achieved
8	DAA	60	Not Achieved
9	DW	60	Not Achieved
10	DP	60	Not Achieved
11	FA	60	Not Achieved
12	FH	60	Not Achieved

No	Subject	Score	Description
13	FN	80	Achieved
14	MPA	80	Achieved
15	NA	60	Not Achieved
16	PW	60	Not Achieved
17	RPA	60	Not Achieved
18	RA	60	Not Achieved
19	SG	80	Achieved
20	RDA	60	Not Achieved
21	YH	80	Achieved
22	RI	50	Not Achieved
Total Score		1415	
Average Score		64	
Percentage of Students Achieving Mastery		27%	
Percentage of Students Not Achieving Mastery		73%	

Based on Table 1, students' understanding of the topic "The Story of Prophet Muhammad (PBUH) in Building the City of Madinah" was still relatively low before the implementation of the Problem-Based Learning (PBL) model. Only 27% of students met the minimum mastery criterion, while 73% had not yet achieved mastery. The average score was 64, indicating that students' ability to understand the material remained in the low range.
Based on the results and reflections from Cycle I, the study continued to Cycle II to improve students' learning outcomes through the implementation of the Problem-Based Learning (PBL) model.

3.1.2 Results of Cycle II

The description of the data from Cycle II regarding students' learning outcomes after the implementation of the Problem-Based Learning (PBL) model is presented in Table 2 below.

Table 2. Students' Learning Outcomes After the Implementation of the Problem-Based Learning (PBL) Model

No	Subject	Score	Description
1	AN	80	Achieved
2	AA	80	Achieved
3	AQR	70	Achieved
4	BA	90	Achieved
5	BR	66	Not Achieved
6	DA	70	Achieved
7	DAY	75	Achieved
8	DAA	73	Achieved
9	DW	75	Achieved
10	DP	75	Achieved
11	FA	77	Achieved
12	FH	75	Achieved
13	FN	80	Achieved
14	MPA	80	Achieved
15	NA	80	Achieved
16	PW	75	Achieved
17	RPA	75	Achieved
18	RA	68	Not Achieved
19	SG	80	Achieved
20	RDA	75	Achieved

No	Subject	Score	Description
21	YH	80	Achieved
22	RI	60	Not Achieved
	Total Score	1659	
	Average Score	75.5	
	Percentage of Students Achieving Mastery	86%	
	Percentage of Students Not Achieving Mastery	14%	

Based on Table 2, students' understanding of the topic "The Story of Prophet Muhammad (PBUH) in Building the City of Madinah" improved after implementing the Problem-Based Learning (PBL) model. A total of 86% of students met the minimum mastery criterion, while 14% had not yet achieved mastery. The average score increased to 75.5, indicating that students' ability to understand the learning material had improved and was categorised as high. These findings demonstrate that implementing the Problem-Based Learning (PBL) model improved students' learning outcomes in Islamic Cultural History.

3.2. Discussion

The findings of this study indicate that the implementation of the Problem-Based Learning (PBL) method improved the quality of Islamic Cultural History (SKI) learning on the topic "The Story of Prophet Muhammad (PBUH) in Building the City of Madinah." Before implementing the PBL method, the learning process was still dominated by lecture-based instruction, leaving students passive and less engaged during classroom activities. This condition affected students' understanding of the material, resulting in low learning outcomes. After implementing the PBL method, students' learning outcomes improved significantly, as indicated by increases in both learning mastery and average scores across each research cycle. These findings suggest that problem-based learning helped students understand the learning material more effectively than conventional instructional methods.

The effectiveness of the PBL method in improving students' learning outcomes can be explained through Constructivist Theory, which states that knowledge is actively constructed by students through learning experiences and interactions with their environment (Salsabila & Muqowim, 2024; Setiyaningsih & Subrata, 2023). In constructivist learning, students do not merely receive information from teachers but actively participate in discovering and developing their own understanding (Tishana et al., 2023). The implementation of the PBL method provided students with opportunities to identify problems, search for information, engage in discussions, and formulate solutions to the given problems (Fitria et al., 2022). Through these activities, students gained more meaningful learning experiences, leading to a deeper understanding of the material.

In addition to being supported by constructivist theory, the implementation of the PBL method aligns with Active Learning Theory, which emphasises students' direct involvement in the learning process (Lasminawati et al., 2023). Active learning encourages students to think critically, participate in discussions, ask questions, and collaborate in understanding learning materials (Chusna & Chisbiyah, 2024). In this study, students appeared more active during the learning process, particularly during group discussions and problem-solving activities. Students' active participation in learning contributed to increased attention, motivation, and responsibility toward the learning process, making classroom instruction more effective.

The implementation of the PBL method also demonstrated positive changes in students' learning activities during classroom instruction. Based on the observation results, students became more active in asking questions, participating in discussions, and expressing their opinions during learning activities. These findings indicate that the PBL method created a more interactive and participatory learning environment. Learning activities involving group collaboration also helped students develop communication, collaboration, and critical thinking skills. From the perspective of Social Learning Theory, interactions among students during group activities help students construct understanding through the exchange of ideas and learning experiences (Kamaruddin & Yusoff, 2019; Susanto et al., 2020).

The use of instructional media, such as videos, during the learning process also contributed to improving students' understanding of Islamic historical materials. Visual media helped students understand historical events more concretely, making narrative materials easier to comprehend (Al-Fawaz et al., 2025). Theoretically, the use of audiovisual media in learning can improve students' attention and learning retention (Shobach & Arifin, 2025)

because information is delivered simultaneously through visual and audio elements. This condition made the learning process more engaging and helped students better understand the material in context.

The findings of this study are consistent with previous studies indicating that the Problem-Based Learning method is effective in improving the quality of learning in Islamic Religious Education subjects (Albaab et al., 2025; Fazrin et al., 2025; Mahdayana, 2025). Other studies also revealed that PBL improves students' critical thinking skills in Islamic Cultural History learning (Albaab et al., 2025; Hidayati et al., 2024), while additional research demonstrated that the PBL method effectively improves students' learning outcomes in Islamic education learning (Fazrin et al., 2025). This study strengthens previous findings by demonstrating that the PBL method is also effective in elementary school Islamic Cultural History instruction, particularly in Islamic civilisation history.

The implementation of the PBL method indicates that Islamic education learning requires a more contextual and student-oriented approach to make the learning process more meaningful. Teacher-centred learning tends to make students passive and less motivated to learn. In contrast, problem-based learning encourages students to think critically, actively participate in discussions, and become directly involved in the learning process. Therefore, implementing the PBL method can serve as an innovative instructional strategy in Islamic Cultural History learning at the elementary school level.

Although this study demonstrated positive results, it still has several limitations. The study was conducted in only one class with a limited number of participants. In addition, the study focused on only one learning topic, so the effectiveness of the PBL method with other instructional materials could not be comprehensively assessed. Therefore, future studies are expected to examine the implementation of the Problem-Based Learning method across different learning materials and educational levels, with broader research coverage, to obtain more comprehensive findings on the effectiveness of the PBL method in Islamic Religious Education.

4. IMPLICATIONS AN CONTRIBUTIONS

4.1 Research Implications

This study implies that the effectiveness of Islamic Cultural History (SKI) learning at the elementary school level depends not only on teachers' mastery of instructional content but also on their ability to apply learning models that foster active student engagement. The implementation of Problem-Based Learning (PBL) demonstrates that problem-oriented and student-centred instruction can transform passive participation into more reflective, collaborative, and communicative learning behaviours while strengthening students' critical thinking, motivation, participation, and understanding of Islamic historical materials.

4.1 Research Contributions

This study provides both conceptual and empirical contributions to the development of Islamic Religious Education learning, particularly in the area of Islamic Cultural History (SKI) learning at the elementary school level. Empirically, this study strengthens the argument that the Problem-Based Learning (PBL) model is relevant for history- and value-based Islamic learning because it supports students' intellectual and social engagement during the learning process. In addition, this study contributes to the limited body of research concerning the implementation of PBL in elementary school SKI learning contexts. Therefore, the findings can serve as a reference for educators, researchers, and practitioners in developing innovative learning models in Islamic Religious Education.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTION

5.1 Research Limitations

This study still has several limitations that should be considered. First, the study was conducted in a single class with a limited number of participants; therefore, the findings cannot yet be generalised to broader educational contexts. Second, the study focused only on one Islamic Cultural History (SKI) topic, so the effectiveness of the Problem-Based Learning (PBL) method on other learning materials has not been comprehensively identified. Third, the relatively short duration of the study limited the ability to observe students' long-term learning development. In addition, this study primarily focused on cognitive learning outcomes, while affective aspects and students' social skills were not analysed comprehensively.

5.1 Recommendation for Future Research

Future studies are recommended to examine the implementation of the Problem-Based Learning (PBL) method across different instructional materials and educational levels to obtain broader insights into its effectiveness in Islamic Religious Education. Future research should also involve larger sample sizes and more diverse school settings to strengthen the generalizability of the findings. In addition, future studies may investigate the effects of PBL not only on cognitive learning outcomes but also on students' critical thinking skills, learning motivation, communication skills, and social attitude development. The use of mixed-methods approaches is also recommended to provide a more comprehensive understanding of the implementation process and effectiveness of PBL in Islamic Cultural History learning.

6. CONCLUSION

The implementation of the Problem-Based Learning (PBL) method in Islamic Cultural History (SKI) learning for fourth-grade students at SD Negeri 46 Bengkulu Tengah resulted in a more active, interactive, and student-centred learning process. Through problem-based learning activities, students were directly involved in discussions, problem-solving activities, and group collaboration, making the learning process less monotonous. The use of contextual instructional media also helped students better understand Islamic historical materials.

The implementation of the PBL method demonstrated improvements in the quality of the learning process, both in students' participation and in their understanding of the learning materials. Students became more active in asking questions, expressing opinions, and participating enthusiastically during classroom activities. In addition to supporting students' understanding of the subject matter, the PBL method also helped develop students' critical thinking, communication, and collaboration skills during the learning process. Therefore, the PBL method is not only oriented toward academic achievement but also supports the broader development of students' learning skills.

Based on this study's findings, the Problem-Based Learning (PBL) method is relevant and effective for implementation in Islamic Religious Education, particularly in Islamic Cultural History subjects at the elementary school level. This learning model can serve as an innovative instructional strategy to improve the quality of Islamic education, making it more contextual and meaningful for students. Therefore, teachers need to develop a more varied set of learning approaches by using instructional methods and media appropriate to the characteristics of elementary school students.

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Author Contribution Statement

The author declares that all authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Elda Malasari: Conceptualization, Methodology, Writing - Original Draft, Formal analysis, Data Curation. Sukarno: Conceptualization, Writing - Review & Editing,

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors declare that Google Gemini was used in a limited capacity during the preparation of this manuscript to assist with grammar improvement, language editing, and writing structure refinement. All content; analyses, data interpretations, and research conclusions are entirely the intellectual work and responsibility of the authors. All instances of Generative AI usage in this article were conducted by the authors in accordance with the JIPPG GenAI Tool Usage Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work.

Conflict of Interest Statement

The authors declare that there are no conflicts of interest, either financial or non-financial, that could have influenced the conduct of this research or the preparation of this article.

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