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# Improving Students' Ability to Read and Write Surah At-Tiin through the Implementation of the Problem-Based Learning Model among Elementary School Students

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## ABSTRACT

**Background:** The low ability of elementary school students to read and write Surah At-Tiin remains a significant challenge in Islamic Religious Education, as students tend to be less engaged and experience difficulties understanding the material in its context. **Objective:** This study aimed to improve students' ability to read and write Surah At-Tiin through the implementation of the Problem-Based Learning (PBL) model among fourth-grade students at SDIT Al-Ihsan Bengkulu Tengah. **Method:** The study employed a Classroom Action Research (CAR) design conducted in two cycles involving 15 students. Data were collected through observation, tests, and documentation. **Results:** The findings revealed that implementing the PBL model successfully improved students' learning outcomes, as indicated by a rise in learning mastery from 13% in the initial condition to 85% in the second cycle. In addition, students became more active, motivated, and collaborative during the learning process. **Conclusion:** The study concludes that the PBL model is effective in improving students' ability to read and write Surah At-Tiin. **Originality/Value:** This study contributes practical and pedagogical novelty to primary Islamic religious education by demonstrating the effectiveness of the Problem-Based Learning (PBL) model in shifting conventional rote-memorization practices toward contextual problem-solving to advance Quranic literacy skills (recitation accuracy and orthographic writing), student engagement, and peer collaboration regarding Surah At-Tiin within an integrated Islamic elementary school setting, an area that remains limited in applied empirical investigation. These findings enrich the literature and serve as a strategic reference for educators in designing student-centered, reflective instructional frameworks to address foundational hurdles in Quranic reading and writing effectively.

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## 1. INTRODUCTION

Elementary education plays a crucial role in establishing students' foundational knowledge, skills, and character development. In the educational process, instruction is the primary factor in determining students' success in achieving the expected competencies. Various instructional approaches continue to be developed to create learning experiences that are more effective, engaging, and meaningful for students (Uno & Mohamad, 2022). One instructional model considered effective in enhancing conceptual understanding, critical thinking skills, and social skills is Problem-Based Learning (PBL) (Fristadi & Bharata, 2015). The PBL model emphasises students' creativity, inno-

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vation, and motivation in solving problems through active learning processes (Muhsam & Muh, 2022). In its implementation, the PBL model positions students at the centre of the learning process, while teachers act as facilitators, motivators, and instructional designers (Darwan, 2022). Through this approach, students are encouraged to develop problem-solving skills that can be applied in their daily lives (Marni & Pasaribu, 2021). Therefore, implementing the PBL model is considered relevant for improving instructional quality, including in Islamic Religious Education at the elementary school level.

However, various challenges remain in the practice of Islamic Religious Education, particularly regarding students' ability to read and write the Qur'an. Based on preliminary observations conducted in the fourth-grade classroom at SDIT Al-Ihsan Bengkulu Tengah, several students still had difficulty reading and writing Surah At-Tiin accurately. This low level of proficiency was attributed to teacher-centred instructional practices, which limited students' active participation in learning. Furthermore, students encountered difficulties in connecting instructional content with real-life applications. These conditions contributed to learning outcomes that remained below the Minimum Mastery Criterion (KKM).

To address these challenges, an instructional model that increases students' active engagement in the learning process is required. In this context, Problem-Based Learning represents an alternative instructional model because it encourages students to think critically, engage in discussion, collaborate with peers, and solve problems independently and in groups (Susanto, 2020). Moreover, the PBL model helps students develop collaborative and investigative skills that support a deeper understanding of learning materials (Sunardi & Nelfiyanti, 2015).

Previous studies have demonstrated that the PBL model is effective in improving students' learning outcomes (Azura & Selaras, 2023; Hamidah & Citra, 2021). Other research has shown that the use of Polya's method in instruction can enhance students' mathematics achievement by creating more challenging learning experiences and encouraging active problem-solving (Pramesti & Rini, 2019; Wahyuningtyas, 2013). Additional studies have reported that implementing the PBL model can improve students' critical thinking skills and academic achievement at the elementary school level (Afrianingrum & Rahayu, 2021; Burhana et al., 2021). These findings indicate that the PBL model can create an active, creative, and engaging learning environment that increases students' motivation to participate in classroom activities. Nevertheless, studies examining the implementation of Problem-Based Learning to improve students' ability to read and write Surah At-Tiin within Islamic Religious Education at the elementary school level remain limited. Most previous studies have focused on general subjects such as mathematics and science. Therefore, the novelty of this study lies in applying the PBL model to the teaching of Surah At-Tiin reading and writing to elementary school students through a contextual, activity-based learning approach.

This study aims to analyse improvements in students' reading and writing skills in Surah At-Tiin through the implementation of the Problem-Based Learning model among fourth-grade students at SDIT Al-Ihsan Bengkulu Tengah. The findings are expected to contribute to the development of more active, contextually grounded, and student-centred instructional strategies in Islamic Religious Education.

## 2. METHOD

### *2.1 Research Design*

This study employed a Classroom Action Research (CAR) design. Classroom Action Research is a reflective form of inquiry conducted by practitioners to improve the rationality of their actions, deepen their understanding of instructional practices, and enhance the conditions under which teaching and learning occur (Afandi, 2014). In accordance with the CAR approach, the study was conducted in two cycles, with each cycle consisting of two ins-tructional meetings. The procedures implemented in each cycle included four stages: planning, action, obser-vation/evaluation, and reflection. The planning stage involved four main steps: problem identification, problem analysis and formulation, action research planning, and implementation of the classroom action research.

### *2.2 Research Object*

The study was conducted at SDIT Al-Ihsan Bengkulu Tengah in 2024. The participants were 25 fourth-grade students, including 14 males and 11 females, with varying levels of ability. Participants were selected using purposive sampling.

### *2.3 Instruments and Data Collection*

Data collection refers to systematic, standardised procedures used to gather research data and evidence (Utomo et al., 2024). The study was conducted through several action cycles involving planning, implementation, obser-

vation, evaluation, and reflection to examine students' learning outcomes in learning Surah At-Tiin using the Problem-Based Learning (PBL) model. Data were collected through observation, tests, and documentation. Observation was used to monitor students' participation and engagement during the learning process, while achievement tests were administered to assess students' ability to understand, memorise, read, and write Surah At-Tiin. Documentation provided supporting data related to school conditions, including students, teachers, facilities, syllabi, and lesson plans, to support the implementation and evaluation of the study.

### *2.4 Data Analysis*

Data analysis was conducted by comparing students' pre-action and post-action test scores. Learning mastery was used as the primary indicator of success. Classical mastery was achieved when at least 85% of students met the minimum mastery standard.

## 3. RESULTS AND DISCUSSION

### *3.1 Results*

Based on initial observations during the first stage of the study, students' learning outcomes in Islamic Religious Education remained relatively low. The first-semester achievement data for fourth-grade students at SDIT Al-Ihsan Bengkulu Tengah showed that several students scored below the Minimum Mastery Criterion (KKM) of 70. The following table presents students' learning outcomes prior to the implementation of the Problem-Based Learning (PBL) model.

#### *3.1.1 Results of Cycle I*

A detailed description of students' learning outcomes in Cycle I is presented in the following table.

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

| No. | Student | Score | Status |
|---|---|---|---|
| 1 | ARS | 40 | Not Mastered |
| 2 | AKW | 60 | Not Mastered |
| 3 | AFS | 60 | Not Mastered |
| 4 | DPK | 60 | Not Mastered |
| 5 | FTS | 60 | Not Mastered |
| 6 | FNA | 70 | Mastered |
| 7 | HA | 50 | Not Mastered |
| 8 | KAM | 50 | Not Mastered |
| 9 | MGT | 80 | Mastered |
| 10 | MA | 50 | Not Mastered |
| 11 | MAP | 60 | Not Mastered |
| 12 | MGC | 50 | Not Mastered |
| 13 | MNR | 50 | Not Mastered |
| 14 | NSA | 50 | Not Mastered |
| 15 | NQE | 50 | Not Mastered |
| Total Score | | 800 | |
| Mean Score | | 53,3 | |
| Mastery Percentage | | 13 % | |
| Non-Mastery Percentage | | 87 % | |

Based on Table 1, the students' initial ability to read and write Surah At-Tiin was relatively low. Of the 15 students, only 2 met the minimum mastery criterion, while the remaining 13 failed to meet it (KKM). The class mean score was only 53.3, with a mastery rate of 13% and a non-mastery rate of 87%. These findings indicate that most students experienced difficulties in understanding the learning material, particularly in reading and writing Surah At-Tiin. The low learning outcomes suggest that the previous instructional approach had not effectively encouraged active student engagement. Therefore, a more innovative, student-centred instructional model, such as Problem-Based Learning (PBL), was deemed necessary.

*3.1.2 Results of Cycle II*

A detailed description of students' learning outcomes in Cycle II is presented in the following table.

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

| No. | Student | Score | Status |
|---|---|---|---|
| 1 | ARS | 40 | Not Mastered |
| 2 | AKW | 80 | Mastered |
| 3 | AFS | 83 | Mastered |
| 4 | DPK | 70 | Mastered |
| 5 | FTS | 81 | Mastered |
| 6 | FNA | 80 | Mastered |
| 7 | HA | 85 | Mastered |
| 8 | KAM | 60 | Not Mastered |
| 9 | MGT | 80 | Mastered |
| 10 | MA | 80 | Mastered |
| 11 | MAP | 80 | Mastered |
| 12 | MGC | 78 | Mastered |
| 13 | MNR | 74 | Mastered |
| 14 | NSA | 80 | Mastered |
| 15 | NQE | 50 | Not Mastered |
| | Total Score | 969 | |
| | Mean Score | 64,6 | |
| | Mastery Percentage | 85 % | |
| | Non-Mastery Percentage | 15 % | |

As shown in Table 2, students' learning outcomes improved following the implementation of the Problem-Based Learning (PBL) model. Of the 15 students, 12 achieved masteries, while only 3 students remained below the minimum mastery criterion. The class mean score increased to 64.6, with the mastery rate rising to 85% and the non-mastery rate decreasing to 15%. This improvement indicates that the PBL model helped students gain a better understanding of the learning material through discussion, collaborative group work, and problem-solving activities. In addition to improving learning outcomes, the PBL model increased students' participation, motivation, and engagement throughout the learning process. These findings demonstrate that implementing Problem-Based Learning effectively enhanced fourth-grade students at SDIT Al-Ihsan Bengkulu Tengah's ability to read and write Surah At-Tiin.

## *3.2. Discussion*

The findings of this study indicate that implementing the Problem-Based Learning (PBL) model effectively improved fourth-grade students at SDIT Al-Ihsan Bengkulu Tengah's ability to read and write Surah At-Tiin. This improvement was evident from the changes in students' learning outcomes before and after the instructional intervention. Initially, most students failed to meet the Minimum Mastery Criterion (KKM). However, after implementing the PBL model across Cycle I and Cycle II, the percentage of students achieving mastery increased substantially. These findings suggest that the PBL model is effective in helping students better understand Islamic Religious Education materials, particularly those related to reading and writing the Qur'an.

The improvement in students' abilities can be attributed to the opportunities the PBL model provides for active engagement in the learning process (Keiler, 2018). Rather than passively receiving information, students participated in discussions, problem-solving activities, collaborative group work, and independent information-seeking tasks. These learning experiences increased students' participation, motivation, and meaningful engagement. The Learning-Based Learning model emphasises creativity, innovation, and student motivation throughout the instructional process (Abri et al., 2024). Furthermore, PBL encourages students to develop problem-solving skills that can be applied in real-life situations (Marni & Pasaribu, 2021).

The findings are consistent with constructivist learning theory, which emphasises that knowledge is constructed through active learning experiences and social interaction (Zulkarnaen et al., 2023). In problem-based learning environments, students are given opportunities to construct their own understanding through collaborative learning activities (Sugrah, 2020). Within the PBL framework, teachers serve as facilitators and learning guides, while students assume a central role in the learning process (Wijnia et al., 2024). Consequently, implementing PBL

creates a more active, communicative, and student-centred learning environment than conventional instructional approaches.

The improvement in students' ability to read and write Surah At-Tiin was also reflected in their enhanced accuracy in reciting verses, improved comprehension of Qur'anic texts, and more organised writing of the verses compared with their performance prior to the intervention. Through group discussions and problem-solving activities, students better understood the learning material, thanks to increased interaction and cooperation among group members (Sari et al., 2016). Problem-Based Learning encourages students to actively learn, explore ideas, and collaborate to understand instructional content (Ali, 2019). In addition, the model helps students develop collaborative and investigative skills that support deeper learning (Abri et al., 2024).

The findings of this study also support previous research demonstrating the effectiveness of PBL in improving student learning outcomes. (Zhang, 2023) reported that the Problem-Based Learning model enhances elementary school students' critical thinking skills and academic achievement. Similarly, Wijnia et al. (2024) found that problem-solving-based instruction increases student engagement and learning outcomes by challenging students to solve authentic learning problems. Therefore, the results of the present study reinforce previous evidence that implementing PBL can improve both the learning process and learning outcomes.

During Cycle I, several students had not yet achieved mastery because they were still adapting to the newly implemented instructional model. Some students remained passive during group discussions and were not accustomed to expressing their opinions or collaborating with peers to complete learning tasks. In Cycle II, however, the teacher introduced several improvements, including more intensive guidance, a greater variety of learning activities, and stronger encouragement for students to seek information and participate actively in discussions. These improvements increased student participation and reduced the number of students who failed to achieve mastery.

The success of the PBL model in this study highlights the importance of selecting appropriate instructional models to improve the quality of Islamic Religious Education. Active and contextual learning approaches can help students develop a deeper understanding of instructional content while enhancing their learning skills (Parhan et al., 2024). The selection of appropriate teaching methods, strategies, and instructional models is a crucial component of educational innovation aimed at achieving learning objectives (Adnan, 2017). In this study, implementing PBL not only improved students' academic achievement but also enhanced their motivation, collaboration, self-confidence, and overall engagement in the learning process.

The findings demonstrate that implementing Problem-Based Learning positively contributes to the teaching and learning of reading and writing skills in Tiin at the elementary school level. The model promotes a more active, contextual, and student-centred learning environment and may therefore serve as an effective alternative instructional strategy in Islamic Religious Education for improving elementary students' Qur'anic literacy skills.

## 4. IMPLICATIONS AND CONTRIBUTIONS

### *4.1 Research Implications*

This study suggests that implementing the Problem-Based Learning (PBL) model can be an effective instructional strategy for improving students' ability to read and write the Qur'an in Islamic Religious Education at the elementary school level. Through problem-based learning activities, students become more active, motivated, and directly engaged in the learning process, resulting in a deeper understanding of the instructional material. In addition, the study offers practical implications for teachers seeking to develop more contextually rich, collaborative, and student-centred learning environments. Implementing the PBL model can help teachers create more interactive classroom experiences, thereby enhancing both the quality of instruction and student learning outcomes in Islamic Religious Education.

### *4.2 Research Contributions*

The contribution of this study lies in expanding the body of knowledge on Islamic Religious Education, particularly in applying the Problem-Based Learning model to improve elementary school students' ability to read and write Surah At-Tiin. The findings reinforce prior evidence on PBL's effectiveness in improving learning outcomes while extending its application to Qur'anic literacy instruction at the elementary school level. In addition to making a theoretical contribution to the development of student-centred learning approaches, this study offers practical recommendations for using PBL as an innovative, engaging, and meaningful instructional strategy in Islamic Religious Education.

## 5. LIMITATIONS AND FUTURE RESEARCH DIRECTION

### *5.1 Research Limitations*

This study has several limitations. First, the research was conducted in a single classroom with a limited number of participants; therefore, the findings cannot be generalised to all elementary school students. Second, the study focused exclusively on students' ability to read and write Surah At-Tiin and did not encompass broader Qur'anic reading and writing competencies. Third, the relatively short study duration limited the opportunity to observe students' development over an extended period. Furthermore, differences in students' initial abilities posed challenges during the implementation of the Problem-Based Learning model, as students demonstrated varying levels of understanding and participation.

### *5.2 Recommendation for Future Research*

Based on these limitations, future studies are recommended to involve larger sample sizes and be conducted across different educational levels and institutions to enhance the generalizability of the findings. Future research may also explore the implementation of Problem-Based Learning in teaching other Qur'anic chapters and the integration of the model with innovative technology-based learning media. In addition, further studies are encouraged to examine the impact of PBL on other educational outcomes, such as learning motivation, critical thinking, collaborative skills, and Qur'anic literacy, in a more comprehensive manner.

## 6. CONCLUSION

The implementation of the Problem-Based Learning (PBL) model proved effective in improving the ability of fourth-grade students at SDIT Al-Ihsan Bengkulu Tengah to read and write Surah At-Tiin. This improvement was demonstrated by significant gains in student learning outcomes across the action research cycles, where classical learning mastery increased substantially from a very low baseline to successfully meeting the mastery threshold in Cycle II. The PBL model effectively shifted the instructional paradigm from a teacher-centered approach to one that is active, meaningful, and student-centered. Beyond enhancing cognitive learning outcomes, the PBL model exerted a clear positive influence on classroom dynamics and learning engagement. Students demonstrated consistent growth in motivation, self-confidence, and enthusiasm through group discussions, contextual problem-solving activities, and independent as well as collaborative information gathering. These interactive activities not only refined students' recitation accuracy and structured writing of Quranic verses, but also concurrently nurtured critical thinking, communication, and collaborative skills within Islamic Religious Education.

This study underscores that Problem-Based Learning serves as a viable, strategic instructional alternative for primary-level Islamic Religious Education, particularly in fostering Quranic literacy skills. A contextual, problem-oriented approach effectively bridges conceptual understanding and resolves mechanical difficulties encountered by young learners in reading and writing scripture. Consequently, the continued integration and development of the PBL model are recommended for educators seeking to establish a more interactive, adaptive, and engaging learning environment.

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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. Aristianah: Conceptualization, Methodology, Validation, Formal analysis, Writing - Original Draft, Data Curation. Ediansyah: Conceptualization, Writing - Review & Editing.

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The author declares that there are no conflicts of interest related to this research, authorship, or publication of this article, whether personal, professional, or financial in nature.

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