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TRANSFORMING QURANIC LEARNING: EMPOWERING GRADE 3 STUDENTS' UNDERSTANDING OF SURAH AL-'ALAQ USING PBL

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ABSTRACT

This Students lack comprehension of religious and ethical ideas, posing a significant challenge in contemporary education. A possible approach to address this issue is through Islamic Religious Education, which aims to cultivate student character and inculcate essential moral and spiritual values for everyday life. Students in grade 3 of SD Negeri 054876 Cinta Dapat still do not understand the meaning of Surah Al-'Alaq. This surah provides an important message about the importance of reading and learning to serve God. A more efficient learning method is needed because students still lack understanding of its meaning. By using a problem-based learning (PBL) approach, this study aims to improve students' understanding of Surah Al-'Alaq in class 3 of SD Negeri 054876 Cinta Dapat. Classroom Action Research (CAR) was conducted in two cycles, consisting of planning, implementation, observation, and reflection stages. To collect data, this study used observation, documentation, and written tests. The results show that the application of the PBL model can improve students' understanding of the meaning of Surah Al-'Alaq. This increase in understanding is demonstrated by their improved knowledge of the material. PBL is well-known for teaching students more about scientific and moral standards while also boosting their understanding of religious education themes. To enhance student motivation to study, combine PBL-based learning activities with more creative and engaging activities.

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1. INTRODUCTION

Science is the key to all aspects of life and has the meaning of intelligence or knowledge that is systematically arranged according to rules and methods that can be used to explain and understand various things in a particular field (Rahman et al., 2022; Zurriyati et al., 2023). Through knowledge, humans are able to create various tools, manage natural resources, and carry out charities that are beneficial to life (Makhmudah, 2017). Therefore, education is an important element in preparing quality human resources, able to compete, and develop in the

era of globalization (Ibrahim, 2013). Education not only equips students with knowledge, but also forms mature attitudes and behaviors, and helps them develop their potential optimally (Hidayat et al., 2024; Fadhillah et al., 2024). Amanudin (2019) states that education is a process of changing human attitudes and behavior towards maturity through teaching and training (Ulfiah et al., 2024).

According to Indonesian Law No. 20 of 2003, education aims to develop spiritual strength, intelligence, morals, and skills needed by learners to benefit society, nation, and state (Kemdiknas, 2003). One of the important areas in education is Islamic Religious Education, which functions to shape the character and morals of students, as well as instill spiritual and ethical values in everyday life (Azizi Batubara and Salminawati, 2022).

Islamic Religious Education (PAI) has an important role in teaching fundamental religious values, one of which is through understanding Surah Al-'Alaq. This surah emphasizes the importance of reading, learning, and demanding knowledge as a form of devotion to God (Adib, 2022). The message contained in Surah Al-'Alaq has relevance to education, because knowledge is a form of worship in Islam, as well as a means to get closer to God.

In the context of religious education in elementary schools, understanding the meaning of Surah Al-'Alaq is very important to instill scientific and ethical values to students from an early age. This surah teaches the importance of reading and studying with the right intention and responsibility for wider benefits (Alkalah, 2016). In addition, this surah also provides lessons about human origins, which instill an attitude of humility and gratitude for God's blessings (Miyanto, 2021). Therefore, the integration of Surah Al-'Alaq in the religious education curriculum in primary schools strengthens religious understanding and develops a positive attitude towards learning.

To support a deeper understanding, the Problem Based Learning (PBL) model is considered appropriate in teaching the meaning of Surah Al-'Alaq to students. PBL is a learning model designed to improve students' analytical and problem-solving skills by exposing them to real situations that are relevant to everyday life (Safithri, Syaiful and Huda, 2021). Through PBL, learners not only understand concepts in theory, but are also invited to apply them in a broader context, including in terms of religious understanding (Ariyanto, Nursyamsiyah and Tamami, 2023). With this approach, learners can relate religious teachings to everyday life, as well as improve critical and creative thinking skills.

The PBL approach also encourages learners to work together in groups, strengthening collaboration and communication skills (Nurmutia, 2019). Understanding the meaning of Surah Al-'Alaq through PBL is expected to increase students' learning motivation, as well as instill deeper ethical and scientific values in their lives (Sunani, 2023).

This study aims to determine the improvement of understanding the meaning of Surah Al-'Alaq in grade 3 students at SD Negeri 054876 Cinta Dapat through the Problem Based Learning (PBL) approach. Through this research, it is expected that students will not only understand the meaning of Surah Al-'Alaq theoretically, but also be able to apply its teachings in everyday life. The expected benefits of this research are the improvement of critical thinking and

problem-solving skills of students in the context of religious education, as well as the formation of a stronger character based on Islamic teachings.

1.1 Literature Review

Several studies related to the use of Problem Based Learning (PBL) in Islamic religious education and the teaching of Surah Al-'Alaq have been conducted. The results of these studies indicate that PBL has a positive influence on the learning process of Islamic Religious Education (PAI), especially in improving students' understanding and motivation. These studies are relevant in the context of the current research as they provide theoretical foundations and empirical evidence on the effectiveness of PBL in teaching.

Ariyanto et al. (2023) in their research entitled "The Effectiveness of Problem Based Learning (PBL) Learning Model in Grade VIII PAI Subjects at SMP Muhammadiyah Bondowoso" found that PBL can significantly improve students' understanding. The success of PBL in this study is not only determined by the implementation of learning itself, but also by the teacher's readiness in mastering the material and ability to manage the class. In addition, the active participation of students through stages such as orientation, organizing students for self-learning, and a comprehensive evaluation of attitudes, knowledge, and skills, also supports the success of the learning process (Ilham et al., 2024). This research highlights that the PBL method can make students more enthusiastic in dealing with the tasks and problems given, thus increasing their understanding of the material taught.

Another research conducted by Adib (2022), entitled "Actualization of Islamic Education Values in Surah Al-Alaq Verses 1-5 in Islamic Religious Learning," examines the important values contained in Surah Al-'Alaq. This study highlights three main values contained in the first revelation, namely the value of aqidah, which strengthens faith in Allah, the value of sharia, which provides guidance in the implementation of daily worship, and the value of morals, which is the result of combining the values of aqidah and sharia. Adib points out that these values are not only relevant in the context of religious education, but can also shape students' morals and ethics, which are very important to apply in everyday life. This research confirms the role of Surah Al-'Alaq in shaping students' character through understanding and practicing religious values.

Meanwhile, a study conducted by Alkalah (2016) titled "Application of Pantun-Based Learning Strategy on the Content Material of Q.S. Al-'Ashr and Q.S. Al-'Alaq Verses 1-5 Class IX MTS.N 3 Mempawah" focused on the use of creative methods in teaching Surah Al-'Alaq. Alkalah proposed the use of rhyme-based learning strategies as a tool to increase students' interest in learning. The results showed that by using pantun, students became more interested and motivated to learn the content of Surah Al-'Alaq, as well as more easily remember and understand the material. This approach proves that creative methods such as rhyming can be an effective alternative in the process of teaching religion in schools, especially in increasing student involvement in the learning process (Ilham et al., 2023).

Furthermore, Said (2016) in a study entitled "Educational Paradigm in the Perspective of Surah Al-Alaq Verses 1-5" explained that Surah Al-'Alaq views education as a strategic means to

elevate human dignity. In the perspective of Surah Al-'Alaq, education is seen as a solution to get out of ignorance, as experienced by the Jahiliyah community. Said argues that through this revelation-based education, humans can become more intelligent, dignified and responsible in living life. This research shows that education accompanied by spiritual values from Surah Al-'Alaq can provide a strong foundation to face life's challenges with confidence.

Overall, the above studies confirm that Problem Based Learning (PBL) and teaching Surah Al-'Alaq have a significant impact on students' learning process. PBL allows students to be more active in learning, not just receiving information but also engaging in the process of solving problems that are relevant to their lives. Meanwhile, the values contained in Surah Al-'Alaq provide a strong moral and spiritual foundation, enriching students' understanding of the meaning of education. These studies also show that learning strategies that focus on developing religious values with innovative methods such as PBL can improve the quality of religious education and encourage students to go deeper into the materials taught.

2. METHOD

This research employs Classroom Action Research. This method is carried out to understand the cause and effect of the action given, as well as analyze the action process from the beginning to get the expected results (Arikunto, 2011). Classroom Action Research (PTK) aims to improve the learning process and is conducted in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages, all of which are designed to improve students' understanding of the learning of Surah Al-'Alaq in class 3 of SD Negeri 054876 Cinta Dapat.

This research has two variables, namely the independent variable and the dependent variable. The independent variable is the Problem Based Learning (PBL) learning model applied in the learning process. While the dependent variable is the learning outcome of understanding the meaning of Surah Al-'Alaq in students. Sugiyono (2018) states that variables are attributes or characteristics of an object that can change and be measured by researchers. This study aims to see how the independent variable affects the dependent variable, namely students' understanding of the material.

The research subjects were 3rd grade students of SD Negeri 054876 Cinta Dapat, totaling 36 people. The data used consisted of primary data, namely data directly from students, and secondary data in the form of learning process documentation (Sugiyono, 2018). Data collection techniques include observation, documentation, and written tests (Zainuri et al., 2024). Observation is used to observe student interactions during learning, documentation involves collecting photos and records of the learning process, while tests are used to measure students' understanding of Surah Al-'Alaq.

This research was conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. In Cycle I, the initial application of Problem Based Learning (PBL) was used to measure students' initial understanding of Surah Al-'Alaq. Based on the reflection of Cycle I results, Cycle II involved the improvement of learning strategies to increase student engagement. After the improvements, a final evaluation was conducted to see

the improvement in students' understanding after the implementation of the enhanced model. Each cycle aims to improve learning and increase learning outcomes gradually.

3. RESULT AND DISCUSSION

3.1 Pre-Cycle

Before the improvement research was conducted, researchers first observed the pre-cycle learning conditions that focused on students' understanding of the material of Surah Al-'Alaq through the use of the Problem-Based Learning (PBL) model. Pre-cycle learning results were measured using a percentage formula calculated based on the number of students who experienced changes compared to the total number of students. The data shows that the level of student understanding is still relatively low, with the majority of students in the “not good” and “good” categories in the learning indicators.

The pre-cycle results indicated that students' understanding of the Surah Al-'Alaq material was still far from the expected target. As many as 66.7% of students were still in the “poor” understanding category. This condition encouraged researchers to take corrective action through two research cycles in the hope of significantly improving student understanding through more structured and sustainable interventions.

3.2 Cycle I

In the first cycle, research data was obtained through observations made by teachers and supervisors during the learning process. Learning activities focused on the use of the Problem-Based Learning (PBL) model to improve students' understanding of the material of Surah Al-'Alaq. The data collected in this cycle includes planning, implementation, observation, and reflection of learning activities. The planning process has been carefully organized based on academic considerations and existing facilities. The class was organized in such a way that students were grouped into three groups. The teacher designed the learning scenario in detail and prepared instruments such as observation sheets as well as ensuring the supervisor was ready to provide support during the process.

The implementation of learning activities began with the teacher explaining about Surah Al-'Alaq, then inviting students to recite the surah together. After that, students were divided into three groups, with each group consisting of five students. The teacher provided a learning video as a tool to facilitate students' understanding, and explained the steps of the activities to be carried out. Each group is asked to carry out Problem-Based Learning activities according to the material that has been delivered previously. For students who experience difficulties, the teacher provides additional direction so that they can follow the activities as directed. The results of the learning activities were documented in the form of photos which were then displayed in the classroom.

During the observation process, several important findings were obtained from the observations made by the supervisor. The learning activities took place in a pleasant atmosphere, although there were some students who had difficulty in carrying out the Problem-

Based Learning model as directed by the teacher. Some students also seemed to have difficulty in understanding and reciting Surah Al-'Alaq correctly.

The findings of learning activities in cycle I revealed that a number of children demonstrated good and very good abilities in the indicators of the activities under consideration, specifically the usage of the Problem Based Learning Model. A total of 12 participants (80%) were able to complete the task successfully, with 11 (73.3%) following the instructions exactly. Furthermore, 10 persons (66.7%) were able to complete the assignment without assistance, and 9 people (60%) demonstrated a grasp of Surah Alaq after engaging in the activity. Although there was an improvement in understanding the meaning of Surah Al Alaq, the results were still below expectations, indicating that the methodologies utilized should be further evaluated.

After reviewing the observation findings from the first cycle, it can be stated that the children's knowledge of the meaning of Surah Alaq did not meet the required standard. Some of the faults identified included the children's difficulties reading the recitation of Surah Alaq, which caused the time spent applying the Problem Based Learning Model to be excessive and not in compliance with the set schedule. To address this issue, corrective actions will be implemented in the following cycle based on a study of past assessment results. Although there is evidence of enhanced knowledge of the material's content, remedial steps will be implemented to ensure that learning in cycle 2 is more effective and meets expectations.

3.3 Cycle II

In the cycle I, research data obtained by teachers and supervisors through observations and teacher notes during the process of learning improvement activities took place were analyzed in cycle II, which included planning, implementation, observation, and reflection. At the plan stage, activities have been organized based on academic considerations, directions, infrastructure, and facilities. Classroom management is organized by arranging the room on the carpet, and the table is placed in the corner of the classroom. The teacher implemented the use of the Problem Based Learning (PBL) Model as an example for the children, complete with observation sheets, other instruments, and supervisor readiness. The teacher also makes a detailed scenario to ensure the implementation of learning activities. At the implementation stage, the teacher explains Surah Al-'Alaq to the children and invites them to read together. The children are divided into three groups, each consisting of five people, and given a video as a medium in PBL activities. The teacher gave an explanation of the activities to be carried out and asked the children to follow the PBL activities according to the material that had been given. The teacher also directs children who have not been able to do the activities according to the instructions. The results of children's performance are documented through photos and displayed in the classroom.

At the observation stage, the results of observation by the supervisor showed that the learning activities took place pleasantly and all children followed the PBL activities as directed, although there were still two children who had difficulty matching the videos. Some children really enjoyed the activity. The observation results showed an increase in students' understanding of the meaning of Surah Al-'Alaq in the second cycle. Based on quantitative data, the understanding indicators showed an increase compared to the first cycle. At the

reflection stage, the corrective actions in cycle II were declared successful, and the teachers and supervisors agreed that there was no need for cycle III.

The main objective of the improvement in cycle II was to increase children's understanding of the meaning of Surah Al-'Alaq through the use of the Problem Based Learning (PBL) Model. In development activity I (opening), the classroom was arranged into a circle, and the children were divided into groups, then the teacher read Surah Al-'Alaq in its entirety and asked the children to read along. In development activity II (core), the classroom is organized in three rows for the groups, and the teacher provides a video for each group to use. The children carried out the PBL activities as directed, with guidance from the teacher for those who were still having difficulties. In development activity III (closing), children were asked to stand up and recite Surah Al-'Alaq, and the teacher gave awards as feedback. Overall, improvements in cycle II showed a significant increase in children's understanding of the meaning of Surah Al-'Alaq, with the number of children who had good understanding increasing from 9 children (60%) in cycle I to 12 children (80%) in cycle II.

4. CONCLUSION

Based on the results of the study, it can be concluded that the use of the Problem Based Learning (PBL) model is effective in improving students' understanding of the meaning of Surah Al-'Alaq in class III of SD Negeri 054876 Cinta Dapat. The learning process went well, which was shown by the increase in students' understanding of the material taught. As many as 80% of students experienced an increase in understanding the meaning of Surah Al-'Alaq after participating in learning with the PBL model, indicating that this method is able to have a positive impact on learning outcomes.

Therefore, it is recommended that language development activities for students be carried out in accordance with the stage of child development, especially at the elementary school level. In addition, learning activities that utilize the Problem Based Learning Model can be combined with more creative and interesting activities to motivate students to learn. The results of student performance during the learning process can also be used as motivation and evaluation for further research in other aspects of development.

ETHICAL CONSIDERATIONS

This research is conducted in accordance with the ethical guidelines that have been developed in order to guarantee the dependability and objectivity of the research techniques. As part of their educational experience, students were given the opportunity to select their own goals and participate in the activities. Furthermore, their involvement in the study was fully optional. Prior to the beginning of the research project, either the instructors or the students were provided with a comprehensive description of the research objectives, methods, and possible risks. In order to protect the confidentiality of the individuals who took part in this research and to make the findings available to a more extensive educational community, the findings of this study will be published in an academic setting.

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