

PBL Model Based on Religious Values for the Implementation of Students' Habits and Understanding in Grade 5 of State Elementary School Wlahar 03

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ABSTRACT

21st century education demands holistic development of students' character, not only in cognitive aspect but also affective and psychomotor. One approach that can be used to achieve this goal is Problem Based Learning (PBL), a student-centered learning model that emphasizes solving real problems as the context of learning. This study aims to develop and analyze the implementation of PBL model integrated with religious values in order to form positive habits and improve students' understanding of learning materials in grade V of elementary school. The research method used is classroom action research (CAR) which is carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. The subjects of this study were grade V students in one of the elementary schools in Cilacap Regency, totaling 43 students. The instruments used include student habituation observation sheets, material understanding tests, attitude questionnaires, and documentation of learning activities. The results of the study indicate that the implementation of PBL model based on religious values has a positive impact on the formation of students' character, especially in terms of honesty, responsibility, cooperation, and caring. This habituation is naturally integrated through problem-solving scenarios that are linked to the context of daily life and religious values, such as fairness in sharing, helping each other, and respecting the opinions of others. The integration of religious values in learning not only enriches the context of problem solving, but also encourages students to reflect on their actions and thoughts in a moral and spiritual framework. Teachers play an important role as facilitators who design relevant learning scenarios, as well as being role models in implementing these values in teaching and learning activities. Thus, the PBL model based on religious values can be used as an alternative effective learning strategy to form positive habits and improve students' conceptual understanding, especially at the elementary school level. The recommendation from this study is the need for training for teachers in designing and implementing the value-integrated PBL model, as well as support from the school to create a conducive learning environment for the formation of students' character in a sustainable manner.

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1. INTRODUCTION

Religious education is the main foundation in the formation of character and personality of students from an early age. At the Elementary School level, especially grade V, this period is an important stage of development where students begin to form critical thinking patterns, moral values, and habits that will be carried into adulthood. In the context of education in Indonesia, Islamic religious values are expected not only to be part of the Islamic Religious Education subject, but also integrated into all teaching and learning activities as a foundation for the formation of student character.

According to Government Regulation Number 55 of 2007 concerning Religious Education and Religious Education, it reads:

"Article 2 Paragraph (1): Religious education functions to form Indonesian people who believe in and are devoted to God Almighty and have noble morals and are able to maintain peace and harmony in inter-religious relations".

However, the challenges that arise in the field show that many students have not been able to internalize religious values in their daily lives. This can be seen from the lack of habituation in religious behavior at school, weak understanding of the meaning of religious values, and minimal active involvement of students in religious activities. Therefore, a learning approach is needed that is able to bring religious values to life in a contextual, applicable, and interesting way. The Problem-Based Learning (PBL) model is known as one of the effective methods in building conceptual understanding and critical thinking skills in students. When this model is combined with religious values, it is expected to be able to provide learning that not only touches the cognitive domain, but also the affective and psychomotor domains of students. This approach is very relevant in order to instill habits and understanding of religious values in a complete and sustainable manner, especially in SD Negeri Wlahar 03 which is an elementary school with a strong socio-religious background.

Problem Formulation

Based on the background above, the problem formulation in this study is as follows:

1. What is the role of teachers in teaching religious values education to fifth grade students at SD Negeri Wlahar 03?
2. What are the intrinsic and extrinsic factors that influence the implementation of students' habits and understanding of religious values?
3. How is the implementation of religious values education in forming students' habits and understanding in fifth grade at SD Negeri Wlahar 03?
4. What is the strategy for implementing the Problem-Based Learning (PBL) model based on Islamic religious values in the learning process?
5. What are the benefits obtained by students from the implementation of the PBL model based on Islamic religious values?

2. DISCUSSION**a. The Role of Teachers in Teaching Religious Values Education**

Teachers have a very important role in teaching religious values education to students. In the world of education, teachers not only function as transmitters of lesson materials, but also as role models who reflect religious values in everyday life. The honest, patient, disciplined, and loving attitudes and behavior of teachers will be real examples for students in internalizing religious teachings. More than just transferring knowledge, teachers also become moral and spiritual guides who help students understand and practice religious values in every aspect of their lives. Through a heart-touching approach, teachers are able to motivate students to love religious teachings and make them a guideline for life. In addition, teachers also play a role in creating a religious school environment by initiating religious activities such as congregational prayers, religious studies, or commemorating Islamic holidays. These activities not only strengthen students' cognitive aspects, but also form characters based on faith and noble morals. Thus, the presence of teachers in the process of religious education is not only as teachers, but as true educators who instill values, shape attitudes, and guide the younger generation towards a life of morals and ethics. The role of teachers in teaching religious values to 11-year-old students is crucial, because at this age children are in a transition period from childhood to early adolescence. Teachers act as educators and role models in everyday life. Religious values such as honesty, responsibility, tolerance, and

empathy must be instilled through an approach that is appropriate to their cognitive and emotional development. Teachers must be able to convey religious teachings in a fun and contextual way so that students can easily understand and apply them in their lives.

In addition, teachers also act as facilitators of positive habits. Through routine activities such as praying together, praying in congregation, and reciting the Koran, teachers create a religious school environment and support the formation of student character. This habituation method is important because it will foster religious awareness slowly and consistently. Teachers must also provide a discussion space to discuss religious values in real situations that students may face in their daily lives.

No less important, teachers must be role models in terms of morals and religious attitudes. 11-year-old children are very easy to imitate the behavior of adults around them, especially teachers they respect. Therefore, teachers must demonstrate behavior that is consistent with the religious values taught, such as speaking honestly, being fair, and showing affection to all students. This exemplary behavior will indirectly instill religious values in the hearts and behavior of students.

b. The Role of Parents in Teaching Religious Values Education

The role of parents is very significant in shaping the religious character of children. As the first and foremost educators in the family environment, parents become the main role models in implementing religious values such as honesty, responsibility, discipline, and noble morals in everyday life. Religious education instilled from an early age by parents through routine activities such as congregational prayer, reading the Qur'an, dhikr, and sharing with others, can create a religious atmosphere that becomes the basis for habits in children.

The role of parents in teaching religious values education at home is very important, because the family is the first and foremost environment in shaping children's character. From an early age, parents become the main source of learning for children, both through speech and behavior. By providing examples in carrying out religious teachings such as diligently worshiping, being honest, and behaving well, children will indirectly absorb and imitate these values in their daily lives.

Parents also play an active role in getting children used to carrying out religious activities consistently, for example by inviting children to pray in congregation, reading the Qur'an together, or having light discussions about the stories of the prophets and the values of goodness. This habit not only forms discipline, but also fosters a love for religion from an early age. In addition, a harmonious and loving home atmosphere will strengthen children's spiritual and emotional values.

Furthermore, parents also need to create open communication with their children regarding issues of values and morals. In an increasingly complex world, children are often faced with various moral challenges. This is where the role of parents as spiritual guides is very much needed. By providing direction, listening to children's feelings, and answering their questions wisely and in accordance with religious teachings, parents help children form a strong and solid understanding in facing life based on true religious values.

At Wlahar 03 Elementary School, observation results showed that students who come from families with strong religious practices tend to find it easier to understand and apply religious values at school. Conversely, students who do not receive religious education at home require special attention and approaches from teachers in order to be able to catch up with their friends' religious understanding and practices.

Parental involvement is not only needed in the form of direct guidance, but also through effective communication with teachers, participation in school religious activities, and supervision of children's character development at home. Synergy between schools and families is the key to success in character formation based on religious values.

c. Intrinsic and Extrinsic Factors that Influence the Implementation of Student Habits and Understanding

Students' habituation and understanding of religious values are influenced by two main groups of factors, namely intrinsic and extrinsic. Intrinsic factors include:

- a. Internal motivation of students: The higher the motivation to learn and worship, the stronger the habits that are formed.
- b. Religious awareness: Spiritual awareness that grows from within students becomes the main driver in behaving religiously.
- c. Interest in religious lessons: High interest will help students absorb religious material more easily and applicatively.

Extrinsic factors include:

- a. Family environment: Religious habits at home influence students' attitudes at school.
- b. Peers: A positive friendship environment can strengthen the application of religious values.

- c. Media and technology: Exposure to religious content or vice versa greatly determines the direction of the formation of student understanding.
- d. The role of teachers and the education system: The curriculum, learning methods, and teacher role models greatly determine the success of internalizing religious values.

d. Education of Religious Values for the Implementation of Habits and Understanding of Students in Class 5 of Wlahar 03 Public Elementary School

According to Zakiah Daradjat (1996), religious education is an effort made consciously and systematically in guiding students to know, understand, appreciate, and practice religious teachings through guidance, teaching, or training activities. Religious education not only transfers knowledge, but also forms attitudes and behaviors that are in accordance with religious values.

Muhaimin (2002) stated that religious value education aims to instill moral values that come from religious teachings so that students have guidelines for behaving and acting in everyday life. These values are internalized through a contextual approach and habituation.

Religious value education is a conscious and planned effort to instill and accustom students to understand and practice religious values in everyday life. According to Rahmat Mulyana (2004), value education is teaching or guidance to students to realize the values of truth, goodness, and beauty, through the process of considering the right values and habituating consistent actions. Value education helps someone understand, believe in, and instill the values that exist in our nation's culture. In the context of Islam, religious values education aims to form individuals who believe and fear Allah SWT, have noble morals, and are able to apply religious teachings in everyday life. Munirah et al. (2020) emphasize the importance of habituation methods in instilling Islamic religious values, such as honesty, fairness, and consistent worship, as well as exemplary behavior from educators as models of good behavior.

Religious values education also functions as a guideline for life to seek happiness in life in this world and the hereafter, as well as a means to adapt to the social and cultural environment. Abdul Majid (2004) stated that the functions of Islamic religious education include developing faith and piety, instilling values as a guideline for life, mental adjustment, improvement, prevention, and teaching about religious knowledge in general.

From the views of the experts above, it can be concluded that religious values education is a conscious and systematic process in shaping students' personalities through instilling and habituating moral values that come from religious teachings. This process not only includes cognitive teaching, but also involves affective and psychomotor aspects through habituation of daily behavior.

At SD Negeri Wlahar 03, religious values education is implemented not only through Islamic Religious Education lessons, but also through daily activities and integration in all subjects. Some routine programs that support the habituation of religious values include:

- a. Reading prayers before and after lessons.
- b. Dhuha and Dzuhur prayers in congregation.
- c. Tadarus Al-Qur'an activities every morning.
- d. Reading Asmaulhusana 10 minutes before lessons
- e. Performing Dhuhur prayers every Thursday
- f. Commemoration of Islamic holidays filled with religious lectures and social activities.

Teachers have an important role in designing learning that is able to internalize religious values in the context of students' real lives. Through discussion activities, projects, and reflections, students are invited to understand religious values not just as theory, but as guidelines for behavior. In addition, a personal approach by teachers to students who have difficulty understanding religious values is also a form of individual attention that supports the growth of religious character.

e. PBL Model Education Based on Islamic Religious Values

The Problem-Based Learning (PBL) model based on Islamic religious values is a learning approach that emphasizes solving real problems that are relevant to Islamic teachings. According to Satria Hafizil Khalil and Syamsul Arifin (2023), the implementation of PBL in Islamic Religious Education (PAI) not only has a positive impact on students' academic achievements, but also on the development of students' character education. This model is able to integrate the development of aspects of moral knowledge (responsibility), moral feelings (independence, empathy, and cooperation), and moral actions (communicative) in each stage.

In addition, research by Firdaus and Muhammad Aditya (2024) shows that the application of PBL in PAI learning in higher education can improve students' tawasuth (moderate) and tasamuh (tolerance) attitudes. The PBL model encourages students to think critically, appreciate differences, and solve problems independently, which is in line with the principles of religious moderation in Islam.

The PBL (Problem-Based Learning) model based on Islamic religious values is a learning method that places students as the center of learning through contextual problem solving that is directly related to everyday life. In the context of religious education, PBL encourages students to not only know, but also think critically, examine, and solve social or moral problems based on Islamic values. An example of the application of PBL in religious education in class V of SD Negeri Wlahar 03 is:

- a. Students are given scenarios about social problems (e.g. bullying behavior or lack of tolerance) and asked to solve the problems based on Islamic principles.
- b. Class project activities in the form of social service or sharing movements, designed and carried out by the students themselves as an application of the values of brotherhood and social concern.
- c. Group discussions that focus on the stories of the Prophet and his companions as material for reflecting on life values.

This strategy has proven effective in involving students emotionally and intellectually in the learning process, so that understanding of religious values becomes deeper and more meaningful.

f. Strategy of PBL Model Based on Religious Values for habituation and understanding of grade 5 students

Learning strategies with the Problem Based Learning (PBL) model based on religious values begin with designing problem scenarios that are relevant to students' daily lives and are linked to religious teachings. For example, problems about group cooperation, environmental cleanliness, or honesty in buying and selling in the school canteen can be packaged in the form of case studies. In this process, the teacher acts as a facilitator who directs students to find solutions through discussion, observation, and information seeking. Values such as honesty, responsibility, and caring are explicitly inserted into the problem-solving process.

The PBL model based on religious values has proven to be an effective strategy in forming positive habits and increasing students' understanding of the subject matter. This strategy encourages active student involvement in learning, as well as instilling character values that are relevant to their daily lives. Learning is no longer just a transfer of knowledge, but becomes a process of internalizing values through direct experience.

Through this approach, 5th grade students can develop critical thinking competencies while having a moral basis for decision making. Teachers play an important role in ensuring the relationship between the issues raised and the religious values that are to be instilled. The role of a supportive school environment also strengthens the success of the implementation of this strategy on an ongoing basis.

g. Advantages, disadvantages, application of the PBL model

- a. Advantages of the PBL Model Based on Religious Values
 - 1) Improving Contextual Understanding
PBL helps students relate religious values to real situations, such as understanding the meaning of fasting during Ramadan through case studies, which improves their understanding of religious teachings.
 - 2) Developing Critical and Collaborative Thinking Skills
Through group discussions and problem solving, students are trained to think critically, analyze situations, and work together, which supports the development of character and religious values.
 - 3) Increasing Religious Awareness and Practice
Research shows that PBL is effective in increasing students' religious awareness, with the average score of religious awareness increasing after the implementation of this method.
 - 4) Encourage the Practice of Religious Values in Daily Life
The implementation of PBL allows students to internalize religious values through direct experience, such as empathy and responsibility, which contributes to the habituation of positive behavior.
- b. Weaknesses of the PBL Model Based on Religious Values
 - 1) Requires more time and preparation
Implementing PBL requires careful planning and more time to facilitate discussion and reflection, which can be a challenge in limited learning time.
 - 2) Difficulty in Assessing the Affective Aspect
Assessing changes in students' religious attitudes and values is more complex than the cognitive aspect, so it requires an appropriate and objective evaluation method.
 - 3) Challenges in Classroom Management
Intensive group discussions can pose challenges in classroom management, especially if students are not yet accustomed to active learning methods.

From the explanation above, it can be concluded that the implementation of the PBL model based on religious values in grade 5 has proven effective in improving students' understanding, practice, and habituation of religious values. Although there are challenges in its implementation, the benefits obtained, such as increasing religious awareness and character development, make PBL an alternative that is worth considering in learning Islamic Religious Education. For optimal results, it is recommended that teachers prepare appropriate materials and evaluation strategies, and create a learning environment that supports student discussion and reflection.

h. Benefits of PBL Education Model Based on Islamic Religious Values for Students.

Benefits of implementing the Problem-Based Learning (PBL) model based on Islamic religious values for students according to four experts.

a. Improving Understanding of Islamic Religious Material

According to Siti Aminah (2023), the application of the PBL model in learning the History of Islamic Culture, especially the material on the preaching of the Prophet Muhammad SAW, has succeeded in improving students' understanding. Before the application of the PBL model, only 46% of students completed their studies, but after the application of the model, the percentage of students who completed increased to 93.3%. This shows that PBL is effective in improving understanding of Islamic religious material.

b. Developing Critical and Collaborative Thinking Skills

Nova Fauziah Rahman et al. (2024) in their research found that the PBL model has a positive effect on students' critical and collaborative thinking skills in biology learning integrated with Islamic values. The results of the anacova test showed a significance value of 0.000, which means that the PBL model is effective in improving these skills.

c. Increasing Student Interest and Participation

Sitti Rabiah (2023) reported that the application of the PBL model to the material on halal and haram food and drinks at MIS Karya Thayyibah Salumbone succeeded in increasing students' interest in learning. Students became more enthusiastic and active in participating in learning, indicating that PBL can increase students' interest and participation in Islamic religious learning.

d. Improving Critical Thinking Skills in Islamic Religious Education

Fransiska et al. (2024) in their thesis concluded that the application of the PBL model in Islamic Religious Education learning at SMAN 1 Rejang Lebong can improve students' critical thinking skills. This model stimulates students to analyze, synthesize, and evaluate problems, which are important skills in Islamic religious education.

The implementation of the PBL model based on Islamic religious values provides various benefits at SD Negeri Wlahar 03, including:

- 1) Improving understanding of religious concepts: Students learn through direct experience, so that religious values are not only memorized, but also interpreted.
- 2) Developing positive character: Problem-based learning with religious nuances fosters honesty, responsibility, empathy, and discipline.
- 3) Improving critical thinking skills: Students learn to analyze problems from a religious and social perspective.
- 4) Improving the ability to work together: PBL activities teach the importance of deliberation, mutual assistance, and teamwork.
- 5) Cultivating spiritual awareness: Reflective and contemplative activities in PBL foster students' inner connection to Islamic values.

From this implementation, students not only experience improvements in cognitive aspects, but also in affective and psychomotor aspects. The learning process becomes more alive, meaningful, and has a real impact on students' daily lives.

9. Benefits of Islamic Value-Based Problem-Based Learning (PBL) Education Model for Teachers

The benefits of Islamic value-based Problem-Based Learning (PBL) education model for teachers are very significant, not only in a professional context, but also in spiritual and pedagogical development. Here is the explanation:

a. Improving Pedagogical Competence

b. Becoming a Better Role Model

c. Increasing Social Awareness and Empathy

3. CONCLUSION

Based on the results of the discussion and analysis that have been carried out, several important points can be concluded as follows:

1. The role of parents in religious values education is very important as an initial foundation for the formation of children's religious character. Parents who actively guide, provide examples, and create a religious family environment can strengthen students' understanding of Islamic teachings from an early age.
2. The implementation of students' habits and understanding of religious values is influenced by intrinsic and extrinsic factors. Intrinsic factors such as learning motivation, interest in religion, and self-awareness contribute to students' sincerity in worship and noble character. While extrinsic factors such as family support, the role of teachers, the school environment, and social media form a holistic learning ecosystem and support the process of internalizing values.
3. At SD Negeri Wlahar 03, religious values education is effectively integrated into students' daily activities, both through routine activities such as tadarus, congregational prayer, and in thematic learning that involves reflection on Islamic values. This strategy has been proven to strengthen positive habits and spiritual understanding of grade V students as a whole.
4. The Problem-Based Learning (PBL) model based on Islamic religious values has been proven effective in improving the quality of religious learning. By presenting contextual problems related to real life, students are invited to think critically, find solutions based on Islamic teachings, and internalize values such as honesty, responsibility, and empathy.
5. The main benefit of the PBL model based on Islamic religious values is the integration between the cognitive, affective, and psychomotor aspects of students. In addition to understanding the concept of religious teachings, students are also able to apply them in real actions and demonstrate behavioral changes that are in accordance with Islamic values.

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