Journal of Curriculum and Learning Technologies (JCLT-Krisno)

Volume 1 Number 1 February 2025
Available online at
Email: cjlt-krisno@almaarif.ac.id | E-ISSN: xxxx-xxxx | Published by Al-Ma'arif Institute Way Kanan

Effectiveness of PBL Learning Model Based on Short Film in Learning Aqidah Akhlak in Madrasah Ibtidaiyah

Faisal Munadi*[1]
[1]Madrasah Ibtidaiyah Teacher Education, Universitas Islam Negeri Antasari Banjarmasin, Indonesia

*Email: faisalmunadi76@gmail.com

How to cite: Munadi, F. (2025). Effectiveness of PBL Learning Model Based on Short Film in Learning Aqidah Akhlak in Madrasah Ibtidaiyah. *Journal of Curriculum and Learning Technologies (JCLT-Krisno)*, *1*(1), 1-16. https://journal.almaarif.ac.id/index.php/krisno/article/view/636

ABSTRACT: This study aims to analyze the effect of the Problem-Based Learning (PBL) learning model based on short films in improving student learning outcomes in Aqidah Akhlak subjects, especially the material of avoiding despicable morals. This research departs from the problem of limited opportunities for critical thinking in conventional learning that is still teacher-centered. This type of research uses a quantitative approach with a True Experimental design, namely a pretest-posttest control group design. The study population amounted to 97 students using a purposive sampling technique. Data were collected through tests, questionnaires, interviews, observations, and documentation. Data analysis techniques used descriptive statistical analysis and hypothesis testing with the Mann-Whitney Test. The results showed that the short film-based PBL model effectively improved student learning outcomes. Posttest results showed 15 students reached the "very high" category with scores of 95-100. The Mann-Whitney Test results showed a Sig. 0.001 <0.05, so Ha is accepted. This proves that there is a significant effect of the application of the short film-based PBL model on improving student learning outcomes. This study is limited to one subject matter and a specific sample, so generalization of the findings requires further research. The implication is that the short film-based PBL model has the potential to be adapted to various materials to encourage students' critical thinking. This research contributes to Aqidah Akhlak's learning innovation using the short film-based PBL model. The originality lies in combining problem-based learning methods with attractive visual media, thus encouraging students to think critically and actively in learning.

ABSTRACT: Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran Problem-Based Learning (PBL) berbasis film pendek dalam meningkatkan hasil belajar siswa pada mata pelajaran Aqidah Akhlak, khususnya materi tentang menghindari akhlak yang tercela. Penelitian ini berangkat dari permasalahan terbatasnya kesempatan untuk berpikir kritis dalam pembelajaran konvensional yang masih berpusat pada guru. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen sejati, yaitu desain pretest-posttest dengan kelompok kontrol. Populasi penelitian berjumlah 97 siswa yang dipilih dengan teknik sampling purposif. Data dikumpulkan melalui tes, kuesioner, wawancara, observasi, dan dokumentasi. Teknik analisis data yang digunakan adalah analisis statistik deskriptif dan uji hipotesis dengan Uji Mann-Whitney. Hasil penelitian menunjukkan bahwa model PBL berbasis film pendek efektif dalam meningkatkan hasil belajar siswa. Hasil posttest menunjukkan 15 siswa mencapai

kategori “sangat tinggi” dengan skor 95-100. Hasil Uji Mann-Whitney menunjukkan Sig. 0.001 <0.05, sehingga Ha diterima. Hal ini membuktikan bahwa terdapat pengaruh yang signifikan dari penerapan model PBL berbasis film pendek terhadap peningkatan hasil belajar siswa. Penelitian ini terbatas pada satu mata pelajaran dan sampel tertentu, sehingga generalisasi temuan memerlukan penelitian lebih lanjut. Implikasinya adalah model PBL berbasis film pendek memiliki potensi untuk diadaptasi ke berbagai materi guna mendorong pemikiran kritis siswa. Penelitian ini berkontribusi pada inovasi pembelajaran Aqidah Akhlak menggunakan model PBL berbasis film pendek. Keasliannya terletak pada penggabungan metode pembelajaran berbasis masalah dengan media visual yang menarik, sehingga mendorong siswa untuk berpikir kritis dan aktif dalam belajar.

Keywords: *Problem Based Learning Model, Critical Thinking, Aqidah Akhlak.*

I. INTRODUCTION

Education is the key to the progress of this nation; with good education, human resources will increase. Article 1 of Law No. 20/2003 on the National Education System states that education is a planned and conscious effort to create an environment and learning process that enables students to grow into individuals who have spiritual and spiritual strength, independence, personality, intelligence, noble character, and the abilities needed to achieve the nation's goals. Every Indonesian citizen must have access to a good education. Article 5 of Law No. 20 of 2003 states citizens are entitled to high-quality education. Hence, the government designed the 9-year compulsory education program.

The advancement of technology and the abundance of knowledge in the current era are the main factors that influence the progress of a nation. The presence of these two factors can accelerate the progress of a country. In Indonesia, science education has become part of the curriculum from the early stages, starting from kindergarten to higher education levels, such as universities that encourage the development of critical thinking concepts (Prayuana & Iis Andriani, 2023)

Critical thinking skills are very valuable, as they can help solve problems and ensure proper decision-making (Saputra, 2022). Therefore, a key task for educators is to enhance critical thinking skills in the context of learning. Although these skills are not taught separately as subjects, they are the focus of educational efforts. However, in every subject teachers teach, critical thinking skills should take center stage (Adeliana, Sintawati, & Anggara, 2021).

Critical thinking plays a role in improving students' understanding, knowledge, and skills in solving everyday problems; teachers must continue developing students' critical thinking skills. This is important, given the importance of critical thinking in the learning process. Critical thinking is necessary for students to process and analyze information in depth before making decisions. Therefore, critical thinking is important for students to continue exploring their potential, especially in the university environment, where they often face complex situations that require wise decision-making (Prayuana & Iis Andriani, 2023).

Learning critical thinking skills is very important for students, allowing them to optimize their intellectual potential in solving daily challenges. Critical thinking skills also improve students' language and analytical skills in dealing with existing realities and problems. With these skills, students can hone their creativity in the learning process. In addition, critical thinking is also the key to students' habit of self-reflection, which helps them train themselves to think deeply.

Based on research from (Lukitasari, 2013; Khairullina & Prastowo, 2024) said there is a relationship between the Problem-Based Learning (PBL) model and student learning activities and outcomes. The results showed increased student activity and learning outcomes after using the Problem-Based Learning learning model in Entrepreneurship subjects.

According to Kresensia Vera and Krisma Widi Wardan, the second research stated that in this study, teachers and researchers collaborated and were assisted by peers to follow and observe the learning process when the action took place. The action to be implemented or planned is applying the Problem-Based Learning model assisted by audiovisual. The research implementation is divided into two cycles. Each cycle consists of 3 designs: planning, action and observation, and reflection. The data analysis technique used is descriptive qualitative data obtained, which is described in the form of words or explanations. Both data obtained from teacher observations and quantitative data in the form of numbers obtained from students' critical thinking skills. Indicators of success are used to determine the success of this study. Students' critical thinking skills are said to be successful if 80% of students at least reach the critical category (Vera & Wardani, 2018).

The third study by (Herlina, Syahfitri, & Ilista, 2020) stated that to improve students' critical thinking and cognitive learning abilities, the use of problem-based learning models supported by educational media was not successful. This study used a quasi-experimental approach with a randomized pretest control group and a posttest control group design. The tool used was an essay test consisting of five questions to assess critical thinking and ten multiple-choice questions to assess cognitive learning outcomes. The data analysis technique used was a t-test. The results showed that students who used the media-assisted PBL model showed differences in critical thinking skills and cognitive learning audiovisual.

Based on previous research, the description above, in line with my research, explains that in his research, one of them uses audio visuals successfully to improve students' critical thinking skills; therefore, in my research, this time offers novelty in examining critical thinking skills. The novelty of this research lies in its short film-based research, this time trying to be more specific in experimenting with improving critical thinking skills because the use of short films as learning media has not been explicitly studied in the context of MI. Thus, this research can make a significant contribution to the field of education and can be a reference for further research.

According to the author's initial observations, there are several obstacles in the Aqidah Akhlak learning process, namely limited opportunities for critical thinking; many learning activities are still centered on the teacher himself, so students are less trained to analyze, evaluate, and synthesize information independently. Thus, the problem-based learning model based on short films is expected to build critical thinking skills in teaching and learning.

This research is to improve learning outcomes and creative thinking because critical thinking skills are important for students to have; with critical thinking, students will use their potential to the fullest to solve problems they face in everyday life. Then also based on this short film is expected to reduce laziness, boredom, and boredom in learning activities because it dramatically affects the quality of learning activities.

II. METHODS

This type of research is experimental research with a quantitative approach. The experimental design used was pretest-posttest control group design, Location, and Subject. The research was conducted at MI Al Istiqamah Banjarmasin in the 2024/2025 school year.

The selection of this location is based on the consideration that grade VI students have been taught aqidah akhlak material on the topic of farilah despicable morals. The research subjects comprised 97 grade VI students, with Class VI A as the control group and Class VI B as the experimental group. The duration of the learning intervention for five meetings begins with a pretest and ends with a posttest. The population and research samples are all grade VI students of MI Al Istiqamah Banjarmasin, totaling 97 students.

The sampling technique used purposive sampling. Class VI A acts as a control group with a total of 14 men and 19 women and a total of 33 people in class VI A, while Class VI B is the experimental group with a total of 17 men and 16 women with a total of 33 people, so the total sample is 66 people. Data and Data Sources in this research are Principal Data a. Student learning outcomes through pretest and posttest in the subject of aqidah akhlak. b. Students' critical thinking skills using the PBL learning model. c. The PBL learning model's effectiveness is based on comparing learning outcomes and critical thinking skills in experimental and control classes. Supporting Data a. School profile, brief history, vision, and mission of MI Al Istiqamah Banjarmasin. b. The state of teachers, students, administrative staff, facilities, infrastructure, and curriculum. c. Teaching modules, syllabus, summative score results, and classroom learning process.

Data Source a. Respondents: Students of grade VI A and VI B. b. Informants: Principal, teachers, homeroom teachers of grade VI. c. Documents: Teacher's lesson plan, syllabus, UTS score of Theme 3, student list. Research instruments included closed questionnaires (Likert scale 1-4), tests (multiple choice questions), interviews, documentation, and observation. The validity and data validity techniques are: 1. Tested to a team of experts, 2. Data validity is calculated using SPSS version 22. Data Analysis Techniques use 1). Normality Test, 2) Wilcoxon test, 3) Homogeneity Test, 4) Paired Sample T-test, 5) Mann-Whitney Test (U-test).

III. RESULTS

A. Data Description of Research Results

a. Student Learning Outcomes Through Tests

1) *Pretest* Student Initial Ability Experiment

Table 1. Percentage Qualification of Students' *Pretest* Test Scores in the Experiment Class

No.	Value	Frequency	Percentage	Category
1.	95-100	9	30%	Very High
2.	80-94	10	0,33%	High
3.	65-79	5	0,16%	Simply
4.	55-64	2	6%	Low
5.	30-54	4	0,15%	Very Low
Total		30	100%	

Nine people fall into the Very High category, ten people fall into the "High" category, five people fall into the "sufficient" category, two people fall into the "Low" category, and four people fall into the "Very Low" classification, according to the table containing the pre-test results of experimental class students. Furthermore, the percentage range of experimental class students' pre-test score criteria is depicted in the following graph.

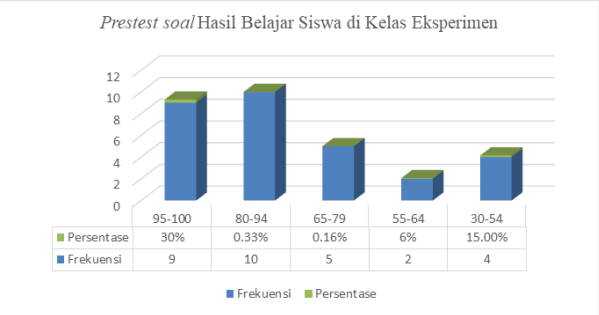

Figure 1. Frequency Distribution of *Pretest* Test of Student Learning Outcomes of Experimental Classes

Based on the diagram, the results of the experimental class *pre-test* questions show that 0.3% of students scored between 95 to 100, 0.33% scored between 80 to 94, 0.16% scored between 65 to 79, 0.6% scored between 55 to 64, and 0.15% scored between 30 to 54.

2) Final Ability of Experiment *Posttest* Students

Table 2. Percentage Qualification of Student Posttest Scores in the Experimental Class

No.	Value	Frequency	Percentage	Category
1.	95-100	15	50%	Very High
2.	80-94	12	41%	High
3.	65-79	2	6%	Simply
4.	55-64	1	3%	Low
5.	30-54	0	0%	Very Low
Total		30	100%	

Twelve people fall into the "Very High" category, nine people fall into the "High" category, seven people fall into the "Moderate" category, two people fall into the "Low" category, and zero people fall into the "Very Low" classification, according to the table containing the experimental class students' post-test results Furthermore, the percentage range of the experimental class students' post-test score criteria is depicted in the following graph.

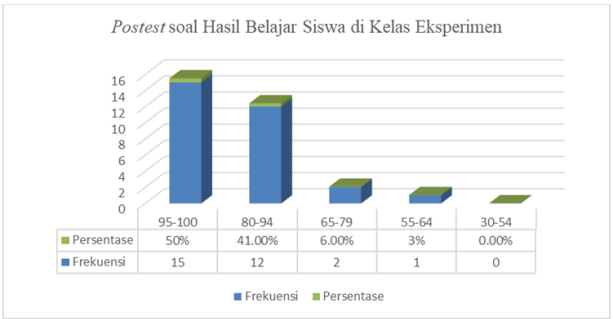

Figure 2. Frequency Distribution of *posttest* questions on Student Learning Outcomes of Experimental Classes

In the experimental class, 50% of students obtained post-test scores between 95 and 100, 41% obtained scores between 80 and 94, 6% obtained scores between 65 and 79, 3% obtained scores between 55 and 64, and 0% obtained scores between 30 and 54.

3) *Pretest* Control Students' Initial Ability

Table 3. Percentage Qualification of students' *Pretest* Test Score in the Control Class

No.	Value	Frequency	Percentage	Category
1.	95-100	9	30%	Very High
2.	80-94	15	50%	High

3.	65-79	6	20%	Simply
4.	55-64	o	0,%	Low
5.	30-54	0	0,%	Very Low
Total		31	100%	

Nine people fell into the Very High category, fifteen people fell into the "High" category, six people fell into the "Fair" category, zero people fell into the "Low" category, and zero people fell into the "Very Low" classification, according to the table containing the pre-test results of the control class students. Furthermore, the percentage range of the control class students' pre-test score criteria is depicted in the following graph.

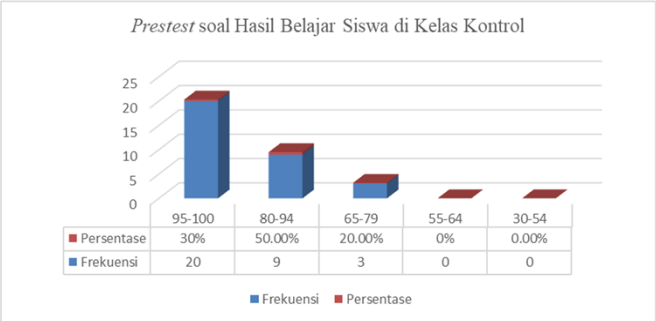

Figure 3: *Pretest* Results of Student Learning Outcomes in the Control Class

Based on the diagram, the control class pre-test results show that 64% of students scored between 95 to 100, 29% scored between 80 to 94, 9% scored between 65 to 79, 0% scored between 55 to 64, and 0% scored between 30 to 54.

4) Control *Posttest* Students' Final Ability

Table 4. Percentage Qualification of students' *Posttest* Score in Control Class

No.	Value	Frequency	Percentage	Category
1.	95-100	8	26%	Very High
2.	80-94	21	70%	High
3.	65-79	2	4%	Simply
4.	55-64	0	0%	Low
5.	30-54	0	0,%	Very Low
Total		31	100%	

Twenty students in the control class fell into the "Very High" group, according to the post-test findings. eleven fell into the "High" group. Zero fell into the "Fair" group. and 0 fell into the "Very Low" group. based on the table. In addition, a description of the post-test score criteria of the control class students is given, as seen in the attached figure.

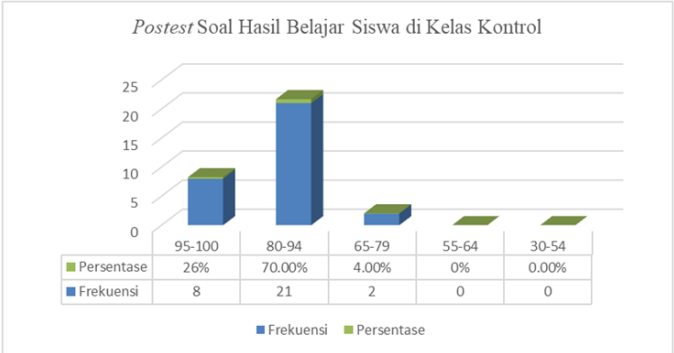

Figure 4. Frequency Distribution of *Postest* Test Learning Outcomes of Control Class Students

In the control class, 26% of students obtained a post-test score between 95 and 100, 70% obtained a score between 80 and 94, 4% obtained a score between 65 and 79, 0% obtained a score between 55 and 64, and 0% obtained a score between 30 and 54.

b. Students' Creative Thinking through Questionnaires

1) *Pretest* Student Initial Ability Experiment

Table 5. Percentage Qualification of students' Pretest Questionnaire Values in the Experimental Class

No.	Questionnaire Score	Frequency	percentage	Category
1.	51-60	0	0%	Very High
2.	42-50	1	0,03%	High
3.	33-41	1	0,03%	Simply
4.	24-32	27	87%	Low
5.	15-23	2	6,45%	Very Low
Total		**31**	**100%**	

One person fell into the High category, one person fell into the "Fair" category, twenty-seven people fell into the "Low" category, and two people fell into the "Very Low" classification, according to the table containing the experimental class students' pre-test results. Furthermore, the percentage range of the experimental class students' pre-test score criteria is depicted in the following graph.

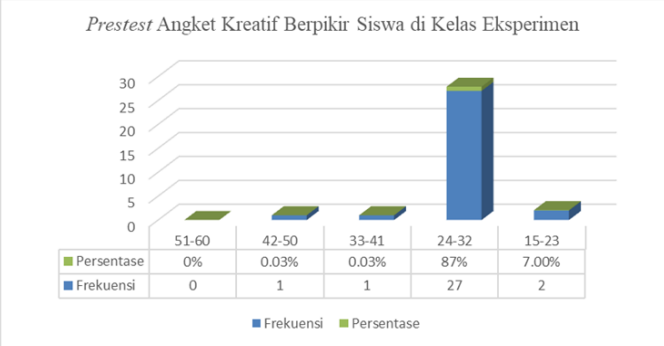

Figure 5: Frequency Distribution of Pretest Questionnaire for Creative Thinking of Experimental Class Students

Based on the diagram, the experimental class pre-test results show that 0% of students scored between 51 and 60, 0.03% scored between 42 and 50, 0.03% scored between 33 and 41, 87% scored between 24 and 32, and 7% scored between 15 and 23.

2) Final Ability of Experiment *Posttest* Students

Table 6. Percentage Qualification of students' Posttest Questionnaire Values in the Experiment Class

No.	Questionnaire Score	Frequency	percentage	Category
1	51-60	20	64%	Very High
2	42-50	9	29%	High
3	33-41	2	7%	Simply
4	24-32	0	0%	Low
5	15-23	0	0%	Very Low
Total		31	100	

Twenty students in the experimental class fell into the "Very High" group, according to the post-test findings. Nine fell into the "High" group. Two fell into the "Fair" group. and 0 fell

into the "Very Low" group. based on the table. In addition, a description of the experimental class students' post-test score criteria is given, as seen in the attached figure.

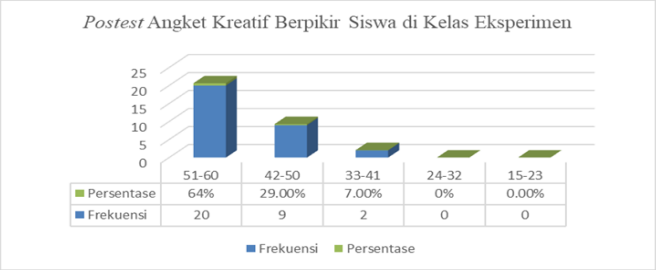

Figure 6. Frequency Distribution of Posttest Creative Thinking of Experimental Class Students

In the experimental class, 64% of students obtained a post-test score between 51 and 60, 29% obtained a score between 42 and 50, 7% obtained a score between 33 and 41, 0% obtained a score between 24 and 32, and 0% obtained a score between 15 and 23.

3) Initial Student Ability *Pretest* control

Table 7. Percentage Qualification of Students' Pretest Questionnaire Values in the Control Class

No.	Questionnaire Score	Frequency	percentage	Category
1.	51-60	0	0%	Very High
2.	42-50	0	0%	High
3.	33-41	0	0%	Simply
4.	24-32	30	100%	Low
5.	15-23	0	0%	Very Low
Total		**30**	**100%**	

Based on the table, the *pretest* results of the students in the control group showed that none of the thirty individuals fell into the "Low" category, none of them fell into the "Very Low" qualification, and none of them fell into the "High" or "Good Enough" categories. Furthermore, the percentage range of the experimental class students' pre-test score requirements is depicted in the following diagram.

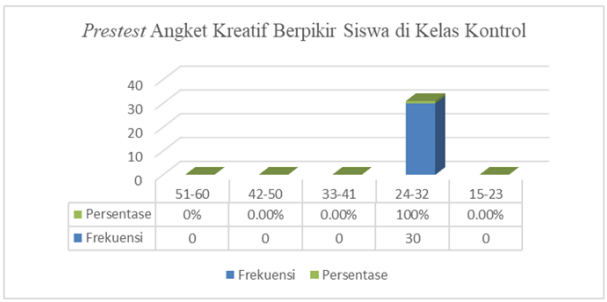

Figure 7: Frequency Distribution of Pretest of Creative Thinking Questionnaire of Control Class Students

In the control group, 0% of the students scored between 51 and 60, 0% scored between 42 and 50, 0% scored between 33 and 41, 100% scored between 24 and 32, and 0% scored between 15 and 23.

4) Control *Posttest* Students' Final Ability

Table 8. Percentage Qualification of Students' Posttest Questionnaire Values in the Control Class

No.	Questionnaire Score	Frequency	percentage	Category
1	31 -35	10	33%	Very High

2	24 -30	19	63%	High
3	15-23	1	4%	Simply
4	10 -14	0	0%	Low
Total		30	100 %	

The *post-test* results of students in the control group are shown in the table as follows: 10 students fell into the category of "Very High." 19 students fell into the category of "High." 1 student fell into the category of "Fair." and 0 students fell into the qualification of "Low." In addition, the attached figure provides a description of the criteria for students' post-test scores in the control group as a percentage range.

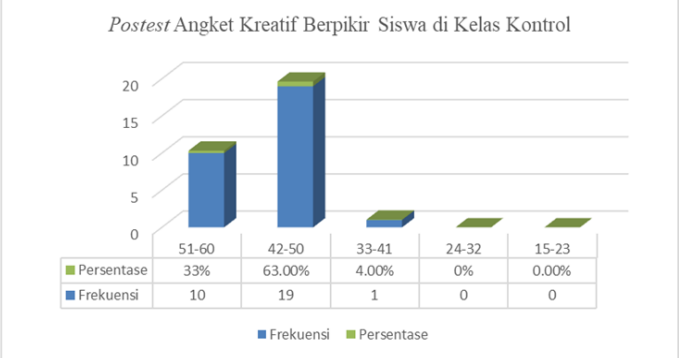

Figure 8. Frequency Distribution of Posttest Creative Thinking of Control Class Students

This diagram shows that 33% of students in the control group received post-test scores between 51 and 60, 63% received scores between 42 and 50, 4% received scores between 33 and 41, 0% received scores between 24 and 32, and 0% received scores between 15 and 23.

2. Summary of Calculation of Results and Difference between *Pretest* and *Posttest of* Control and Experiment Classes

Table 9: Difference of Control Class Using *Discovery Learning* Model

Creative Thinking Students	Students	Control		Difference
		Pretest	*Posttest*	
	Total	2605	2715	110
	Average	84,03	87,58	3,55

Table 10: Difference of Experimental Class Using *Problem Based* Model

Creative Thinking Students	Students	Experiment		Difference
		Pretest	*Posttest*	
	Total	2435	2655	220
	Average	81,17	88,50	7,33

3. Data Analysis of Research Results

a. Prerequisite Test Analysis

1) Normality Test of Learning Outcome Test

Table 11: Normality Test of Critical Thinking Ability Test

Saphiro Wilk			
About	**Statistic**	**df**	**Sig.**
Control *Pretest*	0,858	31	0,001
Control *Posttest*	0,888	31	0,004

Experiment *Pretest*	0,857	30	0,001
Experiment *Posttest*	0,852	30	0,001

The Sig. value is greater than 0.05 if the data is regularly distributed. Conversely, the data is abnormal if the Sig. value is less than 0.05. The table shows that the research question test data has a value of Sig. 0.001 < 0.05, which indicates that the data is abnormally distributed.

2) Wilcoxon Test of Learning Outcomes

Table 12. Wilcoxon Test for Learning Outcomes

Test Statistics[a]	Experiment Posttest - Experiment Pretest	Control Post-test - Control Pretest
Z	-3,621[b]	-2,974[b]
Asymp. Sig. (2-tailed)	,000	,003

Description:
a. Wilcoxon Signed Ranks Test
b. Based on negative ranks

From the table above, it is known that Asymp.Sig (2-tailed) is 0.000. Because the value of 0.000 is smaller than 0.05, it can be concluded that "the hypothesis is accepted". This means that there is a difference between student *learning* outcomes with the *problem-based learning* model for pre-test and post-test, so it can also be concluded that "there is an effect of using the PBL model in improving student learning outcomes.

3) Homogeneity Test of Learning Outcome Test

Table 13: Homogeneity Test of Learning Outcome Tests

Based on Mean			
Levene's Statistic	**df1**	**df2**	**Sig.**
3,813	1	59	0,056

From the table above, it is clear that the research question test data is homogeneous because the Sig value. Based on the Mean value using the *Levene Statistic* test for the *Problem Based Learning* model is 0.056 (> 0.05), so the data can be concluded that the test data in this study is homogeneous.

4) Mann Whitney Test (U-Test) Student Learning Outcomes

Table 14. U test

Test Statistics	Critical Thinking Ability Results
Mann-Whitney U	380,500
Wilcoxon W	291,500
Z	-3,241
Asymp. Sig. (2-tailed)	,001

a. Grouping Variable: Class

The table shows that Ha is accepted while H0 is rejected because the sig value. 0.001 is smaller than 0.05. From the table it can be concluded that the learning outcomes of grade VI students of MI Al-Istiqamah Banjarmasin who are taught with the Discovery Learning model (control class) and those taught with the Problem Based Learning model through short films in Aqidah Akhlak subjects are very different.

B. Discussion

The learning outcomes of Aqidah Akhlak students are more significant with problem-based learning than the Discovery Learning model, especially in avoiding bad values. This study involved problem-based learning techniques as the independent variable and learning outcomes as the dependent variable. The subjects consisted of 33 students of Class VI A as control and 33 students of Class VI B as experimental.

1. Learning Outcomes Using the PBL Learning Model with Short Films on Aqidah Akhlak Subjects Material Far Away from Disgraceful Morals

Student learning outcomes seen The initial ability of students (pretest) using the PBL model with short films obtained a score of 80-94. 10 students got the category "high"; for the final ability (posttest), using the PBL model with short films obtained a score of 95-100. Fifteen students got the category "very high."

It is clear that technology serves as a tool and source of knowledge for student learning, especially when it comes to technology. Audiovisual aids, teaching aids, and hearing aids are terms used to describe media as learning resources.

Film as an audiovisual medium combines visual and audio elements, making it an engaging learning tool. It is expected to increase student interest and focus, replacing the traditional lecture method. In addition, films are utilized to stimulate students' critical thinking through case studies that encourage analysis and problem-solving.

2. Critical Thinking Ability of Students in Aqidah Akhlak Subjects Using Problem-Based Learning Model Assisted by Short Film Media

Students in the control group treated with the Discovery learning model obtained an average score of 87.58 on the critical thinking skills test. The students' critical thinking skills in the control group were classified as "Fair" based on their results. Meanwhile, students in the experimental class using the Problem-Based Learning Model obtained an average score of 88.50. Students in the experimental class scored "Excellent" on their critical thinking skills test.

Indicators of critical thinking skills include asking questions, expressing opinions, compiling and evaluating information, and making rational decisions with open-mindedness. Based on the questionnaire, there are 14 students who strongly agree that they can analyze information, 14 strongly agree that they can express opinions, 10 strongly agree that they can evaluate arguments, and 18 strongly agree that they can make rational decisions. These results show that the Problem-Based Learning model effectively encourages students to think critically in solving problems.

The Discovery Learning Model relies on hands-on experience to help students understand the material and express ideas. However, problem-based learning methods are more effective in improving students' critical thinking skills (Hasnan, 2020). Although students' enthusiasm for the Discovery model is quite good, their interest tends to be low. In contrast, problem-based learning challenges students with questions, encourages research, and facilitates discussion, which naturally hones their critical thinking skills (Rahmatia & Fitria, 2020). This study also shows that using short films in learning increases students' enthusiasm and contributes to improving critical thinking skills, according to the data obtained.

Critical thinking skills are the ability to think systematically, consistently, and structure in dealing with problems, making decisions, and drawing conclusions. In problem-based learning, students are shown a short movie themed "Stay away from despicable morals" to stimulate their critical thinking. A "Critical Thinking Skills" questionnaire measures students'

ability to classify, connect, organize, select, conclude, and find information. Through this approach, students are trained to assess, recognize, and collect data, then work together to evaluate hypotheses based on the information obtained (Pusparini, 2017). PBM, or problem-based learning model, is a paradigm designed to address emerging problems. As the basis of learning, PBL provides students with authentic and important problem situations to work on (Pusparini, 2017).

The Problem-Based Learning technique guides students in solving a given problem. In this method, short films from YouTube are used as learning media to support the Problem-Based Learning approach, which aims to improve students' understanding and critical thinking skills:

Figure 10. One of the Images from the Featured Short Film

The Problem-Based Learning approach encourages students to be active in investigation, discussion, categorization, and critical thinking while developing independent learning skills. Puspawati's research states that using short films as learning media supports an active student-centered approach. It helps students build understanding, explore new concepts, and answer questions from everyday experiences. However, movie screening alone without teacher guidance is ineffective in improving students' critical thinking skills (Puspawati, 2022; Masnia, Prastiti, & Utomo, 2025).

3. The Effectiveness of *PBL* Learning Model with Short Film Media in Aqidah Akhlak Subjects on the Material of Avoiding Disgraceful Morals

Based on the results of the U-test on the posttest of the Problem-Based Learning model, Ha is accepted, and H0 is rejected, where the sig. Value is 0.001 <0.05, meaning Ha (The application of the PBL learning model with short film media is effective in the subject of aqidah akhlak material away from despicable morals) and H0 (The application of the PBL learning model with short film media is not effective in the subject of aqidah akhlak material away from despicable morals). In the Problem-Based Learning model, the Problem-Based Learning model makes students more communicative and active during the learning process than traditional learning, which generally makes students bored. However, some students still have difficulty gathering information about the problems presented. Therefore, it is enough to create an environment that supports learning.

The results of interviews with class teachers on Aqidah Akhlak material before being given treatment showed that students have difficulty understanding the material taught. Some students are too lazy to ask for fear of being considered not smart (Interview with Mrs. Mimi), 2025. While some students are eager to participate in the learning process while making changes, others ignore them.

Based on the results of research from Kong, M. J entitled "Impact Of Critical Thinking Skills On Learning Outcome: A Review Of Researchers' Findings," Critical thinking skills can be used naturally when lessons and subjects relate to students' real-life experiences and teachers

can guide students to make learning easier. However, in the end, this will encourage students to become independent learners (M. J., 2023). This research aligns with research that encourages students to be active and independent regarding avoiding despicable morals in short film-based critical thinking skills research because this film media is significant in changing the quality of learning from boredom to attracting students' attention. According to M Choirul Muzaini's explanation of the research, one of the learning models or strategies that can improve critical thinking skills is the application of Wordwall. Based on this explanation, using the word wall application in the blended learning model is very effective in learning because it can overcome unpleasant learning and turn it into fun learning. This can have implications for improving student learning outcomes and critical thinking skills (Muzaini, Noptario, & Arifin, 2023; Sabila & Baihaqi, 2024) .

According to another study conducted by Atiya Ningsih, who created a legitimate interactive animated video media that can be used to improve student's critical thinking skills, the basis of this study is almost the same as the basis of research about many students who are not confident to ask questions and voice their opinions, and only a few dare to explain the material in front of the class. This study found that interactive animated videos are effective in civic learning to improve students' critical thinking skills, with an N-Gain value of 0.77, which is included in the high category. The benefits of using interactive animated videos include making lessons more transparent and fun and making time more efficient. With animated videos that bring up images, audio, and visuals, students can more easily understand the material being taught (Ningsih, Udin, Arifuddin, & Lubis, 2024). In the statement above, there is also interactive media (animated video) in addition to the problem-based learning model. which can sharpen students' thinking to be more critical.

The importance of critical thinking skills has increased due to the pre-test and posttest results. The critical thinking skills addressed in this study are students' ability to find, categorize, draw conclusions, decide, state, relate, select, and connect, all at C3 and C4.

The ability to think is very important to overcome obstacles in life (Nuryanti, Zubaidah, & Diantoro, 2018). Critical thinking skills are very important, especially in learning, because it is one of the scientific attitudes students must have when learning (Adeliana dkk., 2021). If students lack critical thinking skills, students will find it difficult to solve problems or problems in learning. This can make it difficult for students to understand learning concepts, affecting their undeveloped knowledge (Mareti, 2021).

The following are observation notes when implementing learning:

The overall learning process went well, although there were some shortcomings. One is that the teacher forgot to direct students to work in groups after watching a short movie due to time constraints. In addition, the explanation of the principle of the Problem-Based Learning model was not in-depth enough, so students did not fully understand the concept. Although the operation of this model has been well executed, its application remains challenging for teachers who are used to the traditional lecture method. Therefore, additional training is needed to make teachers more competent in applying problem-based learning strategies (Baojian Wei, 2023). It can be concluded that based on two indicators of learning outcomes and critical thinking skills in this study, it is effective in applying the PBL learning model in improving student learning outcomes with short film media on the subject of aqidah akhlak material away from despicable morals

This study's results indicate that applying the Problem-Based Learning (PBL) model based on short films can improve students' critical thinking skills. This finding aligns with research at SMP Negeri 6 Bengkulu Tengah, which used audio-visual media in the PBL model, where

the results showed increased students' critical thinking better than the conventional model (D. Kurniati, 2019). The difference lies in the type of media used. This study proves that short films attract students' attention and trigger their ability to classify, connect, and conclude the problem. As for the impact of critical thinking skills on learning outcomes, critical thinking can be used naturally when lessons and topics refer to students' real-world experiences, and teachers can guide students to facilitate learning. However, the result is to encourage students to become independent learners (KONG, M.J, 2023). problem-based learning can also improve students' critical thinking skills, improving learning outcomes. Although the research was conducted online, the results of this study indicate that providing a PBL environment in learning can support students' critical thinking process (F. Adeliana et al., 2021). Research (Alifia et al., 2024) stated that in ICT-based PBL learning, 85% of students felt more motivated and interested in learning. These learning methods are more dynamic and exciting, making students more eager to participate in science lessons.

On the other hand, visualization and interactive simulation can quickly help students understand learning, for example, multimedia, video, and computer simulation. Speaking of visualization is very significant in helping students understand learning in research (Atiya Ningsih et al., 2024) explained that this research changed the low critical thinking skills of students caused by students not being accustomed to being trained with indicators in critical thinking students. Researchers developed interactive animated video media in Civics learning to overcome this and improve students' critical thinking skills. This study aims to develop interactive animated video media that is valid and practical to improve the critical thinking skills of grade IV elementary school students.

However, the results of this study also revealed challenges in implementing the PBL model, especially when teachers were less than optimal in explaining the principles of PBL at the beginning of learning. This statement aligns with research from (Sarwanto et al., 2021), stating that researchers need to conduct broader, in-depth, and specific research on critical thinking skills and the factors that influence them. In addition, by knowing the factors that influence the critical thinking skills of elementary school students, elementary school teachers can identify effective strategies to use in teaching critical thinking skills needed by students. This supports the view that PBL implementation requires careful preparation, as previous research highlighted the need for additional training for teachers to make this strategy more effective.

Thus, this study makes a new contribution by showing that integrating the PBL model and short film media can be an innovative alternative to improving students' critical thinking skills. Comparison with previous research shows that the right combination of learning methods and media significantly impacts student learning outcomes, especially in the context of critical thinking.

IV. CONCLUSIONS

The Problem-Based Learning (PBL) model assisted by short films showed increased learning outcomes. In the pretest, 10 students reached the "high" category with scores of 80-94; in the posttest, 15 students rose to the "very high" category with scores of 95-100. Development of Critical Thinking Skills: Students showed increased critical thinking skills, especially in rational decision-making. This can be seen from 18 students who responded "strongly agree" to the critical thinking indicators in the questionnaire. Effectiveness of Learning Model: Applying the PBL model with short film media proved effective in learning Aqidah Akhlak, especially the material of avoiding despicable morals. The U-test results on the posttest showed that Ha was accepted and H0 was rejected with a significance value of 0.001 <0.05, confirming this method's effectiveness. The limitation of this research is time;

researchers must mature in understanding the concept of the PBL learning model itself. Thus, future researchers can make innovations to this research related to short films, cartoons, or animations that attract students' attention to learning activities.

V. REFERENCES

[1] Adeliana, F., Sintawati, M., & Anggara, R. (2021). *Problem-Based Learning: Alternative Learning Model To Improve Students' Critical Thinking Ability*. *11*(2). https://doi.org/10.18592/aladzkapgmi.v11i2.5012

[2] Hasnan, S. M. (2020). The Effect of Discovery Learning Model and Motivation on Critical Thinking Ability of Elementary School Learners. *Basicedu Journal*, *4*(2). https://jbasic.org/index.php/basicedu

[3] Herlina, M., Syahfitri, J., & Ilista, I. (2020). Differences in Critical Thinking Ability and Cognitive Learning Outcomes with Problem Based Learning Model Assisted by Audio Visual Media. *Edubiotik: Journal of Education, Biology and Applied*, *5* (1). https://doi.org/10.33503/ebio.v5i01.666

[4] Interview with Mrs. Mimi Hermawati (Class B teacher) on January 24, 2025.

[5] Khairullina, A., & Prastowo, A. (2024). Implementation of ICT-Based Problem-Based Learning Model to Improve Higher Order Thinking Skills in IPAS Learning in Madrasah Ibtidaiyah. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, *14*(2), 151–161. https://doi.org/10.18592/aladzkapgmi.v14i2.13282

[6] Lukitasari, D. R. (2013). *Efforts to Improve Students' Critical Thinking Skills Through Problem-Based Learning Models with Film Assistance as a Learning Resource on the Subject of Never Give Up and Tenacious Attitudes of Class X Pm Smk N 1 Batang*

[7] M. J., K. (2023). Impact of Critical Thinking Skills on Learning Outcome: A Review of Researchers' Findings. *Quantum journal of social sciences and humanities.* https://doi.org/10.55197/qjssh.v4i6.297

[8] Mareti, J. W. (2021). Problem Based Learning Model to Improve Critical Thinking Ability and Student Science Learning Outcomes. *Journal of Elementaria Edukasia*, *4* (1). https://doi.org/10.31949/jee.v6i1. 3047

[9] Masnia, L., Prastiti, T. D., & Utomo, A. P. (2025). *The Effect of the Project-Based Learning Model with Digital Learning Media on Science Literacy and Numeracy Skills in Madrasah Ibtidaiyah*. *15*(1). https://doi.org/10.18592/aladzkapgmi.v15i1.14201

[10] Muzaini, M. C., Noptario, N., & Arifin, N. (2023). Implementation of Blended Learning Model Through Wordwall Application in Improving Critical Thinking of Islamic Elementary School Students. *Al-Adzka: Scientific Journal of Madrasah Ibtidaiyah Teacher Education*, *13*(2). 10.18952/aladzkapgmi.v13i2.10880

[11] Ningsih, A., Udin, T., Arifuddin, A., & Lubis, M. A. (2024). Development of Interactive Animation Videos for Civics Learning to Improve the Critical Thinking Abilities of Elementary School Students. *Scientific Journal of Madrasah Ibtidaiyah Teacher Education*, *14*(2), 226-243. 10.18952/aladzkapgmi.v14i2.13770

[12] Prayuana, R., & Iis Andriani, D. (2023). Improving Critical Thinking Skills through Film Analysis in the Realm of Literature. *Journal of Community Service*, *3*(2). https://doi.org/10.55606/nusantara.v3i21558

[13] Pusparini, S. T. (2017). *The Effect of Poblem Based Learning Model (PBL) on Students' Critical Thinking Ability on Colloidal Material*. Jakarta: UIN Syarif Hidayatullah.

[14] Puspawati. (2022). Consumption and Production of Short Film: Toward the Conceptualization of Multimodal Language Learning for Developing 6Cs Skills in the Digital Age. *Journal of Physics: Conference Series*. https://doi.org/10.1088/1742-6596/1810/1/012054

[15] Rahmatia, F., & Fitria, Y. (2020). The Effect of Problem Based Learning Model on Critical Thinking Ability in Elementary School. *Journal of Basataka (JBT)*, *4*(3). https://doi.org/10.25217/ji.v9i1.4456

[16] Sabila, R. R., & Baihaqi, M. (2024). The Implementation of the AHE Method to Improve Elementary Students' Learning Outcomes at AHE Tutoring Center. *Journal of Educational Research and Practice*, *2*(2), 136–142. https://doi.org/10.70376/jerp.v2i2.97

[17] Saputra, H. (2022). Improving Mathematics Problem-Solving Ability With Problem-Based Learning in V Grade Students. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, *12*(1), 28. https://doi.org/10.18592/aladzkapgmi.v12i1.6401

[18] Vera, K., & Wardani, K. W. (2018). Improving Critical Thinking Skills through Problem Based Learning Model assisted by Audio Visual for Grade IV Elementary School Students. *Journal of Technology Research and Educational Innovation*, *1*(2), 33-45. https://doi.org/10.23887/tscj.v6i1.62587