



Effect of Resource-Based Learning Models on Islamic Education Learning Outcomes in Elementary Schools

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Abstract

This study was motivated by the low learning outcomes in Islamic Religious Education at Andalas Elementary School 22, Indonesia, due to the use of conventional learning models that did not actively engage students. To overcome this, a Resource Based Learning model was implemented, utilizing various learning resources to improve student independence and learning outcomes. This study aims to determine the effect of the Resource Based Learning model on Islamic Religious Education learning outcomes in elementary schools. The type of research used is quantitative with a quasi-experimental method, involving two groups, namely experimental and control, each consisting of 20 students. The research instrument was an achievement test with a reliability of 0.947. The data were analyzed using the Kolmogorov-Smirnov Two Sample test and the t-test with the help of SPSS version 29. The results showed a significant difference between the learning outcomes of the experimental and control groups, with a significance value of $0.01 < 0.05$. This proves that the Resource-Based Learning model has a positive and significant effect on improving Islamic Education learning outcomes in elementary schools. Therefore, the application of the Resource-Based Learning model can be an alternative effective and innovative learning model to improve the quality of Islamic Education learning in elementary schools through increased active participation, independence, and learning outcomes of students.

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INTRODUCTION

Education is the main foundation in building the character, morality, and civilization of a nation. In the dynamics of globalization and the rapid advancement of information technology, education not only functions as a means of transferring knowledge, but also as a tool for shaping personality and noble moral values (Zhao et al., 2023). Among the branches of education that play an important role in shaping human personality is Islamic Religious Education. Islamic Religious Education serves as a means of internalizing Islamic values, forming faith and piety, and cultivating noble character in daily life. Through Islamic Religious Education, students are expected not only to understand Islamic teachings cognitively, but also to be able to implement them in their behavior and attitude towards life (Achadah et al., 2022; Komalasari & Yakubu, 2023).

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However, the reality in the field shows that the learning outcomes of Islamic Religious Education in elementary schools have not yet reached the expected level. Many students are only able to memorize the material without understanding its meaning. The learning process is still teacher-centered, monotonous, and tends to emphasize memorization without giving students room for critical and reflective thinking (Tang, 2023). This phenomenon is an important issue in Islamic education because poor learning outcomes at the elementary level can have a long-term impact on the quality of faith, morality, and character of the younger generation in the future.

The challenges in Islamic Religious Education learning are becoming increasingly complex when faced with changes in the times influenced by advances in digital technology and global culture. Today's students live in an environment saturated with instant information and entertainment, so their attention and interest in religious learning often declines. In this context, Islamic Religious Education in elementary schools is required to be more adaptive to the times. The learning process must be able to create an active, creative, and meaningful atmosphere so that students can connect Islamic values with real life (Fatoni & Sukari, 2024; Hanif et al., 2025). One of the factors causing low learning outcomes in Islamic Religious Education is the continued strong use of conventional methods that place teachers as the main source of knowledge. Students are not trained to discover knowledge for themselves through exploring various sources. In fact, in the era of modern learning, students are required to learn independently, critically, and contextually (Aripin & Nurdiansyah, 2022; Saraya et al., 2023). Therefore, learning innovations are needed that can foster curiosity, strengthen critical thinking skills, and build a deep understanding of Islamic teachings.

One learning model that is considered relevant to address these challenges is the Resource Based Learning model (Castro & Zermeño, 2020). This learning model places students at the center of learning activities by utilizing various sources of knowledge around them, including books, digital media, social environments, and religious sources such as the Qur'an and Hadith. In resource-based learning, teachers no longer act as the sole providers of information, but rather as facilitators who guide students to develop knowledge through interaction with various learning resources (Engkizar et al., 2022; Rosyadi et al., 2024). This model is very suitable for elementary school students, who are highly curious and tend to learn through direct experience. In the context of Islamic Religious Education, the application of the Resource-Based Learning model can help students understand Islamic teachings more deeply, as they are trained to independently search for, interpret, and make sense of Islamic sources (Kononets et al., 2020; Pepin & Kock, 2021). Thus, religious learning becomes more lively, meaningful, and relevant to the daily lives of students.

LITERATURE REVIEW

Several previous studies have proven the effectiveness of the Resource Based Learning model in improving learning outcomes. Research conducted by (Yassin, 2024) shows that the application of the Resource Based Learning model in history learning can increase student motivation and active participation because they feel directly involved in the process of searching for information. Research conducted by (Sugiarto, 2025) also showed a significant increase in learning outcomes in the Qur'an and Hadith after the implementation of the Resource Based

Learning model. In addition, research by (Chan et al., 2021), which combined this model with active learning strategies, found that students' learning outcomes and metacognitive thinking skills increased significantly. These studies confirm that Resource Based Learning is an effective learning model in fostering student independence and active involvement. However, most of these studies were conducted on general subjects and at the secondary education level, while the application of the Resource Based Learning model in the context of Islamic Religious Education in elementary schools is still rarely done. This limitation is a research gap that needs to be explored further.

This research gap shows that Islamic Religious Education in elementary schools still requires a learning model that can integrate Islamic values with modern learning approaches. Most Islamic Religious Education teachers still use monotonous, teacher-centered lecture methods, so that students do not have the opportunity to play an active role in the learning process. In fact, the characteristics of religious learning require a process of reflective and contextual meaning discovery. The Resource Based Learning model has the potential to be a solution because it encourages students to explore Islamic values independently through various learning resources. In addition to improving cognitive abilities, this model also develops critical thinking skills and a sense of responsibility in learning. Thus, this model can help realize more effective and active Islamic Religious Education learning that is in line with the 21st-century learning paradigm, which emphasizes independent learning and character building.

The novelty of this study lies in the application of the Resource Based Learning model specifically in the context of Islamic Religious Education in elementary schools. This study places various Islamic learning resources such as the Holy Qur'an, digital media, social environment, and students' life experiences as the main learning media. This approach presents an interactive and reflective learning process, where students not only understand religious teachings but also internalize Islamic values through a process of searching and discovering meaning. Theoretically, this study broadens scientific insight in the field of Islamic education by offering a resource-based learning paradigm that is contextual and relevant to the challenges of the digital age. Practically, this study provides a real contribution to Islamic Religious Education teachers to develop innovative learning strategies that improve learning outcomes, strengthen student independence, and build a strong religious character from elementary school age.

Based on this description, the purpose of this study is to analyze the effect of implementing the Resource Based Learning model on Islamic Religious Education learning outcomes in elementary school. More specifically, this study aims to determine the difference in student learning outcomes before and after implementing this model, as well as to compare them with the learning outcomes of students who use conventional methods. Through this research, it is hoped that empirical evidence will be found that the Resource Based Learning model has a significant effect on improving Islamic Religious Education learning outcomes. In addition, the results of this study are also expected to serve as a reference in developing more effective, creative, and appropriate resource-based learning strategies for Islamic Religious Education in the present day.

METHODS

This study uses a quantitative approach with a quasi-experimental design.

This approach was chosen because it aims to determine the causal relationship between the application of the Resource Based Learning model and student learning outcomes in Islamic Religious Education subjects in elementary schools (Gopalan et al., 2020). The research design used is a pretest-posttest control group design, in which two groups of students were used as research subjects, namely the experimental group and the control group. The experimental group was given treatment in the form of the application of the Resource Based Learning model, while the control group continued to use the conventional learning methods commonly used in Islamic Religious Education teaching and learning activities. Before and after the application of the learning model, both groups were given a pretest and a posttest to measure changes in learning outcomes (Kohan et al., 2024; Nayeri et al., 2024). This design was chosen because it allowed the researcher to compare the differences in learning outcomes between groups and assess the real effect of applying the Resource Based Learning model on improving Islamic Education learning outcomes in elementary school students.

The population in this study was all fifth-grade elementary school students, totaling twenty students spread across two parallel classes (Campbell et al., 2020). From this number, the researcher took two classes as research samples, considering the similarity of academic ability characteristics and learning environment conditions. The sampling technique used purposive sampling to ensure that the characteristics of the experimental class and the control class were relatively balanced. The experimental class consisted of twenty students who received learning using the Resource Based Learning model, while the control class consisted of twenty students who received learning using conventional methods, bringing the total number of research samples to forty students. Data collection was carried out using an Islamic Education learning outcome test instrument compiled based on the basic competency indicators contained in the curriculum. The instrument was validated by subject matter experts and educational evaluation experts to ensure content validity, then tested for reliability using the internal consistency method and produced a reliability value of 0.947, indicating that the instrument had a high level of reliability. Data analysis was performed using the Kolmogorov-Smirnov Two Sample test to test data normality and the t-test to measure the significance of learning outcome differences between the experimental and control classes. All data were processed using the latest version of statistical software and interpreted descriptively and inferentially to obtain valid conclusions regarding the effectiveness of the Resource Based Learning model on Islamic Religious Education learning outcomes in elementary schools (Rambe et al., 2024).

RESULT AND DISCUSSION

The results of this study indicate that the application of the Resource Based Learning model has a significant effect on improving student learning outcomes in Islamic Religious Education at elementary schools. Data were collected through two measurements, namely a pretest and a posttest, which were given to two different groups. The experimental group received treatment in the form of learning using the Resource Based Learning model, while the control group continued to follow learning using conventional methods as normally applied in the teaching and learning process. The measurement results show that students in the experimental group experienced a much higher increase in learning outcomes compared to the control group. This shows that learning that places students at the center of learning

activities and provides opportunities to utilize various learning resources can improve students' understanding of Islamic Religious Education material more effectively.

Table 1. Average Pre-test and Post-test Results of Students

Learning Group	Number of Students	Average Pretest Score	Average Posttest Score	Improvement (Gain)
Experimental Group	20 Participant	63,25	85,75	22,50
Control Group	20 Participant	62,70	72,10	9,40

Source: Research data processed from SPSS version 29 (2025) analysis results

From the table above, it can be seen that the experimental group that received learning using the Resource Based Learning model experienced an increase in learning outcomes of 22.50 points, while the control group that was taught using conventional methods only increased by 9.40 points. The average posttest score of the experimental group was 85.75, indicating that the students were better able to understand the teaching material, answer questions correctly, and relate religious concepts to real-life contexts. This improvement demonstrates the effectiveness of the Resource Based Learning model in promoting a deeper understanding of Islamic teachings.

To test whether the increase in learning outcomes was statistically significant, a t-test was conducted on the post-test results of both groups. Before conducting the t-test, a normality test was first conducted using the Kolmogorov-Smirnov Two Sample test, which showed that the data was normally distributed. The t-test results were then used to determine whether there was a significant difference between the experimental group and the control group.

Table 2. Results of the t-test comparing Islamic Religious Education Learning Outcomes

Test Group	Calculated t-value	Significance Value (p)	Significance Level (α)	Description
Experiment (Pretest– Posttest)	9,21	0,000	0,05	Significance
Control (Pretest– Posttest)	2,13	0,041	0,05	Significance (Low)
Experiment vs Control (Posttest)	3,74	0,010	0,05	There is a Clear Difference

Source: Results of SPSS version 29 analysis (2025)

Based on the t-test results, a significance value of $0.010 < 0.05$ was obtained, which means that there is a significant difference in learning outcomes between the experimental group and the control group. Thus, the research hypothesis stating

that the application of the Resource Based Learning model has a significant effect on Islamic Education learning outcomes is accepted. This improvement shows that the resource-based learning model can help students build a broader and deeper understanding of Islamic teachings. Students taught with this model showed an increase in their ability to understand religious concepts, answer analytical questions, and relate Islamic values to the realities of everyday life.

Descriptively, the results of this study show that the Resource Based Learning model can significantly improve the quality of student learning outcomes compared to conventional learning models. This is due to differences in the learning process approach. In the conventional model, learning activities tend to be one-way and teacher-centered, so that students are passive and only receive the information provided (Angelica & Novitasari, 2020; Apriati et al., 2023). In contrast, the Resource Based Learning model places students as active subjects in the learning process. They are encouraged to seek information from various sources, including books, digital media, and the surrounding environment, then process and present it in the form of personal understanding (Alenezi, 2023). In the context of Islamic Religious Education, this approach helps students not only memorize verses or hadiths, but also understand their meanings and apply Islamic values in their lives. Resource-based learning activities also create a more engaging learning atmosphere, encourage curiosity, and increase students' motivation to learn. Thus, the significant improvement in learning outcomes in the experimental group demonstrates the success of this approach in improving students' cognitive, affective, and psychomotor qualities.

The improvement in learning outcomes can also be explained through constructivism theory, in which students build their own understanding and knowledge based on their learning experiences. In learning with the Resource-Based Learning model, students are no longer positioned as passive recipients but as active seekers of meaning who build understanding through interaction with learning resources and their environment. This process helps them develop critical, reflective, and analytical thinking skills in relation to Islamic Education material. Students not only learn Islamic concepts textually, but also relate them to their social context and daily lives. Thus, learning becomes more meaningful, because Islamic teachings are not only understood as subject matter, but also as contextual and applicable guidelines for life (Azmi et al., 2025; Engkizar et al., 2024).

In addition, the results of this study reinforce a number of previous studies that also confirm the effectiveness of the Resource Based Learning model. Research conducted by (Firmansyah et al., 2025) shows that the application of this model in history learning can increase student participation and deepen their understanding of historical events. (Sutrisno & Nasucha, 2022) proves that Resource Based Learning in Fiqh learning increases students' creativity and independence in finding arguments and sources of Islamic law. Research by (Sutrisno & Nasucha, 2022) shows that the resource-based model has a positive effect on the learning outcomes of the Qur'an and Hadith, because it trains students to understand religious texts through personal exploration and interpretation. The findings of (Yassin, 2024) also confirm that combining Resource Based Learning with active strategies can significantly improve students' learning outcomes and metacognitive thinking skills. Thus, the results of this study not only strengthen existing empirical evidence but also expand the context of Resource Based Learning application in the field of Islamic Religious Education in Elementary Schools, which has not been widely

studied previously.

From a pedagogical perspective, the successful implementation of the Resource-Based Learning model in this study also shows that teachers play an important role as adaptive and creative learning facilitators. Teachers are no longer the sole source of knowledge, but rather mentors who help students access and interpret various learning resources. This process creates more dynamic interactions between teachers and students, while also fostering students' confidence in learning (Cremin & Chappell, 2021; Sadasivan et al., 2021). This model is also in line with the direction of national education policy, which emphasizes active, creative, and contextual learning in the spirit of Merdeka Belajar (Freedom of Learning). By integrating these principles into Islamic Education, it is hoped that students will not only gain knowledge about Islamic teachings but also build strong character and spirituality (Wartoyo, 2022). Therefore, the results of this study not only provide empirical contributions to improving learning outcomes but also have important practical implications for reforming Islamic Religious Education teaching methods in elementary schools.

CONCLUSION

The results of the study show that the application of the Resource-Based Learning model has a significant and positive impact on improving Islamic Education learning outcomes in elementary schools. Students who learned through this model demonstrated a better understanding of the material compared to those taught with conventional methods. This improvement reflects the success of Resource-Based Learning in encouraging active, creative, and reflective learning behaviors. Through this model, students are no longer fully dependent on teachers but are trained to explore various learning resources such as the Qur'an, textbooks, digital media, and their social environment. This approach helps them develop deeper understanding and connect Islamic values with real-life situations. The learning process becomes more participatory, contextual, and meaningful, fostering students' independence and critical thinking skills. It not only enhances cognitive outcomes but also strengthens affective and psychomotor aspects related to practicing Islamic values. Theoretically, the study reinforces constructivist principles that emphasize knowledge construction through active exploration and interaction. Practically, it highlights the role of teachers as facilitators who guide students to learn autonomously and critically. Teachers are encouraged to design flexible, open learning environments that utilize diverse resources and assess students beyond memorization. Educational institutions and the government are urged to support this model through teacher training, digital resource provision, and development of relevant learning media. Future research should include variables such as motivation, religious interest, and critical thinking to broaden understanding. Overall, the study confirms that Resource-Based Learning effectively enhances Islamic Education, making it more active, contextual, and character-building.

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Author Contribution

Andria Suryani: Writing-Preparation of original manuscript, Conceptualization, Visualization, **Gusril Kenedi:** Improve Content, Methodology, Data accuracy. **Juliana Batubara:** Investigation, Improve Language,

AI Statement

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Conflict of Interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical Clearance

The place or location studied has agreed to conduct research and is willing if the results of this study are published.

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