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The Influence Of Use Of A PBL Learning Model Based On The Qur'an Application Version Of The Minister Of Religion And Initial Skills On Reading Ability

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Abstract

The aim of this research is to examine the influence of using the PBL Learning Model Based on the Ministry of Religion Version of the Qur'an and Initial Ability on students' Reading Ability. This research used a *True Experimental Design* with a *pretest-posttest control group design.* The number of samples obtained was 90 students divided into 4 research classes, namely 45 students in Class 5 A and B SDLB-B as experimental samples and 45 students in Class 5 C and D SDLB-B as control samples. In carrying out statistical tests to test the hypothesis, in this case it will be carried out using the 2-way Anova analysis technique. Based on the research results, discussion and analysis results, the following conclusions can be drawn: (1) In the first hypothesis test which states: there is a difference in the increase in Reading Ability between the provision of the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion and the Lecture Method, (2) In the second hypothesis test which states: there is a difference in the increase in Reading Ability between students who have low initial ability and students who have high initial ability, and (3) In the third hypothesis test which states: there is an interaction effect between the provision of the PBL Learning Model Based on the Qur'an Application the Ministry of Religion Version and Lecture Method and initial ability on Reading Ability, so it can be concluded that there is a positive and significant influence between the provision of the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion and Lecture Method and initial ability on Reading Ability.

Keywords: PBL Model, Ministry of Religion Version of the Qur'an Application, Lecture Method, initial ability, Reading Ability

Abstrak

Tujuan penelitian ini adalah untuk menguji pengaruh penggunaan Model Pembelajaran PBL Berbasis Al-Qur'an Versi Kementerian Agama dan Kemampuan Awal terhadap Kemampuan Membaca siswa. Penelitian ini menggunakan True Experimental Design dengan desain pretest-posttest control group design. Jumlah sampel yang diperoleh sebanyak 90 siswa yang terbagi dalam 4 kelas penelitian yaitu 45 siswa Kelas 5 A dan B SDLB-B sebagai sampel eksperimen dan 45 siswa Kelas 5 C dan D SDLB-B sebagai sampel kontrol. Dalam melakukan uji statistik untuk menguji hipotesis, dalam hal ini akan dilakukan dengan menggunakan teknik analisis Anova 2 arah. Berdasarkan hasil penelitian, pembahasan dan analisis, maka dapat ditarik kesimpulan sebagai berikut: (1) Pada uji hipotesis pertama yang menyatakan: terdapat perbedaan peningkatan Kemampuan Membaca antara pemberian Model Pembelajaran PBL Berbasis Aplikasi Al-Qur'an Versi Kementerian Agama dan Metode Ceramah, (2) Pada uji hipotesis kedua yang menyatakan: terdapat perbedaan peningkatan Kemampuan Membaca antara siswa yang mempunyai kemampuan awal rendah dan siswa yang mempunyai kemampuan awal tinggi , dan (3) Pada uji hipotesis ketiga yang menyatakan: terdapat pengaruh interaksi antara pemberian Model Pembelajaran PBL Berbasis Aplikasi Al-Qur'an Versi Kementerian Agama dan Metode Ceramah dan kemampuan awal terhadap Kemampuan Membaca, sehingga berpengaruh dapat disimpulkan bahwa terdapat pengaruh yang positif dan signifikan antara pemberian Model Pembelajaran PBL Berbasis Aplikasi Al-Qur'an Versi Kementerian Agama dan Metode Ceramah dan kemampuan awal terhadap Kemampuan Membaca.

Kata kunci: Model PBL, Aplikasi Al-Qur'an Versi Kemenag, Metode Ceramah, Kemampuan Awal, Kemampuan Membaca

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INTRODUCTION

Every human being has the right to obtain education, be it kindergarten, RA, PAUD or further education. Education is a process of activities aimed at influencing humans. Humans are able to interact with their surrounding environment. This process is carried out systematically and in a planned manner and will be developed continuously. The school teaching program given to deaf children is almost the same as the programs given to children in general, namely consisting of four aspects of skills; listening, speaking, reading and writing. The development of these skill aspects in its implementation is carried out in an integrated manner and adapted to the level of ability or development as well as the child's communication needs.

The skill of reading hijaiyah letters is a skill that is difficult for children to master (Hidayah et al., 2021; Rafika Duri et al., 2023; Saputri et al., 2021) . For the third grade of elementary school, the stage of reading hijaiyah letters has entered the advanced reading stage, where in this stage children are required to be able to understand the content of the reading they read intensively (Hidayah et al., 2021; Rafika Duri et al., 2023; Saputri et al., 2021) .

Children at SDLB-B Karya Mulia Surabaya in accessing every event that occurs around them predominantly use visual aspects, therefore, to help increase learning motivation and improve students' vocabulary and reading skills, the media used in their learning activities must involve more visual aspects compared to other aspects.

Reading hijaiyah letters is the initial ability for every individual to develop themselves, through reading people can communicate and receive information. Therefore, as a first step to obtain knowledge and knowledge transfer, one of which requires good reading skills (Putri et al., 2023; Ratih Arifah et al., 2023; Shidah et al., 2023) .

Improving children's ability to read hijaiyah letters, the main modality is ownership and understanding of hijaiyah letters, without having lots of hijaiyah letters it is impossible for good communication to occur. For this reason, learning to improve the ability, ownership and understanding of the hijaiyah letters of SDLB-B Karya Mulia Surabaya children at school must be a priority for teachers and schools. The more information a child receives, the better the child understands things and participates in his environment. He will learn from everything in this life with all the abilities he has (Abdillah et al., 2023; Mohd Ashril et al., 2023; Mulyadi, 2023) .

The most important activity in the SDLB-B Karya Mulia Surabaya class is reading hijaiyah letters because learning to read hijaiyah letters is one of the materials that needs to be taught to students in the SDLB-B Karya Mulia Surabaya class, which is very effective when taught with the Qur'an Application. Ministry of Religion version. The Ministry of Religion's version of the Qur'an application can be used as a learning tool because it can be viewed directly like on TV, VCD so that children can easily understand the shapes of the hijaiyah letters and how to pronounce them properly and correctly. This media is very fun, easy for children to understand, and is one source that can channel knowledge of hijaiyah letters so that it can help achieve educational goals at RA, helping children learn optimally. Therefore, the media plays a big role in the teaching and learning process which can help achieve the learning objectives set in the applicable curriculum.

The real conditions in the Karya Mulia SDLB-B class in Surabaya, from the results of a rather long intensive reading test, show a lack of mastery of students' understanding of the topic of learning to read hijaiyah letters. The process of learning to read hijaiyah letters is carried out by reading the spoken language spoken by the teacher, where students see the teacher's pronunciation directly. Apart from spoken language, sign language and image media, the teacher writes the words from the reading on the blackboard, then the students are asked to read and carry out the test. In reality, students are less able to understand the reading they read (Dias Puspitasari & Anardani, 2023; Gelen Jeniffer & Tri Ferga Prasetyo, 2023; Nihayati, 2023) .

In observations made by researchers in the classroom, there is a tendency that in classroom learning, teachers do not use media that can attract the attention of SDLB-B Karya Mulia Surabaya students. So that students' ability to understand reading hijaiyah letters becomes less and monotonous learning makes students less enthusiastic about receiving lessons well from the teacher, resulting in children's achievement being less and having implications for not achieving the KKM standards for the specified field of study. Apart from monotonous learning, the low use of learning media for SDLB-B Karya Mulia Surabaya students in this class results in children's communication skills and reading abilities being reduced.

Based on the problems above, efforts are needed to improve the ability to read the hijaiyah letters of SDLB-B Karya Mulia Surabaya students, namely by utilizing their visual function through the Ministry of Religion Version of the Qur'an Application, which is one of the learning aids for reading hijaiyah letters in the form of word cards or pictorial numbers shown in passing or quickly. The Ministry of Religion Version of the Qur'an application is a visual media, in accordance with the characteristics of SDLB-B Karya Mulia Surabaya children as visual people, so this media can be appointed as an alternative in the learning of SDLB-B Karya Mulia Surabaya children, especially in improving children's ability to read hijaiyah letters.

Through this Ministry of Religion Version of the Qur'an Application, it is hoped that SDLB-B Karya Mulia Surabaya children can record things that attract the eye and create images in the mind to create the messages contained in the images. Therefore, the author believes that flashcard learning media is one of the media that can be used to train the reading comprehension skills of SDLB-B Karya Mulia Surabaya students.

Apart from implementing the Ministry of Religion Version of the Qur'an Application, the learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals and functions as a guide for learning designers in planning and implementing learning activities. One learning model that is widely used and is a student-centered learning model is the Problem Based Learning (PBL) learning model (Haryanti & Setyarsih, 2020; Ulfah & Okyranida, 2021) .

The PBL learning model is a learning model where students are faced with a problem at the start of learning, followed by a student-centred information search process (Firdaus et al., 2021; Haryanti & Setyarsih, 2020; Ulfah & Okyranida, 2021) . The use of problems in the PBL learning model is used to stimulate students' thinking abilities. In recent times, the PBL learning model has increasingly developed due to several reasons, such as increasing demands to bridge the gap between theory and practice in learning, and the need to emphasize real-world competencies in learning. The Problem Based Learning learning model or commonly abbreviated as the PBL learning model is a learning model that presents problems which will then

be solved with high level thinking skills (Lailatussaadah et al., 2024; Masruroh et al., 2022; Sari et al., 2022) . The problems that will be presented are real problems experienced by someone. The use of this PBL learning model is expected to provide real experience to students, especially in solving problems that occur in everyday life (Gunawan et al., 2023; Pujiyanti et al., 2021; Sujanem & Putu Suwindra, 2023) . The syntax of the PBL model is to orient students to problems, organize students to learn, guide individual and group investigations, develop and present results, analyze and evaluate the problem solving process.

The aim of the PBL learning model is to develop students' critical thinking skills to solve problems and understand the concepts of learning material (Regina et al., 2023; Sumarni et al., 2016; Susanti & Makiyah, 2023) . The PBL learning model can be combined with the use of learning media in its application. The use of learning media will certainly facilitate the teaching and learning process. The teaching and learning process is essentially a communication process. The communication process that occurs is the process of delivering messages from the message source through certain channels or media to the recipient of the message. Messages, message sources, channels or media and message recipients are components of the communication process. Learning media is used as an intermediary to convey messages (learning materials) in order to achieve learning objectives (Astuti et al., 2021; Azizah & Aloysius, 2023; Karmana et al., 2020) . Along with technological developments in the world of education today, one of which is the innovation of website-based learning media which is considered effective and interesting. Some web-based learning media include Learning Management System (LMS), Quizizz, Google Classroom, Edmodo, E-books, and others (Rastal, Faiz, & Septiani, 2022). Quizizz is a website in the form of a game that can be used as a learning medium. The features in Quizzizz can help teachers in creating materials and evaluations during the learning process (Handayani, Masfuah, & Kironoratri, 2021; Sukartini, 2022). Quizizz in this research will be used as a medium for evaluating during the lecture process using the PBL learning model (Isabela, Miftahus Surur, 2021; Sipahutar, 2022) .

Several previous studies have shown that the Problem Based Learning learning model can improve students' mathematical problem solving abilities (Abdulah et al., 2021; Hartati et al., 2022) . Further research shows that by using the PBL model in the classroom learning process, students show an increase in critical thinking abilities (Satwika, Laksmiwati, & Khoirunnisa, 2018; Suryaningsih & Koeswanti, 2021). Further research shows that the application of the problem-based learning model assisted by Quizizz evaluation can improve social studies learning outcomes (Sukartini, 2022). Several studies show that the PBL learning model can improve students' critical thinking abilities. Previous research related to the use of the PBL learning model has been widely carried out. However, there has been no research on the use of the PBL model assisted by the Ministry of Religion's Version of the Qur'an Application. The aim to be achieved in this research is to test and analyze the effect of using the PBL learning model assisted by the Ministry of Religion's Version of the Qur'an Application on the ability to read hijaiyah letters of SDLB-B Karya Mulia Surabaya students.

METHOD

This research is experimental research on 2 (two) groups, namely the experimental group and the control group. The experimental group was taken from students in Class 5 A and B SDLB-B, while the control group was taken from students in Class 5 C and D SDLB-B.

In accordance with the experimental research design, this research uses a *True Experimental Design* with the following type of *pretest-posttest control group design:*

Pre test Treatment Post test

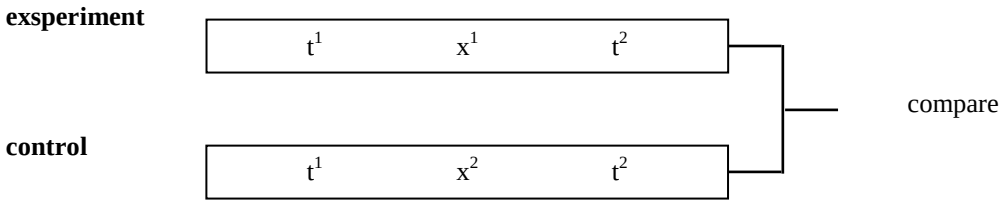

Figure 1. Research Design

Information:

t^1 : pretest

t^2 : posttest

x^1 : Providing a PBL Learning Model Based on the Ministry of Religion's Version of the Qur'an Application

x^2 : giving the lecture method

In accordance with the research hypothesis that has been formulated and the nature of the variable relationship, in this study there are 3 (three) variables, namely " PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion " as the independent variable, "initial ability" as the moderator variable and " Ability Reading ” as the dependent variable.

Of the total samples obtained, 90 students were divided into 4 research classes, namely 45 students in Class 5 A and B SDLB-B as experimental samples and 45 students in Class 5 C and D SDLB-B as control samples.

The sampling technique used in this research is " *probability sampling* " with the type " *simple random sampling* ", namely a sampling technique that is carried out randomly so that each case or element in the population has an equal chance of being selected as a research sample (Hidayat, 2020).

The sample areas taken in this research were Class 5 SDLB-B students for the following reasons:

1. The sample location is close to the researcher's residence, so the collection technique can be carried out easily.
2. Classes 5 A and B SDLB-B have met the requirements for sampling respondents.

Table 2. Population and Sample

Population			Sample			Group	Sampling Techniques
School	**Class**	**Σ students**	**School**	**Class**	**Σ students**		
Class 5 A and B SDLB-B	5A	23	SDLB-B Karya Mulia Surabaya students	5A	23	Experiment	*Simple random sampling*
	5B	22		5B	22		
Amount		**45**	**Amount**		**45**		
Class 5 C and D SDLB-B	5A	22	SDLB-B Karya Mulia Surabaya students	5C	22	Control	*Simple random sampling*
	5B	23		5D	22		
Amount		**45**	**Amount**		**45**		

After research data is obtained from the results of the Reading Ability test, the next step is to analyze the data. The approach used in analyzing data is a quantitative approach with inferential statistics, with the reason that the data obtained is in the form of numbers and makes it easier to further analyze the data obtained. The steps are as follows: (1) Carry out an assumption test, namely to fulfill the requirements before carrying out a statistical inference test using Anova. The assumption test was carried out at a significance level (P) of more than 0.5 (5%) which means it is not significant, meaning that the Reading Ability test scores of the 2 groups of subjects who were given different treatments were normally and homogeneously distributed. On the other hand, if the Normality and Homogeneity tests show a significance level (P) of less than 0.5 (5%) then it is significant, meaning that the Reading Ability test scores of the 2 groups of subjects given different treatment are not normally distributed and not homogeneous, (2) Carry out statistical tests To test the hypothesis, in this case it will be done using the 2-way Anova analysis technique.

RESULTS AND DISCUSSION

Hypothesis testing will discuss the results of the analysis to prove whether the hypothesis is accepted or rejected, based on previously established criteria or norms for hypothesis testing. To test the above hypothesis, the 2-way Anava technique was used using the SPSS version 25.0 program as shown in the table below:

Table 3. Results of 2 Way Analysis of Variance

Tests of Between-Subjects Effects

Dependent Variable: READING SKILLS

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7002.869[a]	3	2334.290	207.143	.000
Intercept	173106.376	1	173106.376	15361.331	.000
MODEL	4634.533	1	4634.533	411.265	.000
INITIAL_SKILLS	99.356	1	99.356	8.817	.004
MODEL * INITIAL_SKILLS	449.049	1	449.049	39.848	.000
Error	969.131	86	11.269		
Total	428222.000	90			
Corrected Total	7972.000	89			

a. R Squared = .878 (Adjusted R Squared = .874)

Analysis to Answer Hypothesis 1

The decision to reject or accept H0 $_{is}$ as follows:

1. If the value of Asymp Sig. > 0.05, then H $_0$ is accepted.
2. If the value of Asymp Sig. < 0.05, then H0 $_{is}$ rejected.

From the results of the F calculation in table 3, it shows that the calculated F is 411.265 with an Asymp Sig value. = 0.000< 0.05. So, H $_0$ is rejected, meaning there is a difference in the increase in Reading Ability between providing a PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion and the Lecture Method to grade 5 students at SDLB-B Karya Mulia Surabaya.

Analysis to Answer Hypothesis 2

The decision to reject or accept H0 $_{is}$ as follows:

1. If the value of Asymp Sig. > 0.05, then H $_0$ is accepted.
2. If the value of Asymp Sig. < 0.05, then H0 $_{is}$ rejected.

From the results of the F calculation in table 3, it shows that the calculated F is 8.817 with an Asymp Sig value. = 0.004 < 0.05. So, H $_0$ is rejected, meaning that there is a difference in the increase in reading ability between students who have low initial abilities and students who have high initial abilities in class 5 students at SDLB-B Karya Mulia Surabaya.

Analysis to Answer Hypothesis 3

To test a comparative hypothesis of more than two sample means, a statistical technique called analysis of variance is used. This test is carried out to find out whether all independent variables can simultaneously play a role in the dependent variable. This test was carried out using the calculated F distribution by comparing the calculated F value with the F test value contained in the Analysis of Variance (Anova) table (Sugiyono, 2008).

The decision to reject or accept H0 $_{is}$ as follows:

a. If the value of Asymp Sig. > 0.05, then H $_0$ is accepted.
b. If the value of Asymp Sig. < 0.05, then H0 $_{is}$ rejected.

From the results of the F calculation in table 3, it shows that the calculated F is 39,848 with an Asymp Sig value. = 0.000 > 0.05. So, H $_0$ is accepted, meaning that there is an interaction effect between the provision of the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion, the Lecture Method and initial ability on the Reading Ability of grade 5 students at SDLB-B Karya Mulia Surabaya.

Discussion

1. The Influence of the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion and the lecture Method on Reading Ability.

Model Learning is one of the determining elements of whether or not the graduates produced by an education system are good or not. He is like the heart of the learning process. Good learning tends to produce graduates with Reading Ability which is good too. Vice versa.

Implementation of the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion in learning will be able to develop children's thinking abilities (Firdaus et al., 2021; Haryanti & Setyarsih, 2020; Ulfah & Okyranida, 2021). Children will be active in using their minds to discover various concepts or principles from material. As stated by (Lailatussaadah et al., 2024; Masruroh et al., 2022; Sari et al., 2022) that in teaching with the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion Invention, children will use their minds to implement various concepts or principles.

PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion is the assimilation of various intellectual skills that can be applied to the learning process (Gunawan et al., 2023; Pujiyanti et al., 2021; Sujanem & Putu Suwindra, 2023) stated that children's reading ability will develop if it is communicated clearly and carefully, which can be presented in the form of graphs, diagrams, tables, pictures or other sign language.

Implementation of the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion Through this research, it is carried out by providing students with various kinds of skills learning. The skills provided through the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion include (Gunawan1 et al., 2022; Regina et al., 2023; Sumarni et al., 2016):

a. Observing, namely the skill of collecting data or information through application with the senses based on the activities carried out.
b. Interpreting is the skill of making an analogy of an experiment with an existing concept.
c. Discussing, namely the skill of being able to work in a team to discuss problems.
d. Analyzing, namely the ability to analyze problems based on the observation skills that have been carried out.
e. Summarizing research results, namely the skill to draw conclusions from a series of activities that have been carried out after analysis and discussion.
f. Applying, namely applying Reading Skills in the form of information, conclusions, concepts, laws, theories and skills.
g. Communicating, namely conveying the acquisition or ability to read to others in the form of writing, images, movements, actions or appearance

These seven skills are given to students through the following activities: (a) observations or observations made by students, (b) classification activities from observation results, (c) taking measurements, (d) communicating the results of observations and measurements, (e) inferring, (f) making predictions or estimates, (g) connecting space and time, and (h) through forms of activity that introduce the relationship between numbers,

From the description above, there is a significant difference between students who are taught using the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion and students who are taught using the lecture method on Reading Ability.

2. The Influence of Initial Ability on Students ' Reading Ability

Initial Ability is one of the students' enthusiasm for learning. Initial Ability is an encouragement that places more emphasis on the results possessed by students. Viewed from the perspective of a problem solving approach (Lestari, 2017; Son'any, 2022; Wulandari et al., 2022) .

One dimension of Initial Ability that specifically needs to be considered in education, especially in History subjects, is Initial Ability which is differentiated based on psychological differences, namely: High and low Initial Ability.

In this case (Aprilia, 2022; Qonitah & Ambarwati, 2022) say that Initial Ability has been used in large studies, attracts much interest and controversy. It is also of greater interest to researchers in history subjects. A similar opinion was expressed by (Setyani et al., 2022; Zamdani, 2022) that *field-independence* correlates with spatial ability and ability in history lessons when IQ is controlled.

The implications of Initial Ability based on psychological differences in students in learning according to (Firmansyah, 2017; Nafisah et al., 2022; Son'any, 2022) are as follows: (a) students who have Initial Ability tend to choose individual learning, respond well, and independent. Besides that, they can achieve their goals with initial abilities. (b) Students who have Initial Ability tend to choose to study in groups and interact with teachers as often as possible, requiring extrinsic reinforcement.

Considering that students' initial abilities are psychologically different, namely intrinsic initial abilities and extrinsic initial abilities, teachers need to adapt learning to these styles. In this regard (RD Pratiwi et al., 2022; Wulandari et al., 2022) say " " A problem is a situation in which a person is motivated in reaching a goal but attainment of the goal is blocked by some obstacles or obstructions. The person's task is to find a solution to the problem, that is to discover a way to overcome the obstacle". (A problem is a situation that causes a person to have the initial ability to achieve a goal but the process of achieving that goal is hindered by an obstacle or obstacle. The person's task is to find a solution to the problem by finding a way to overcome this obstacle). A similar thing was stated by (Aprilia, 2022; Lestari, 2017) that teachers should pay attention to Initial Abilities when evaluating academic and non-academic behavior and achievements. This is very sensitive because students' initial abilities influence the teacher's teaching strategies. Furthermore (Qonitah & Ambarwati, 2022; Setyani et al., 2022) said that psychological differences influence the way teachers learn.

Thus, according to theory, students who have high initial abilities will be more successful in learning than students who have low initial abilities. Likewise, this research has shown the same results as theory. In order for learning to be successful according to the teacher's expectations, it is necessary to understand the differences in students' initial abilities to help teachers choose learning strategies.

3. The interaction between learning models and initial abilities on students ' reading abilities

History learning It will be easier to understand when learning is carried out by carrying out real learning activities so that students will get direct learning experience. By carrying out direct activities, students will be given the opportunity to discover concepts, facts, or principles for themselves. Such learning will be more meaningful than just memorizing a concept or principle. One learning approach that can be applied to make learning more meaningful and easier for students to remember is the PBL Learning Model

Based on the Qur'an Application Version of the Ministry of Religion (Luo et al., 2021; Sugiharto et al., 2019; Ulfah & Okyranida, 2021) . The PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion is a learning approach that allows students to grow various skills (Maulana & Ahmadi, 2020; SY Pratiwi & Dewi, 2023).

The implementation of the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion will have an impact on increasing student activity. This is because in this learning activity students are given the freedom to explore their physical and mental abilities to the maximum and are supported by an assessment system that does not only refer to test results but also refers to the results of activity data carried out by students during learning. (Haryanti & Setyarsih, 2020; Zulfa et al., 2022).

The learning model approach requires students to play an active role in learning, actively participate in experiments, be active in discussions, and work together with their group friends, for example in working on worksheets. By working on the worksheet systematically according to the instructions, students can make theoretical formulations based on the experiments they carry out. This is because the worksheet has been designed with steps that guide students to find a theory according to experiments.

Increasing activities in the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion will have an impact on increasing students' Reading Ability, especially in the cognitive domain (Al Badriyah et al., 2023; Anwar et al., 2022; Firdaus et al., 2021) . By conducting experiments, students will gain real experience. These experiences will be easy to remember and students' memory will last longer than if students only read books or take notes.

Students' memory is very valuable as students' knowledge capital and will of course have an impact on improving students' reading abilities. Finally, learning released with the PBL Learning Model Based on the Ministry of Religion's Version of the Qur'an Application will be able to increase activity and Reading Ability History students (Hasan et al., 2023; Lailatussaadah et al., 2024; ZIPLIN, 2021).

Using a process approach that can encourage activity will be appropriate for students who have Initial Ability and will ultimately also influence students' Reading Ability. This research concludes that there is an interaction between the use of learning models and Initial Ability and Reading Ability 5th grade student at SDLB-B Karya Mulia Surabaya.

CONCLUSION

Based on the research results, discussion and analysis results, the following conclusions can be drawn: (1) In the first hypothesis test which states: there is a difference in the increase in Reading Ability between the provision of the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion and the Lecture Method, so that in this way it can be concluded that there is a positive and significant influence between the provision of the PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion and the Lecture Method, (2) In the second hypothesis test which states: there is a difference in the increase in Reading Ability between students who have low initial abilities and students who have high initial abilities, so it can be concluded that there is a positive and significant influence between

students who have low initial abilities and students who have high initial abilities, and (3) In the third hypothesis test which states: there is an interaction effect between the provision of the Learning Model PBL Based on the Qur'an Application Version of the Ministry of Religion and Lecture Method and initial ability on Reading Ability, so it can be concluded that there is no positive and significant influence between the provision of PBL Learning Model Based on the Qur'an Application Version of the Ministry of Religion and Lecture Method and initial ability on Reading Ability.

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