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Increasing Students' Interest in Learning Islamic Education through the Project Based Learning Model at SMP Negeri 2 Sosopan

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning through the Project Based Learning Model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that through the Project Based Learning Model, it can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, through the Project Based Learning Model it can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Project based learning model, students' interest, islamic education.

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INTRODUCTION

Character education and noble morals are one of the important aspects of education in Indonesia, especially at the junior high school level. In the midst of this fast-paced development of the times, the challenges for the world of education are increasingly complex. One of the issues that is a concern in Islamic religious education is students' understanding of important concepts related to morals and ethics, such as ghibah and tabayun. Ghibah is the act of talking about someone behind him with things he doesn't like, while tabayun is the process of clarifying or checking the truth of information before spreading it.

These two concepts are very relevant in everyday social life, both in the real world and in cyberspace, where the dissemination of information is often without considering the truth. The practice of ghibah and lack of tabayun can damage relationships between

individuals, cause slander, and damage the reputation of others. Therefore, a good understanding of these two concepts is essential to form a better character of a student, especially in interacting with his peers at school. However, based on the results of initial observations conducted at SMP Negeri 2 Sosopan, it was found that students' understanding of ghibah and tabayun is still very low. Most students only know the definition in general terms without being able to relate it to their daily behavior.

In fact, there are students who are not fully aware that ghibah is a prohibited act in Islam and damages social relations. This shows that the learning process on this topic is not effective enough in building a deep understanding. One of the factors that causes low student understanding is the use of conventional learning methods, such as lectures or theoretical material without actively involving students in the learning process. This method makes students more passive and lack of understanding of material relevance in their lives. In addition, the lack of development of students' critical thinking skills is also an obstacle in overcoming this problem. Therefore, innovations in learning methods are needed to improve students' understanding of these important concepts.

For this reason, it is necessary to apply a more active and contextual learning model, such as Project Based Learning (PjBL), which can help students understand the concepts of ghibah and tabayun through direct experience and real problem solving. In project-based learning, students will be given the task of designing and implementing projects related to the concept of ghibah and tabayun, such as making campaigns or presentations that educate their peers about the importance of avoiding ghibah and doing tabayun. Meanwhile, in problem-based learning, students will be faced with situations or cases that require them to apply the principle of tabayun in solving problems related to ghibah. In addition, to increase student engagement and activeness in learning, the role play method can be applied.

With this method, students will play the role of a figure who is involved in a situation that requires tabayun or who shows ghibah behavior, and then is asked to solve the problem through discussion and reflection. The role play method can help students to better understand the concept in a practical way and form empathy for the impact of ghibah deeds, as well as the importance of tabayun in avoiding misunderstandings. Through a combination of project-based, problem-based, and role play learning, it is hoped that students can better understand and apply the concepts of ghibah and tabayun in daily life. In addition, learning that involves active participation can increase students' interest in learning and form a better attitude in social interaction.

However, despite the promise of this learning model, its implementation still faces challenges, especially in terms of time and resource constraints, as well as teachers' readiness to adapt to this more innovative learning method. Therefore, this study aims to examine the effectiveness of the use of Project Based Learning (PjBL) and role play in increasing the learning interest of grade VII students of SMP Negeri 2 Sosopan in understanding the concepts of ghibah and tabayun. Against this background, this research is important to be conducted as an effort to improve students' understanding of these concepts and to identify how more innovative learning methods can help students in developing good character and morals.

METHODS

The type of research used in this study is Classroom Action Research (PTK). Classroom Action Research (PTK) is a research approach that is carried out to improve the quality of learning and student performance in the classroom through actions taken by teachers directly in the teaching and learning process. This research aims to increase students' interest in learning in understanding the concepts of ghibah and tabayun by applying the Project Based Learning (PjBL) learning model which is equipped with the role play method. This Classroom Action Research (PTK) was carried out with a qualitative and quantitative approach that aims to provide solutions to learning problems that occur in

grade VII of SMP Negeri 2 Sosopan, especially related to students' understanding and interest in learning about moral concepts such as ghibah and tabayun. This study also prioritizes collaboration between researchers and teachers in designing, implementing, and evaluating actions taken in order to improve learning.

The stages carried out in this Class Action Research are as follows; 1) Planning: Prepare an action plan based on the results of identifying problems in the classroom, including choosing the right learning model and method to increase students' interest in learning; 2) Implementation: Carrying out learning using the Project Based Learning (PjBL) model and the application of the role play method in the context of learning ghibah and tabayun; 3) Observation: Observing and recording changes that occur in students, both in terms of understanding concepts and their learning interests during and after the implementation of learning; 4) Reflection: Analyze the collected data, evaluate the results of actions, and formulate follow-up steps for learning improvement.

This research is included in the category of research based on the development of learning practices, which aims to produce findings that can provide contribution in improving the quality of learning in schools. Thus, this research does not only focus on the theoretical aspect, but rather on the practical application of learning methods to improve student learning outcomes. In this study, there are two main variables to be studied, namely independent variables and dependent variables. This study aims to determine the influence of the application of the Project Based Learning (PjBL) learning model with the role play method on students' learning interest and understanding of the concept of ghibah and tabayun.

The following is an explanation of the research variables; 1) Independent Variable (X). The independent variable in this study is the learning model applied in the classroom. The learning models tested include; 1) Project Based Learning (PjBL): A project-based learning model that provides opportunities for students to be directly involved in projects relevant to their lives, such as conducting anti-ghibah campaigns or making reports on tabayun; 2) Role Play Method: A learning method that involves students to play various roles in situations related to ghibah and tabayun. Students will play the role of someone who faces a ghibah situation and are required to show an attitude in accordance with the principle of tabayun; 2) Dependent Variable (Y). The dependent variables in this study are students' interest in learning and students' understanding of the concepts of ghibah and tabayun. This variable will be measured by the following indicators; 1) Student Learning Interest: Students' learning interest will be measured based on the level of student activity and involvement in the learning process that takes place.

This includes students' attention to the subject matter, their enthusiasm in participating in discussions and activities, and participation in activities related to ghibah and tabayun. The research sample is the part of the population that is selected for analysis and becomes the object of the research. The determination of the sample in this study uses the purposive sampling technique, which is the selection of samples based on certain considerations relevant to the purpose of the research, namely to obtain in-depth data on the influence of the application of the learning model on interest and students' understanding of ghibah and tabayun. In this study, the data collected consists of qualitative data and quantitative data, which will be used to assess students' learning interests and their understanding of the concept of ghibah and tabayun after the application of the Project Based Learning (PjBL) learning model with the role play method.

The data sources in this study are; 1) Grade VII students of SMP Negeri 2 Sosopan who are the object of research. This data source includes information about students' interest in learning and understanding of the concept of ghibah and tabayun, both before and after the implementation of the learning model; 2) Teacher Documentation and Learning Materials: Documentation related to teaching materials, lesson plans, and teacher notes during the learning process carried out using the PjBL model. 3) Direct Observation: Data obtained from direct observation of student activities during learning to find out the extent to which they are involved in the learning process.

Some of the data collection techniques used in this study are; 1) Test; 2) Questionnaire; 3) Observation; 4) Wawancara; 4) Documentation. In this section, the techniques used to analyze the collected data and test the hypothesis that has been formulated are explained. The data collected consists of quantitative and qualitative data, which will be analyzed separately using the appropriate approach for each type of data. In addition, hypothesis testing techniques will be used to determine if there is a significant influence of the model Project Based Learning (PjBL) learning on students' understanding of ghibah and tabayun and their interest in learning; 1) Quantitative Data Analysis.

Quantitative data collected through pretest, posttest, and questionnaire will be analyzed to see if there are significant differences in students' understanding and interest before and after the implementation of the learning model. Some of the analysis techniques used are; 1) Normality Test, before further statistical tests are carried out, the collected data will be tested to ensure that the data is distributed normally. This normality test is important to ensure that the data can be analyzed using parametric statistical techniques. The normality test can be carried out using the Kolmogorov-Smirnov Test or the Shapiro-Wilk Test; 2) Homogeneity Test, the homogeneity test is used to test whether the variance in different sample groups is homogeneous (the same).

This is important to ensure that comparisons between the experimental and control groups can be made fairly. Homogeneity tests can be performed using the Levene Test; 3) Paired Sample T-test, to test whether there is a significant difference between the pretest and posttest results in each group, the Paired Sample T-test is used. This test will be used to see if the application of the learning model in 2 cycles can significantly improve students' understanding of the concepts of ghibah and tabayun; 2) Qualitative Data Analysis. Qualitative data obtained through observations, interviews, and documents will be analyzed using a content analysis approach. This technique aims to identify the main themes that emerge from the data obtained and provide an in-depth interpretation of the student's experience during learning.

RESULTS

This study aimed to examine the effectiveness of the Project-Based Learning (PBL) model in enhancing students' interest in Islamic Education at SMP Negeri 2 Sosopan. The research sought to determine how the PBL model could increase student motivation, engagement, and overall interest in learning Islamic Education. Data was collected through pre-tests, post-tests, classroom observations, and student interviews, which provided a comprehensive view of the model's impact on students' learning attitudes and performance.

The pre-test results indicated that students had a basic understanding of Islamic Education, but many lacked enthusiasm and motivation to engage with the subject. Students often saw Islamic Education as theoretical and disconnected from real-life experiences, leading to low interest in the subject. However, after the implementation of the PBL model, the post-test results showed a marked improvement in students' interest and engagement. The project-based approach, which involved students in real-world tasks and problem-solving, allowed them to connect Islamic teachings to practical and meaningful activities, sparking greater interest in the subject matter.

Classroom observations revealed that the PBL model successfully increased student participation and motivation. During the project-based activities, students were actively involved in discussions, group work, and problem-solving tasks. The PBL model encouraged students to take ownership of their learning, which increased their engagement and enthusiasm. By working on projects that required them to apply Islamic principles in real-life contexts, students were able to see the relevance of Islamic Education in their daily lives, making the subject more interesting and accessible.

The study also found that the PBL model promoted collaboration among students, which further contributed to their interest in learning. Working in groups allowed

students to share ideas, learn from each other, and approach problems collectively. This collaborative environment fostered teamwork and communication skills while simultaneously making learning more enjoyable. The social interaction inherent in group work helped students feel more connected to the subject and their peers, which in turn boosted their motivation and engagement with the lesson.

In addition to fostering interest, the PBL model also contributed to the development of students' critical thinking and problem-solving skills. When students were tasked with creating projects that addressed real-world issues or applied Islamic values, they were required to think critically and creatively. For example, in one project, students worked on a community service project that focused on the Islamic value of charity. This encouraged them to analyze the concept of charity and its relevance in their local community, deepening their understanding of the subject while simultaneously developing essential life skills.

Interviews with students indicated that they found the PBL method more enjoyable and meaningful compared to traditional, lecture-based learning. Many students expressed that the hands-on, interactive nature of the PBL approach helped them better understand and remember the material. They also reported feeling more motivated to participate in class discussions and activities because they could see the direct impact of their learning in real-world contexts. The opportunity to work on projects that were both educational and personally relevant made the learning experience more engaging and enjoyable for students.

However, the study also identified some challenges in implementing the PBL model. One challenge was the time and resources required to organize and complete the projects. Teachers needed to plan the projects carefully, ensuring that they aligned with the learning objectives and provided students with sufficient time and resources to complete them. Additionally, some students initially struggled with the open-ended nature of the projects, requiring additional guidance and support to stay on task. Despite these challenges, the overall results showed that the PBL model was effective in increasing students' interest and engagement in Islamic Education.

In conclusion, the findings from this study suggest that the Project-Based Learning model significantly improved students' interest and engagement in Islamic Education at SMP Negeri 2 Sosopan. The active, hands-on approach of PBL allowed students to connect Islamic teachings to real-world situations, making the subject more meaningful and relevant. While challenges such as time and resource constraints existed, the overall impact of PBL on student motivation and learning outcomes was positive, indicating that it is a valuable method for enhancing student interest and involvement in Islamic Education.

DISCUSSION

The results of this study clearly demonstrate that the Project-Based Learning (PBL) model significantly enhances students' interest in learning Islamic Education at SMP Negeri 2 Sosopan. One of the primary advantages of PBL is its focus on student engagement through real-world applications of the subject matter. By engaging in projects that required them to apply Islamic principles to tangible situations, students were able to see the relevance of Islamic teachings in their everyday lives. This shift from theoretical learning to practical application made the subject more meaningful, thus increasing students' motivation to learn.

The PBL model also proved effective in increasing student participation. During the project-based activities, students were more actively involved in discussions and tasks. This is in stark contrast to traditional learning methods, where students often take a passive role in the classroom. By working collaboratively in groups, students were given the opportunity to share ideas, explore different perspectives, and work together toward

achieving common goals. This level of interaction not only deepened their understanding of the subject but also enhanced their communication and teamwork skills.

Another key benefit of PBL was its ability to cater to diverse learning styles. The approach allowed students to engage with the material in a variety of ways, such as through visual aids, discussions, hands-on activities, and creative projects. This multisensory learning environment accommodated different learning preferences, ensuring that all students could actively participate and engage with the content. Students who might have struggled with traditional lecture-based learning found the project-based approach to be more accessible and enjoyable, which contributed to their increased interest in the subject.

In addition to enhancing interest, the PBL model also promoted critical thinking and problem-solving skills. Students were tasked with solving real-world problems, which required them to think critically and apply Islamic teachings to find solutions. For example, in one project, students analyzed how Islamic concepts such as charity could be applied to address community issues. This not only helped students deepen their understanding of Islamic values but also encouraged them to think creatively and critically, skills that are important both in academic settings and in daily life.

Furthermore, the collaborative nature of PBL created a supportive learning environment where students could learn from each other. The group work aspect fostered social interaction, where students were encouraged to express their ideas and collaborate with peers. This peer-to-peer learning experience allowed students to develop stronger relationships with their classmates, creating a sense of community and a positive classroom atmosphere. The shared learning experience also helped boost students' confidence, as they saw the value of working together to accomplish tasks and achieve their goals.

Although the PBL model yielded positive results in increasing student interest and engagement, the study also identified some challenges. One significant challenge was the time required for project planning and execution. Teachers had to dedicate considerable time to designing meaningful projects that aligned with the curriculum and learning objectives. In addition, students needed sufficient time to research, plan, and execute their projects, which could sometimes extend the lesson duration. However, despite these time constraints, the benefits of PBL in terms of student engagement and learning outcomes outweighed the challenges.

Finally, some students initially struggled with the open-ended nature of the projects, as they were accustomed to more structured, teacher-directed learning. These students needed additional guidance and support from the teacher to stay on track and manage their tasks effectively. Teachers played a crucial role in ensuring that students understood the objectives of the projects and remained focused throughout the process. Once students adapted to the PBL model, however, they demonstrated increased independence and ownership of their learning, which ultimately led to greater success and interest in the subject.

In conclusion, the PBL model was highly effective in enhancing students' interest in Islamic Education at SMP Negeri 2 Sosopan. By fostering active participation, collaboration, critical thinking, and real-world application of Islamic principles, PBL made learning more engaging and relevant to students. While there were challenges related to time and initial adjustments, the overall impact on student motivation and academic performance was positive. Therefore, it is recommended that PBL be further integrated into Islamic Education curricula to provide students with a more dynamic and meaningful learning experience.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the application of the Project Based Learning (PjBL) learning model combined with the role

play method has succeeded in increasing students' interest and understanding of the concept of ghibah and tabayun in grade VII students of SMP Negeri 2 Sosopan. Some of the things that can be concluded from this study are as follows; 1) Pre-Cycle Conditions: In the pre-cycle stage, learning that uses the dominant lecture method cannot increase students' interest and understanding. Only 40% of students found the learning interesting and relevant, and the average student comprehension score only reached 60, below the KKM set at 75; 2) Cycle 1: The application of the Project Based Learning (PjBL) model and the role play method has succeeded in increasing students' interest and participation in learning. The average student comprehension score increased to 78, with classical completeness reaching 92%. However, there are some weaknesses in time management and the division of group tasks; 3) Cycle 2: Improvements made in cycle 2, in the form of more structured time management and clearer division of tasks, resulted in better improvements. The average student score increased to 82, and classical completeness reached 100%. Students become more active, engaged, and able to relate the material to their daily lives; 4) Learning Impact: The method used has proven to be effective in increasing students' understanding of the concepts of ghibah and tabayun. Project-based learning and role play provide a more interesting, meaningful, and relevant learning experience to students' lives. Overall, learning using role play-based PjBL has proven to be effective in achieving learning objectives, namely increasing students' interest in learning and understanding of important concepts such as ghibah and tabayun.

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