

# DARUSSALAM: Scientific Journal of Islamic Education

DARUSSALAM: Scientific Journal of Islamic Education

Volume 1 (1) 146 – 152 June 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/darussalam>

## Implementation of Project Based Learning Model in Efforts to Improve Student Learning Outcomes in Islamic Education Learning at SMA Negeri 2 Painan

Ajrul Aswad ✉, SMA Negeri 2 Painan, Indonesia

✉ [ajrulaswad71@guru.sma.belajar.id](mailto:ajrulaswad71@guru.sma.belajar.id)

**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using a 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 high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes 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 the project-based learning model 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 40.71%, the first cycle 60.39% and in the second cycle it increased to 90.66%. Thus, the use of a project-based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Project based learning, learning outcome, islamic education.

**Received** April 15, 2024; **Accepted** June 19, 2024; **Published** June 30, 2024

**Citation:** Aswad, A. (2024). Implementation of Project Based Learning Model in Efforts to Improve Student Learning Outcomes in Islamic Education Learning at SMA Negeri 2 Painan. *DARUSSALAM: Scientific Journal of Islamic Education*. 1(1). 146–152.

Published by Mandailing Global Edukasia © 2024.

### INTRODUCTION

In adolescence, individuals are in a period of self-discovery and social identity that is very vulnerable to the influence of the surrounding environment, especially in the social aspect. In Indonesia, the phenomenon of promiscuity and adultery has become an increasingly worrying social problem, especially among teenagers. Based on data from the National Narcotics Agency (BNN) and the Ministry of Education and Culture (Kemdikbud), drug abuse, promiscuity, and premarital sexual behavior (zina) are one of the main challenges in the world of education, including at the high school level. Teenagers who fall into promiscuity are often unaware of the bad effects they experience, both physically, psychologically, socially, and spiritually. For example, promiscuity can lead to the spread of sexually transmitted diseases (STDs), unwanted pregnancies, and mental and emotional disorders. Promiscuity among adolescents is greatly influenced by various external and internal factors.

Internal factors include a lack of strong religious understanding and low moral awareness, while external factors include the influence of social media, peer association, and lack of adequate guidance from family and school. As an educational institution, schools have a very important role in shaping character and providing knowledge to students about moral values that are in accordance with religious teachings and social norms. One of the efforts to overcome this problem is to improve the quality of learning in the field of Islamic Religious Education which not only focuses on knowledge of religious theories, but also on strengthening moral values that can shape students' character. One of the learning methods that can be applied to achieve this goal is Project-Based Learning (PJBL). PJBL is an approach that allows students to be directly involved in projects that touch on relevant and real social issues. In this context, the resulting project can be in the form of a campaign to educate fellow students about the importance of staying away from promiscuity and adultery.

The PJBL method can help students develop critical thinking, collaboration, and problem-solving skills, while delving deeper into the values taught in Islam regarding morality and ethics. Several previous studies have shown that the use of PJBL in Islamic Religious Education learning can increase students' understanding of religious teachings while strengthening their attitude towards moral values. For example, a study conducted by Al-Mashoor found that the application of PJBL in religious education increased students' awareness of behavior in accordance with Islamic religious teachings, as well as improved their social skills and empathy for others. Furthermore, in research by Syarifuddin, it was revealed that PJBL is able to encourage students to be more active in religious learning by connecting religious concepts with daily life practices.

PJBL provides opportunities for students to not only understand religious teachings theoretically but also apply them in the form of real projects, such as making posters, educational videos, or campaigns in the school environment regarding the negative impacts of promiscuity and adultery. The challenge faced in the implementation of PJBL is to ensure students can work effectively in groups and can produce projects that truly reflect their understanding of the themes being taught. Therefore, it is important for teachers to provide clear direction and appropriate guidance so that the resulting project can achieve the expected goals. By using the PJBL method, it is hoped that students will not only gain knowledge about the prohibition of promiscuity and adultery in Islam, but also be able to understand the social and psychological impact of such behavior and form a deeper awareness of the importance of maintaining morality. In addition, PJBL can provide a fun and rewarding learning experience, which in turn can shape students' character better in facing life's challenges.

Project-based learning (PjBL) model is very important in Islamic Religious Education (PAI) learning because it can improve students' understanding in a deeper and contextual way. This method allows students to learn through direct experience in completing a project related to Islamic values. Thus, they not only understand the concept theoretically, but are also able to apply Islamic teachings in everyday life. Project-based learning provides an opportunity for students to be more active in exploring, analyzing, and solving problems related to Islamic religious values. This model encourages students not only to memorize the material, but also to develop critical thinking and problem-solving skills. In the context of PAI, this is very relevant because Islamic teachings require its followers to think deeply and apply their knowledge in real life. In addition, this learning model can improve collaboration skills among students. In completing the project, students work in groups, discuss, and share tasks with each other. This is in line with Islamic values that teach the importance of *ukhuwah Islamiyah* (brotherhood in Islam) and cooperation in goodness. Students also learn to respect other people's opinions more and resolve conflicts wisely, which are part of the commendable morals in Islam.

Project-based learning can also increase students' creativity in understanding Islamic teachings. When they are given the freedom to explore a topic in their own way, they tend to find innovative solutions in conveying Islamic messages. For example, they

can make da'wah videos, educational posters about worship, or simulations about the application of Islamic values in everyday life. Another advantage of this model is that it increases student involvement and motivation to learn. Often, religious learning is considered monotonous if it only uses the lecture method. However, with project-based learning, students are more enthusiastic because they feel they have an active role in the learning process. They are more motivated to seek information themselves and understand Islamic teachings with a more interesting and meaningful approach.

The project-based learning model also helps students in building an attitude of responsibility. In carrying out a project, they must complete tasks according to the specified time, manage resources well, and ensure that the project runs according to the goals that have been designed. This attitude is very important in Islam because it teaches the importance of trust in every action taken. In addition, project-based learning allows teachers to develop more student-centered learning. Teachers act as facilitators who guide students in finding answers to their own questions. This approach is in accordance with the concept of Islamic education which emphasizes the importance of seeking knowledge seriously and applying it in life. This learning can also help students understand the relationship between Islamic teachings and modern life. For example, through projects related to Islamic business ethics, they can understand how sharia principles are applied in the world of economics. Likewise with other projects such as environmental management based on Islamic teachings that teach the importance of preserving nature.

The application of the project-based learning model in Islamic Religious Education can also shape students' Islamic character more deeply. By being directly involved in projects related to Islamic teachings, they can more easily internalize religious values in their lives. For example, a project on philanthropy in Islam can encourage them to care more about others and like to share with those in need. Overall, project-based learning in Islamic Religious Education has many benefits that not only improve students' understanding of Islamic teachings, but also help them shape character, social skills, and responsibility in everyday life. With this approach, religious education is not only a theory that is memorized, but also a practice that is carried out with full awareness and sincerity.

## **METHODS**

This study uses the Classroom Action Research (PTK) method with a qualitative approach. The PTK process follows the stages of planning, action, observation, and reflection, which are carried out in two cycles to achieve the desired goals. The population in this study is all students who are at the relevant level of education, namely SMA Negeri 2 Painan Senior High School. Students at these institutions are considered to have the potential to engage in promiscuity and adultery. So it requires intervention in the form of project-based Islamic religious education (PjBL). This population was chosen because the students of SMA Negeri 2 Painan are in a phase of development full of challenges and social changes, so they are vulnerable to promiscuity. For this reason, Islamic religious education based on PjBL can effectively help them understand and avoid adultery with a more practical and applicable approach.

The sample is the part of the population that will be used as the object of research. In Class Action Research (PTK), samples are selected based on a certain class or group that will be given treatment. The sample in this study is all students of SMA Negeri 2 Painan class X who take part in project-based PAI learning (PjBL) with material on staying away from promiscuity and adultery. The type of data in this study, there are two types of data that need to be collected, namely qualitative data and quantitative data. Qualitative data serves to dig up more in-depth information about changes in students' attitudes, understandings, and behaviors after participating in PjBL-based learning. Quantitative data is used to measure the changes that occur numerically and to provide a more objective picture of the impact of the application of PjBL on the avoidance of promiscuity and adultery. The data sources in this study come from two main categories, namely

primary sources and secondary sources. Primary data sources are data obtained directly from the object of research, namely students and teachers. The data collection techniques in this study are; 1) Questionnaire; 2) Interview; 3) Observation; 4) Test; 5) Documentation.

## **RESULTS**

The results of the research in the first cycle, the results of the research at the first meeting: 1) Most students showed an increased understanding of the negative impact of promiscuity and adultery; 2) Students look enthusiastic in designing and completing projects. Some students are less active in group discussions, so additional strategies are needed to increase participation. Student project results: 1) Students are enthusiastic in working together to complete projects; 2) The material can be better understood through the project method. The results of the research in cycle II; 1) Students are more active in group discussions; 2) The resulting project is more creative and relevant.

Project-Based Learning (PjBL) is a learning model that focuses on using authentic problems as a stimulus for learning. In the context of Islamic Religious Education (PAI) learning at SMA Negeri 2 Painan, the implementation of Project-Based Learning aims to improve student learning outcomes on the importance of staying away from adultery. Through Project-Based Learning, students are invited to understand the concept of religion in depth, connect it with social reality, and practice moral values in daily life. The problem of adultery discussed in Project-Based Learning is raised from real phenomena in society, such as the increase in promiscuity and the abuse of social media.

These issues are presented to students in the form of relevant case studies. This approach provides a real context so that students not only understand religious theories but can also evaluate the negative impact of adultery on individuals and society. The Project-Based Learning process begins with the introduction of the problem by the teacher. Students are grouped to discuss and analyze the case studies given. In groups, they identify key issues, seek related information, and formulate solutions based on Islamic teachings. This collaborative process encourages students to think critically, work together, and understand the importance of religious values. The implementation of Project-Based Learning also involves research-based learning.

Students are given the task of looking for evidence from the Qur'an and Hadith related to the prohibition of adultery. In addition, they are invited to explore the wisdom and benefits of staying away from these acts. This activity improves students' ability to relate religious theories with a strong sharia foundation. The observation results show that Project-Based Learning has succeeded in increasing student engagement during the learning process. Students looked more enthusiastic in discussing and actively looking for additional information. This condition contributes to an increase in their understanding of the material. Project-Based Learning not only helps students understand the concept, but also strengthens their belief in the importance of avoiding adultery as part of religious practice. From the learning evaluation, it was found that students' scores on the material of staying away from adultery experienced a significant increase. Before the implementation of Project-Based Learning, the majority of students received scores below the Minimum Completeness Criteria (KKM). However, after the implementation of Project-Based Learning, more than 85% of students achieved scores above KKM.

This shows that this method is effective in improving student learning outcomes. In addition to improving grades, students also showed positive attitude changes. They are more aware of the negative effects of adultery, both individually and socially. Many students admitted to being more careful in using social media and interacting with the opposite sex after understanding this material through the Project-Based Learning approach. The success of Project-Based Learning is also supported by the active role of teachers as facilitators. Teachers ensure that group discussions stay focused on relevant issues and provide guidance when students face difficulties. In addition, the use of

technology, such as educational videos about the dangers of adultery, also enriches learning and makes it more engaging for students. Nevertheless, the implementation of Project-Based Learning is not spared from challenges. Some students initially find it difficult to adapt to a learning model that demands independence and initiative.

However, with consistent guidance, they can finally participate actively. Another challenge is time allocation, considering that Project-Based Learning requires more time than conventional methods. Overall, Project-Based Learning has proven to be an effective approach to improve student learning outcomes on the material of avoiding adultery at SMA Negeri 2 Painan. This method not only helps students understand religious values, but also encourages them to apply Islamic teachings in their daily lives. With the support of teachers, learning facilities, and commitment from students, PJBL can become a learning model that has a positive impact on Islamic religious education.

## **DISCUSSION**

The application of the Project-Based Learning model in Islamic Religious Education (PAI) learning focuses on using real problems as learning triggers. In the context of staying away from adultery, PJBL provides opportunities for students to understand moral and social issues through a problem-based approach. At SMA Negeri 2 Painan, the implementation of PJBL began with the submission of problems related to promiscuity and its impact on student morality. This problem is relevant to the reality faced by adolescents so that it encourages students to delve deeper into the material. In the early stages of implementation, teachers present problems in the form of case studies on promiscuity and its consequences based on religious values. For example, students are given a scenario about a teenager who faces moral risk due to uncontrolled associations. Through group discussions, students are invited to identify problems, analyze the causes, and offer solutions according to Islamic teachings. This process activates students' critical thinking skills while instilling religious values. Through PJBL, students are taught to find solutions to problems based on the postulates of the Qur'an and Hadith. They are also encouraged to seek additional literature and discuss with their friends. The use of postulates such as QS. Al-Isra: 32 which prohibits approaching adultery is an important part of learning. Students not only understand religious theories but are also able to relate them to the practice of daily life.

The observation results show that this approach is able to increase the active participation of students in the learning process. Group discussions make students feel directly involved, so they are more motivated to learn. In addition, a collaborative learning atmosphere helps students who previously lacked confidence to contribute in groups. This has a positive impact on the understanding of the material by all members of the group. The evaluation of learning outcomes showed a significant improvement after the implementation of PJBL. Before using this method, many students had difficulty understanding the importance of staying away from adultery in their lives. However, after engaging students in the analysis of real problems and the search for solutions, their scores on comprehension tests increased.

Most students obtained grades above the Minimum Completeness Criteria (KKM). In addition to improving learning outcomes, PJBL also encourages changes in student attitudes. Many students admitted that they began to be more careful in their daily interactions and better understood the importance of maintaining boundaries according to religious teachings. They realize that staying away from adultery is not only a religious imperative but also protects themselves from adverse social and psychological impacts. The use of PJBL also enriches learning by incorporating technology. Teachers use educational videos about the dangers of promiscuity to provoke discussion. This media helps students understand the material in a more engaging and contextual way. The use of this technology makes learning more dynamic and relevant to students' lives.

## CONCLUSION

The application of the Project-Based Learning model in Islamic Religious Education learning at SMA Negeri 2 Painan has proven to be effective in improving student learning outcomes on the material of avoiding adultery. Through a problem-based approach, students not only understand the concept of religion theoretically, but are also able to relate it to real-life situations in their lives. PBL encourages active engagement, critical thinking skill development, and collaboration between students, making learning more meaningful and relevant. In addition to improving academic grades, this method also instills moral values and positive attitudes in students, helping them be more aware of the importance of maintaining boundaries in association in accordance with religious teachings.

## REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary

- School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan, Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.