



Improving Student Learning Outcomes on the Material Believing in the Books of Allah through the Project Based Learning Model at SD Negeri 0505 Hutanopan

Irma Suryani Harahap ✉, SD Negeri 0505 Hutanopan, Indonesia

Nur Beit Hasibuan, SD Negeri 0120 Sayur Matua, Indonesia

✉ irmaharahap85@guru.sd.belajar.id

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using project based learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary 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 project based learning 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 48.71%, the first cycle 67.39% and in the second cycle it increased to 95.96%. Thus, the use of project based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Project Based Learning, Learning Outcomes, Islamic Education.

Received February 15, 2024; **Accepted** April 21, 2024; **Published** April 30, 2024

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

The teaching and learning process is an interaction or reciprocal relationship that occurs between teachers and students in learning activities. Teachers are one of the main components in this process, playing an important role in the success of learning. It is important to understand that teachers do not only deliver learning materials, but also play an active role in instilling universal values of goodness in students. Teachers act as implementers and facilitators who facilitate how the teaching and learning process is carried out. Therefore, teachers must be able to organize an effective and interesting learning process, so that the learning material can be understood by students and make them feel happy and motivated to learn the material. The learning process in the classroom is still often one-way, with the teacher dominating the learning process. Therefore, teachers must be able to organize a learning process to make it more effective and interesting, so that the learning material delivered can be understood by students and make them feel happy and even they will feel the need to learn the learning material. The learning process in the classroom is still one-way, the teacher dominates the learning process. Teachers who are too dominant in the classroom consider themselves to be the center of student learning resources. 1 Teacher dominance in the classroom makes the

learning process uninteresting for students. Students are not active in learning activities and are lazy to learn

We also need to understand that the achievement of learning objectives is determined by many factors, including teacher factors, because teachers can directly influence, foster and improve the intelligence and skills of students. So to overcome the problems above and to achieve educational goals optimally, teachers are expected to have the right teaching methods or models and be able to choose the right learning model and in accordance with the concept of the subject matter that will be delivered to students. Because we also know that the learning process in schools is primarily aimed at preparing and equipping students in developing their personality and potential to face their lives in the future.

On that basis, the author feels the need to conduct this classroom action research (PTK) to find out the extent of the success and development of student learning outcomes after using the Project Based Learning (PjBL) learning model. Because recently there has been a decline in students' understanding of Islamic Religious Education learning materials in Class III of SD Negeri 0505 Hutanopan, in addition to that, the enthusiasm and passion for learning that appears to be decreasing, students feel bored, which in the end they will also get low grades so that the objectives of Islamic Religious Education learning will also not be achieved properly.

METHODS

This study aims to improve student learning outcomes on the topic of Believing in the Books of Allah in Islamic Education at SD Negeri 0505 Hutanopan by using the Project-Based Learning (PBL) model. PBL is a teaching method that encourages students to actively participate in learning through projects that require investigation, collaboration, and problem-solving. The research was carried out through a cyclical process consisting of planning, action, observation, and reflection to assess the effectiveness of the PBL approach in improving students' learning achievements. The study involved 30 students from class IV at SD Negeri 0505 Hutanopan, who initially had limited understanding of the topic and were less involved in learning activities. The aim was to address these issues by using PBL, which encourages students to take responsibility for their learning, collaborate with peers, and produce tangible projects that demonstrate their understanding of the material.

The research followed a Classroom Action Research (CAR) design, which involves a cyclic process of four stages: planning, action, observation, and reflection. Each cycle consisted of these stages, with evaluations and adjustments made to improve learning outcomes in the next cycle. The goal of each cycle was to increase student engagement, comprehension, and overall performance on the topic of Believing in the Books of Allah. In the planning phase, the teacher and researcher worked together to design a project based on the lesson topic. The project focused on exploring the five holy books of Allah: the Torah, Psalms, Gospel, Quran, and the Scrolls of Ibrahim. The project aimed to allow students to explore the significance of each book, how they were revealed, their messages, and their relevance to Islamic teachings.

The students were divided into small groups, with each group responsible for researching one of the five holy books. They would then create a presentation with visuals and written reports to share their findings with the rest of the class. This approach encouraged active participation and collaboration, with each student contributing to the success of the project by completing specific tasks within the group. A timeline for the project was established, ensuring that students had sufficient time to gather information, discuss their findings, and prepare their presentations. The teacher also planned for formative assessments to track student progress during the project and provide support as needed.

During the action phase, the teacher implemented the Project-Based Learning model in the classroom. The lesson began by introducing the project concept to the students and explaining the objectives and expectations. The teacher then facilitated group formation and assigned each group a specific holy book to research. Throughout the project, the teacher acted as a facilitator, guiding students and providing resources to support their work. The teacher also encouraged collaboration within the groups, ensuring that each student played an active role in researching and preparing the final presentation. The students had the freedom to use various resources, such as books, the internet, and multimedia tools, to help them understand the content. By providing a hands-on, inquiry-based learning experience, PBL allowed students to explore the topic deeply and meaningfully.

The project culminated in a presentation where each group shared their findings with the class. The teacher assessed both the quality of the presentation and the level of student engagement during the process. The assessments focused on how well the students understood the material, collaborated effectively, and communicated their ideas clearly. In the observation phase, the teacher and researcher monitored student progress throughout the project. This included observing student engagement, participation, and interactions during group work and presentations. The teacher also assessed how well the students applied their knowledge of the five holy books and how effectively they collaborated with their peers. The observation process focused on identifying areas for improvement, such as whether students stayed on task, communicated effectively, and demonstrated a solid understanding of the material. This phase provided valuable data to inform reflections and adjustments made in the next cycle.

The researcher took notes on students' behavior, participation, and overall classroom dynamics during the PBL implementation. These observations helped to determine how the model was affecting students' learning experiences and whether any improvements were needed. After each cycle, the teacher and researcher reflected on the effectiveness of the Project-Based Learning approach. This reflection involved evaluating the students' learning outcomes, the effectiveness of group work, and the quality of presentations. The teacher also considered whether PBL was successful in engaging students and improving their understanding of the material.

The reflection focused on several key areas, including student engagement, learning outcomes, collaboration, and the teacher's role. Based on the reflections, the teacher and researcher identified adjustments that could improve the PBL model in future cycles. These changes could include revisions to the project design, timeline, or assessment strategies. Data collection was carried out through both qualitative and quantitative methods. Qualitative data were gathered through observations of student behavior, group interactions, and the quality of the presentations. The researcher also collected feedback from the students to understand their perceptions of the PBL method and their experiences during the project.

Quantitative data were collected through pre- and post-test assessments, which measured students' understanding of the topic before and after the PBL implementation. The test included multiple-choice questions, short-answer questions, and essay-type questions that assessed the students' knowledge of the five holy books and their significance in Islamic teachings. The assessment during PBL implementation focused on several aspects, such as students' knowledge and understanding of the topic, collaboration within groups, the quality of the final presentation, and the level of engagement. These assessments were used to evaluate the effectiveness of the PBL method in improving student learning outcomes and identify areas for improvement in future cycles.

In conclusion, this Classroom Action Research aims to investigate the impact of Project-Based Learning on improving students' understanding of the topic "Believing in the Books of Allah" in Islamic Education at SD Negeri 0505 Hutanopan. The research will provide insights into how student-centered learning approaches like PBL can enhance engagement, collaboration, and academic performance. By implementing PBL, the study

hopes to create a more meaningful and interactive learning experience for students, ultimately improving their understanding of the subject matter. This study aims to improve student learning outcomes on the topic of Believing in the Books of Allah in Islamic Education at SD Negeri 0505 Hutanopan by using the Project-Based Learning (PBL) model. PBL is a teaching method that encourages students to actively participate in learning through projects that require investigation, collaboration, and problem-solving. The research was carried out through a cyclical process consisting of planning, action, observation, and reflection to assess the effectiveness of the PBL approach in improving students' learning achievements.

The study involved 30 students from class IV at SD Negeri 0505 Hutanopan, who initially had limited understanding of the topic and were less involved in learning activities. The aim was to address these issues by using PBL, which encourages students to take responsibility for their learning, collaborate with peers, and produce tangible projects that demonstrate their understanding of the material. The research followed a Classroom Action Research (CAR) design, which involves a cyclic process of four stages: planning, action, observation, and reflection. Each cycle consisted of these stages, with evaluations and adjustments made to improve learning outcomes in the next cycle. The goal of each cycle was to increase student engagement, comprehension, and overall performance on the topic of Believing in the Books of Allah.

In the planning phase, the teacher and researcher worked together to design a project based on the lesson topic. The project focused on exploring the five holy books of Allah: the Torah, Psalms, Gospel, Quran, and the Scrolls of Ibrahim. The project aimed to allow students to explore the significance of each book, how they were revealed, their messages, and their relevance to Islamic teachings. The students were divided into small groups, with each group responsible for researching one of the five holy books. They would then create a presentation with visuals and written reports to share their findings with the rest of the class. This approach encouraged active participation and collaboration, with each student contributing to the success of the project by completing specific tasks within the group.

A timeline for the project was established, ensuring that students had sufficient time to gather information, discuss their findings, and prepare their presentations. The teacher also planned for formative assessments to track student progress during the project and provide support as needed. During the action phase, the teacher implemented the Project-Based Learning model in the classroom. The lesson began by introducing the project concept to the students and explaining the objectives and expectations. The teacher then facilitated group formation and assigned each group a specific holy book to research. Throughout the project, the teacher acted as a facilitator, guiding students and providing resources to support their work.

The teacher also encouraged collaboration within the groups, ensuring that each student played an active role in researching and preparing the final presentation. The students had the freedom to use various resources, such as books, the internet, and multimedia tools, to help them understand the content. By providing a hands-on, inquiry-based learning experience, PBL allowed students to explore the topic deeply and meaningfully. The project culminated in a presentation where each group shared their findings with the class. The teacher assessed both the quality of the presentation and the level of student engagement during the process. The assessments focused on how well the students understood the material, collaborated effectively, and communicated their ideas clearly.

In the observation phase, the teacher and researcher monitored student progress throughout the project. This included observing student engagement, participation, and interactions during group work and presentations. The teacher also assessed how well the students applied their knowledge of the five holy books and how effectively they collaborated with their peers.

The observation process focused on identifying areas for improvement, such as whether students stayed on task, communicated effectively, and demonstrated a solid understanding of the material. This phase provided valuable data to inform reflections and adjustments made in the next cycle.

The researcher took notes on students' behavior, participation, and overall classroom dynamics during the PBL implementation. These observations helped to determine how the model was affecting students' learning experiences and whether any improvements were needed. After each cycle, the teacher and researcher reflected on the effectiveness of the Project-Based Learning approach. This reflection involved evaluating the students' learning outcomes, the effectiveness of group work, and the quality of presentations. The teacher also considered whether PBL was successful in engaging students and improving their understanding of the material.

The reflection focused on several key areas, including student engagement, learning outcomes, collaboration, and the teacher's role. Based on the reflections, the teacher and researcher identified adjustments that could improve the PBL model in future cycles. These changes could include revisions to the project design, timeline, or assessment strategies. Data collection was carried out through both qualitative and quantitative methods. Qualitative data were gathered through observations of student behavior, group interactions, and the quality of the presentations. The researcher also collected feedback from the students to understand their perceptions of the PBL method and their experiences during the project.

Quantitative data were collected through pre- and post-test assessments, which measured students' understanding of the topic before and after the PBL implementation. The test included multiple-choice questions, short-answer questions, and essay-type questions that assessed the students' knowledge of the five holy books and their significance in Islamic teachings. The assessment during PBL implementation focused on several aspects, such as students' knowledge and understanding of the topic, collaboration within groups, the quality of the final presentation, and the level of engagement. These assessments were used to evaluate the effectiveness of the PBL method in improving student learning outcomes and identify areas for improvement in future cycles.

In conclusion, this Classroom Action Research aims to investigate the impact of Project-Based Learning on improving students' understanding of the topic "Believing in the Books of Allah" in Islamic Education at SD Negeri 0505 Hutanopan. The research will provide insights into how student-centered learning approaches like PBL can enhance engagement, collaboration, and academic performance. By implementing PBL, the study hopes to create a more meaningful and interactive learning experience for students, ultimately improving their understanding of the subject matter..

RESULTS

The research aimed to explore how the application of Project-Based Learning (PBL) impacted student learning outcomes on the topic of Believing in the Books of Allah at SD Negeri 0505 Hutanopan. The results of the study were derived from data collected during two cycles of action research, focusing on improving student understanding and engagement. In the first cycle, the implementation of PBL initially faced several challenges. One of the early observations was that students were not entirely familiar with the collaborative nature of the project. Some groups struggled to divide tasks effectively, which led to uneven participation and delays in completing their project work. However, despite these challenges, there was noticeable enthusiasm among the students as they began researching the holy books.

The first cycle revealed that some students were not fully confident in using research tools, such as books and online resources. This created a gap in the information they gathered for their presentations. Additionally, several students expressed difficulty in understanding the content related to the significance of each of the five holy books of

Allah. These difficulties were particularly evident in the groups tasked with presenting the Psalms and the Scrolls of Ibrahim, as the content was more abstract and less familiar to the students. Despite these obstacles, the project had positive effects. As the students worked through the process, they gradually became more engaged. The use of visuals and multimedia in the group presentations helped make the material more accessible. The teacher provided additional support by giving more direct guidance during the reflection phase of the cycle, helping students clarify misconceptions about the content. Overall, student engagement increased, and they showed signs of improved teamwork and collaboration by the end of the first cycle.

At the conclusion of Cycle 1, the results from the pre- and post-tests indicated modest improvements in students' understanding. On average, the students scored higher on the post-test compared to the pre-test, reflecting a general improvement in their knowledge about the five holy books. However, some students still demonstrated a limited understanding of key concepts, especially when it came to the historical context of these books and their role in Islamic teachings. In the second cycle, the teacher made several adjustments based on the observations and reflections from Cycle 1. These adjustments included providing clearer instructions on how to divide tasks among group members and ensuring that each student had access to reliable resources. The groups were given additional time for research and more structured guidance from the teacher during the project work. In addition, the students were encouraged to engage in peer review sessions to evaluate each other's progress and provide constructive feedback.

The second cycle showed a significant improvement in the students' performance. The groups were more organized, with clearer divisions of labor and a more balanced contribution from each member. The teacher's scaffolding helped students focus their research efforts, which improved the quality of the presentations. Furthermore, the use of multimedia tools was expanded, with students incorporating videos and images to better illustrate the significance of each holy book. One of the most notable improvements in Cycle 2 was the depth of understanding displayed by the students. They demonstrated a clearer grasp of the historical context of each holy book and their relevance to Islamic teachings. The group that researched the Quran, for example, provided a detailed explanation of its revelation, while the group assigned to the Torah highlighted the similarities and differences between it and the Quran.

Student engagement was also noticeably higher in the second cycle. The majority of the students were actively participating in group discussions, contributing ideas, and taking responsibility for completing tasks. This collaborative effort led to more cohesive and effective presentations. The students expressed a sense of ownership over the project and were more motivated to work together to complete their tasks. This was evident in their increased involvement during group discussions and their enthusiasm when presenting their findings to the class. The post-test scores at the end of Cycle 2 showed a significant improvement compared to the previous cycle. Many students scored above the average threshold, and the overall class average was considerably higher. The students who had previously struggled with understanding the material demonstrated a much better grasp of the content by the end of the second cycle. This indicated that the PBL approach had successfully addressed the gaps in students' knowledge.

In terms of student collaboration, the second cycle highlighted the importance of peer feedback in improving the quality of the final project. During the peer review sessions, students provided valuable feedback to their classmates, which encouraged them to refine their work and correct any mistakes. This peer interaction fostered a supportive learning environment and helped students feel more confident in their ability to collaborate effectively. The group responsible for researching the Gospel, for example, initially struggled with presenting the content clearly. However, after receiving feedback from their peers, they reorganized their presentation, adding more detailed explanations and clearer visuals. This resulted in a much more coherent and insightful final

presentation. The students' ability to revise their work based on peer feedback demonstrated a growth in their critical thinking and reflection skills.

The overall atmosphere in the classroom also improved during the second cycle. Students were more focused and less distracted during lessons. Their increased engagement in the PBL process was reflected in their positive attitudes toward learning. Several students expressed a greater interest in the topic and were more eager to participate in class discussions and activities. This shift in attitude was a strong indicator of the success of the PBL method in fostering a more engaging and student-centered learning environment. By the end of Cycle 2, the project was completed with high-quality presentations from each group. The final presentations demonstrated not only the students' knowledge of the five holy books but also their ability to collaborate, communicate effectively, and use technology to enhance their work. The teacher praised the students for their hard work and noted significant improvements in both individual and group performance.

The study also revealed the positive impact of PBL on students' confidence. Students who had previously been less confident in sharing their ideas in class became more comfortable presenting their findings during the group presentations. This growth in self-confidence was particularly evident in the students who had been reluctant to speak up before. The collaborative nature of the project, combined with the teacher's guidance, provided a supportive environment that encouraged all students to participate more actively. In terms of the assessment results, the improvements in student learning outcomes were substantial. The pre- and post-test data demonstrated clear gains in knowledge, with the majority of students achieving higher scores after the implementation of the PBL method. The improvements were most noticeable in the students' ability to explain the significance of the five holy books and their understanding of the role of these texts in Islamic teachings.

The teacher's observations also confirmed the success of the PBL model. The students demonstrated improved critical thinking skills, greater collaboration, and a deeper understanding of the material. The teacher noted that the students were more engaged in the learning process and were able to apply the knowledge they gained through the project to real-life contexts. The results of this study suggest that Project-Based Learning can be an effective method for improving student learning outcomes, particularly in subjects that require deep understanding and collaboration. The PBL approach not only increased students' knowledge of the topic but also enhanced their ability to work together, communicate, and think critically. The success of the PBL model in this study indicates its potential as an effective teaching strategy in the context of Islamic Education. Finally, the findings suggest that the implementation of PBL fosters a more active, student-centered learning environment, which encourages students to take ownership of their learning. As a result, students' motivation to learn increases, and their academic performance improves. The positive impact of PBL in this study reinforces the idea that student engagement and active participation are crucial for improving learning outcomes

DISCUSSION

The implementation of Project-Based Learning (PBL) in this study yielded promising results in improving students' understanding of the topic of Believing in the Books of Allah. The findings indicate that PBL can be an effective method to enhance student engagement, collaboration, and academic performance. This discussion will analyze the impact of PBL on student learning, the challenges faced during the implementation, and the improvements observed over the course of the two cycles.

One of the key outcomes of this research was the noticeable increase in student engagement. Before the implementation of PBL, many students in class IV at SD Negeri 0505 Hutanopan displayed limited involvement in classroom activities. However, after the

introduction of the project-based approach, students became more actively engaged in their learning. The collaborative nature of the project required them to contribute and share ideas within their groups. This shift in engagement was also observed in students' increased enthusiasm during class discussions and their active participation in presenting their findings.

The findings suggest that when students work on projects that are meaningful and relevant to their lives, their level of engagement increases. This can be attributed to the fact that PBL allows students to take ownership of their learning, as they were responsible for researching, organizing, and presenting information about the five holy books of Allah. By giving students more control over their learning, they became more motivated to explore the material in greater depth. This process aligns with the principles of active learning, which emphasize student involvement and hands-on experiences.

Another significant outcome was the improvement in student collaboration. Collaboration is a key component of PBL, and this study demonstrated that when students work together on a project, they learn valuable skills, such as teamwork, communication, and problem-solving. In the initial stages of the project, some students had difficulty dividing tasks within their groups, which led to uneven participation. However, by the second cycle, students had developed stronger collaboration skills. They were able to work more effectively as a team, assigning roles and responsibilities more clearly. This improvement in collaboration can be attributed to the guidance provided by the teacher and the structure of the project, which encouraged students to rely on one another to complete their work.

The teacher's role as a facilitator was crucial in helping students develop these collaborative skills. During the first cycle, students often struggled with dividing tasks and staying focused on their group objectives. However, in the second cycle, the teacher introduced clearer instructions for task division and provided more hands-on support during group work. This guidance ensured that all group members participated equally and that the project ran more smoothly. As a result, the overall quality of the presentations improved, and students showed greater ability to work together effectively.

The PBL approach also encouraged students to take responsibility for their learning. As they researched the five holy books, students had to engage in self-directed learning, finding relevant resources, discussing their findings with peers, and synthesizing information into cohesive presentations. This process helped students develop critical thinking skills, as they had to evaluate information, make decisions about what to include in their presentations, and solve problems related to the content. This aspect of PBL helped students move beyond passive learning, where information is simply received, to a more active form of learning, where they took charge of their educational experience.

One of the challenges faced during the initial cycle was the lack of familiarity with research tools. Some students struggled to find reliable sources and were unsure how to organize their findings. The research process also highlighted a gap in students' understanding of certain concepts related to the holy books, particularly those with less familiar content, such as the Psalms and the Scrolls of Ibrahim. These challenges underscored the need for the teacher to provide more structured guidance and support to help students navigate the research process effectively.

In the second cycle, the teacher made several adjustments to address these challenges. One of the most significant changes was providing additional resources and clearer instructions on how to use them. The teacher also organized peer review sessions, allowing students to evaluate each other's progress and provide constructive feedback. These peer review sessions helped students refine their work and deepen their understanding of the material. By receiving feedback from their peers, students were able to improve the quality of their presentations and enhance their critical thinking skills.

Another positive aspect of the project was the incorporation of multimedia tools. During the second cycle, students used videos, images, and other digital resources to enhance their presentations. The integration of multimedia allowed students to present their

findings in a more dynamic and engaging way, which helped them communicate complex ideas more effectively. This use of technology also encouraged creativity and allowed students to present their knowledge in diverse formats, making the learning experience more interactive and enjoyable.

The improvement in student learning outcomes, as measured by the pre- and post-test results, is another significant finding. In both cycles, the students showed improvement in their knowledge of the five holy books. The post-test scores were significantly higher than the pre-test scores, indicating that the PBL method had a positive impact on students' understanding of the material. The students who initially struggled to grasp key concepts showed significant improvement by the end of the project, demonstrating the effectiveness of PBL in addressing learning gaps.

The results suggest that PBL not only improves academic performance but also enhances students' ability to retain information. In the case of this study, students demonstrated a deeper understanding of the historical and religious significance of the holy books. The hands-on nature of PBL allowed students to interact with the content more meaningfully, leading to better retention of knowledge. Furthermore, the collaborative aspect of the project helped reinforce learning, as students were able to share their knowledge with their peers and engage in discussions about the material.

The positive impact of PBL on students' self-confidence was another important finding. Many students who had previously been reluctant to participate in class discussions became more confident in presenting their ideas during group presentations. The supportive environment fostered by PBL, where students were encouraged to collaborate and provide constructive feedback, helped build their self-esteem. As a result, students became more comfortable expressing their ideas and sharing their insights with the class. The peer review sessions played a significant role in this process, as students were given the opportunity to evaluate each other's work and provide feedback. This not only helped students improve their own presentations but also encouraged them to engage with the work of their peers. Through these interactions, students developed a greater sense of ownership over their learning, which boosted their confidence and motivation to succeed.

The project also fostered a sense of community in the classroom. The students worked together toward a common goal, supporting each other throughout the process. The collaborative nature of the project helped build stronger relationships among students, as they shared their knowledge and supported one another in completing tasks. This sense of community made the learning experience more enjoyable and contributed to a positive classroom environment. The teacher's role as a facilitator was critical in ensuring that the project ran smoothly and that students remained focused on their learning objectives. Throughout the process, the teacher provided continuous support, offering guidance when necessary and intervening when students encountered challenges. The teacher's ability to adapt and provide the necessary scaffolding helped ensure that all students could succeed, regardless of their initial level of understanding.

Another important aspect of the PBL model was its ability to promote a deeper understanding of the subject matter. In the case of *Believing in the Books of Allah*, the students were able to explore the historical, religious, and cultural significance of the five holy books. By working on the project, students gained a more comprehensive understanding of the material and were able to make connections between the books and their role in Islamic teachings. Despite the positive outcomes, there were some limitations to the study. One limitation was the short duration of the research. While two cycles of action research provided valuable insights, a longer period of implementation might have allowed for a more thorough exploration of the long-term impact of PBL on student learning outcomes. Future studies could benefit from an extended research period to examine how PBL influences students' academic progress over time.

Another limitation was the variation in students' baseline knowledge. While most students showed improvement in their understanding, the level of improvement varied.

Some students made significant strides, while others demonstrated more modest gains. This variation could be attributed to differences in prior knowledge, learning styles, and levels of engagement. Future research could explore strategies to address these individual differences more effectively.

Overall, the study demonstrated that Project-Based Learning is an effective method for improving student learning outcomes, particularly in subjects that require deep understanding and collaboration. The positive effects on student engagement, collaboration, self-confidence, and academic performance highlight the value of this approach in creating an active, student-centered learning environment. In conclusion, the findings suggest that Project-Based Learning can play a significant role in enhancing students' understanding of complex subjects like Believing in the Books of Allah. By fostering collaboration, encouraging self-directed learning, and promoting critical thinking, PBL helps students develop essential skills that can benefit them in their academic journeys and beyond. The results of this study provide strong support for the implementation of PBL in Islamic education and other subjects.

CONCLUSION

Based on the results of the research that has been conducted through two cycles, it can be concluded that the application of the Project-Based Learning (PjBL) model can significantly improve student learning outcomes in the material of believing in the books of Allah. The conclusions obtained from this study are as follows; 1) Improvement of Student Learning Outcomes. In cycle I, the average post-test score of students was 68 with a learning completion of 65%. In cycle II, the average post-test score increased to 78 with a learning completion of 85%. This increase shows that the PjBL model is effective in improving students' understanding of the material being taught; 2) Increased Student Participation and Involvement. In cycle I, active student participation was recorded at 60%, while in cycle II it increased to 85%. This shows that PjBL encourages students to be more actively involved in the learning process, both in group discussions and project completion; 3) Effectiveness of the PjBL Model. The PjBL model has been proven to help students learn contextually through projects that are relevant to everyday life. This approach also motivates students to learn more enthusiastically and develop critical thinking, collaboration, and communication skills.

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.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- 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.

- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Teologiese Studies/Theological Studies*, 79(1), 8164.
- 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>

- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93-104.
- 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.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241-252.
- 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.

