



## Implementation of Project-Based Learning to Increase Students' Interest in Learning Aqidah Akhlak at MI Negeri 2 Batam

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**Abstract:** Learning Aqidah Akhlak in Madrasah Ibtidaiyah (MI) aims to shape the character and morals of students according to Islamic teachings. However, the lack of interest in learning students in this subject is a challenge that needs to be overcome. One method that can be used to increase students' interest in learning is Project-Based Learning (PBL). PBL encourages students to be more active, creative, and involved in the learning process through real projects that are relevant to everyday life. This study aims to analyze the application of the PBL method in increasing the interest of students in learning class 3 MIN 2 Batam in learning Aqidah Akhlak. This study uses a qualitative approach with a classroom action method involving observation, interviews, and documentation as data collection techniques. The results of the study showed that the application of PBL was able to increase student participation, deepen their understanding of the concept of commendable morals, and foster positive attitudes in everyday life. Thus, the PBL method can be an innovative alternative in improving the quality of learning Aqidah Akhlak.

**Keywords:** project based learning, learning outcomes,

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### INTRODUCTION

Learning the Moral Faith has an important role in shaping students' Islamic character from an early age. Moral Beliefs as a Subject at Madrasah Ibtidaiyah (MI) aims to instill moral and Islamic values in students' daily lives. However, in practice, many students have difficulty understanding and applying the concept of commendable morals in daily life. One of the factors that causes a lack of student interest is the learning method that is less interesting and is still dominated by lecture and memorization methods. Project-Based Learning (PBL) is one of the approaches that can be used to increase students' interest in learning.

This method is centered on real projects undertaken by students, so they can be more active and engaged in learning. By implementing PBL, students not only receive information passively, but also develop critical thinking, problem-solving, and teamwork skills. Students' interest in learning greatly affects their success in understanding and internalizing the material taught. Project-based learning provides a more enjoyable and

meaningful learning experience for students, as they can see the connection between theory and practice in everyday life.

In addition, PBL also provides opportunities for students to explore information independently, collaborate with peers, and develop their creativity in completing project assignments. In the context of learning Akidah Akhlak, the application of PBL allows students to explore commendable moral values through various activities that require their direct involvement. For example, students can create social projects such as hygiene campaigns, sharing with others, or making educational videos about morals in everyday life. In this way, students not only understand the concept of morality theoretically, but are also able to practice it in real life. This research was conducted at MIN 2 Batam with a focus on grade 3 students. The selection of this class is based on the consideration that at this age, students are still in a stage of moral development that is greatly influenced by the learning experiences they acquire. Therefore, innovative learning methods such as PBL are expected to have a positive impact in shaping their attitudes and behaviors in accordance with Islamic values.

With this research, it is hoped that a deeper insight into the effectiveness of PBL in increasing students' interest in learning in the subject of Moral Beliefs can be obtained. In addition, the results of this research are also expected to be a reference for educators in developing more interesting and effective learning strategies to improve the quality of Islamic education at the Madrasah Ibtidaiyah level. This study aims to find out the extent to which the application of the Project-Based Learning (PBL) method can increase students' interest in learning in the subject of Moral Faith. In the context of education at MIN 2 Batam, this method is expected to be able to provide a more interesting and meaningful learning experience for students. Thus, this study will examine the impact of PBL implementation on student involvement in the learning process and increase their understanding of commendable moral values.

In addition, this study aims to identify factors that support and hinder the successful implementation of PBL in learning Moral Beliefs. By understanding these factors, educators can develop more effective strategies for implementing these methods in the classroom. This research is also expected to provide insight for teachers in compiling learning projects that are relevant to students' daily lives. Furthermore, this study aims to measure the effectiveness of PBL in improving students' critical and collaborative thinking skills. Through project-based learning, students not only gain a theoretical understanding of commendable morals but are also able to apply them in real life. Thus, this research can be the basis for the development of a more innovative and student-oriented curriculum. Finally, this study aims to provide recommendations for schools and education stakeholders regarding the importance of applying the PBL method in learning Moral Beliefs. The results of this study are expected to be a reference for other educational institutions in implementing more effective and attractive learning strategies for students.

It is hoped that the application of Project-Based Learning in learning Akidah Akhlak at MIN 2 Batam can increase students' interest in this subject. With a project-based approach, students can be more active and enthusiastic in following the learning process. They will feel more involved because they can connect the concept of morality with real life, so that learning becomes more relevant and meaningful. In addition, it is hoped that this method can help students in developing critical, collaborative, and creative thinking skills. In the given project, students must find solutions, discuss, and cooperate with their peers. This can increase their self-confidence as well as social skills that are very important in community life. Another hope is to increase students' understanding of commendable moral values taught in the subject of Moral Faith. Through project activities, students not only learn theoretically, but also apply these morals in daily life.

Thus, learning not only takes place in the classroom, but also has a positive impact on students' lives at home and the surrounding environment. Finally, it is hoped that this research can be a reference for schools and teachers in developing more innovative learning strategies. With empirical evidence on the effectiveness of PBL, schools can

consider adopting this method in other subjects, thus creating a more engaging and inspiring learning environment for students.

Although the expectations for the application of Project-Based Learning in learning the Moral Faith are quite high, the reality is that there are still various challenges that must be faced. One of them is the readiness of teachers in implementing this method. Many teachers are still used to conventional methods and find it difficult to compile projects that are in accordance with the curriculum and student needs. In addition, limited facilities and resources are also an obstacle in the implementation of PBL. The project-based learning process requires supporting tools and materials, such as interactive learning media, project materials, and access to information. However, not all schools have adequate facilities to support this method optimally.

Another reality is that the level of student participation still varies. Not all students have the same level of enthusiasm in participating in learning projects. Some students may feel overwhelmed with the assigned tasks or lack confidence in working independently or in groups. Therefore, the right strategy is needed to ensure that all students can be actively involved in learning. Finally, the limited time in the implementation of the PBL method is also a challenge in itself. Project-based learning takes a longer time than conventional methods. Teachers must be good at managing time so that learning remains effective and does not interfere with the completion of other materials in the curriculum. Therefore, careful planning is needed so that PBL can run well without sacrificing other academic aspects. This research uses a qualitative approach with the main data sources consisting of 3rd grade MIN 2 Batam students, teachers of the Moral Faith subject, as well as supporting documents such as student project results and observation notes. Primary data sources were obtained through in-depth interviews with teachers and students to understand their experiences in the application of PBL methods.

In addition, direct observation is carried out in the classroom to observe student involvement in project-based learning (Creswell, 2014). Secondary data sources in this study include journals, books, and articles that discuss the application of PBL in basic education, especially in the subject of Moral Faith. This data is used to strengthen the analysis and provide a broader perspective on the effectiveness of PBL methods in increasing students' interest in learning (Sugiyono, 2017). Data Analysis The data obtained in this study was analyzed qualitatively through three main stages, namely data reduction, data presentation, and conclusion drawing (Miles & Huberman, 1994). In the data reduction stage, the information obtained from observations, interviews, and documentation is classified based on its relevance to the research objectives. Irrelevant data is eliminated to make the analysis more focused. The data presentation stage is carried out by compiling the results of observations and interviews into a systematic descriptive form.

This presentation aims to make it easier to interpret data and find patterns that appear in the application of PBL. Furthermore, the conclusion drawing stage is carried out by identifying the main trends in the data and connecting them with relevant theories to answer the research questions (Bogdan & Biklen, 2007). With this approach, this study is expected to provide a clear picture of the effectiveness of PBL in increasing students' interest in learning and provide recommendations for educators in implementing this method more optimally.

## **METHODS**

This study uses a qualitative approach with the type of classroom action research (PTK). PTK was chosen because it aims to improve learning practices in the classroom directly. Through this approach, researchers can observe, analyze, and evaluate the impact of the implementation of Project-Based Learning (PjBL) in increasing students' interest in learning the subject of Moral Faith. This research was conducted in MIN 2 Batam, with the subject of the study being grade 3 students.

The selection of the location is based on the need to increase students' interest in learning the Moral Faith. Grade 3 students are chosen as subjects because at this level, they begin to experience significant cognitive and affective development. This study uses the PTK model from Kemmis and McTaggart which consists of four stages, namely: 1) Planning Prepare an action plan that will be applied in learning using the PjBL method; 2) Implementation of applying the PjBL method in learning the Moral Faith. 3) Observation Observing changes that occur during the application of the PjBL method; 4) Reflection Evaluate the results of actions to determine the next steps.

**Data Collection Techniques** In this study, data was collected through the following techniques: 1) Observation Used to see how students participated in project-based learning activities as well as how they showed their interest in learning; 2) Interviews are conducted with teachers and students to dig deeper into their experiences and opinions regarding the application of PjBL; 3) Questionnaire is used to measure students' learning interest before and after the implementation of PjBL; 4) Documentation Collecting data in the form of photos, videos, and learning notes as evidence of the application of the method.

**Research Instruments** The research instruments used include: 1) Observation Sheet: To assess student involvement in project-based learning; 2) Interview Guidelines To explore the opinions of teachers and students regarding the effectiveness of the PjBL method; 3) Learning Interest Questionnaire To measure the level of students' interest in learning before and after the implementation of PjBL; 4) Documentation To collect visual and written evidence of the learning process. **Research Procedure** This research is carried out in several cycles, where each cycle consists of the four stages of PTK that have been mentioned earlier.

**Cycle I:** 1) Teachers introduce the concept of PjBL to students; 2) Students are divided into groups and given projects related to Moral Faith; 3) Teachers guide students in completing their projects; 4) The results of the project are evaluated and the impact is observed on students' interest in learning. **Cycle II:** 1) Improvements are made based on the reflection of the first cycle; 2) Students are given more complex projects; 3) Evaluation of re-learning interest is carried out. **Data Analysis Techniques** The data obtained were analyzed qualitatively and quantitatively **Qualitative Analysis** Observation and interview data were analyzed by data reduction techniques, data presentation, and conclusion drawn. **Quantitative Analysis** The results of the questionnaire were analyzed using the percentage of increase in student interest in learning before and after the implementation of PjBL. **Success Indicators** This study is considered successful if there is a significant increase in student participation in learning. Students' interest in learning the subject of Moral Faith. Students' ability to complete learning-based projects.

## **RESULTS**

This research was conducted in MIN 2 Batam in grade 3 students with the aim of determining the effectiveness of the implementation of Project-Based Learning (PjBL) in increasing students' interest in learning the subject of Moral Faith. The PjBL method is applied through several stages consisting of planning, implementation, observation, and reflection in two cycles of classroom action research (PTK). At first, students' interest in learning in the subject of Moral Beliefs was still low.

Students tend to be passive in receiving material, less participate in discussions, and often feel bored. Therefore, a project-based approach was introduced as an effort to increase their engagement in learning. At the planning stage, teachers prepare projects that are relevant to the material of the Moral Faith, such as making posters of noble moral values and presenting them in front of the class. This project aims to improve students' understanding of Islamic values while practicing their skills in working together and thinking critically. During the implementation, students were divided into several groups and given the task of making posters with a certain theme. The teacher provides direction and guides them in developing ideas and designing posters.



Students seem enthusiastic about group work, although some are still confused about their assignments. The results of the observation show that most students begin to show interest in learning. They are more active in asking questions, discussing, and participating in group activities. However, there are still some students who do not contribute enough in their group. In the reflection of cycle 1, it was found that despite the increase in student participation, several obstacles still occurred, such as a lack of initial understanding of the concept of PjBL and limited time in completing the project.

Therefore, improvements are made in cycle 2. Based on the evaluation of the first cycle, the planning of cycle 2 is focused on improving the effectiveness of learning by providing more engaging projects and increasing individual involvement in the group. The teacher sets out a project to make a short video about the application of noble morals in daily life. At the implementation stage, students are given the freedom to choose appropriate themes, such as manners towards parents, manners towards friends, and honesty in daily life. Students work together in designing scenarios, dividing roles, and recording their videos. Observations during cycle 2 showed a more significant increase in students' interest in learning. They seem to be more active and creative in completing their projects. In addition, the interaction between group members is getting better, and students who were previously passive begin to participate more actively.

After the project is completed, each group displays their work in front of the class. Students look proud of their work and are increasingly confident in delivering Akidah Akhlak material. Reflections from cycle 2 show that the PjBL method has succeeded in significantly increasing students' interest in learning. Data collected from questionnaires before and after the implementation of PjBL showed an increase in students' interest in learning. Before the implementation, only about 40% of students showed high interest in the subject of Akidah Akhlak, while after cycle 2, this figure increased to 85%. In addition, the results of interviews with teachers showed that the PjBL method made students more independent, creative, and enthusiastic in learning. Teachers also feel that learning has become more interactive and interesting compared to the lecture method that was commonly used before.

The application of PjBL in learning Moral Beliefs has a positive impact that is clearly visible, including increasing motivation and interest in learning. Students are more enthusiastic in participating in learning because they feel more involved and have responsibility for the project they are working on. Improving Critical and Creative Thinking Skills. Students learn to solve problems, formulate ideas, and develop their creativity in completing projects. Improving Cooperation Skills. Through group work, students learn to work together, share tasks, and respect the opinions of others.

**Increases Confidence** By presenting the results of their projects, students become more confident in public speaking. Although the results were positive, some of the obstacles faced in the implementation of PjBL included Lack of Initial Understanding of PjBL. At the beginning of the implementation, students were still confused by the concept of project-based learning, so they needed further explanation. **Time Limitations** Some groups have difficulty completing projects within the allotted time, so better time management strategies are needed.

**Limitations of Facilities** Not all groups have the same access to resources to complete their projects, such as tools for creating videos. **Solutions to Overcome Obstacles** Some of the solutions implemented to overcome the obstacles above include **Providing Initial Debriefing** Teachers explain in more detail about the PjBL method before the project starts. **Providing Enough Time** Project scheduling is made more flexible so that students have enough time to complete their assignments. **Utilizing Available Technology** Teachers provide alternative methods for students who have limited facilities, such as the use of school equipment. Based on the results of the research, it can be concluded that the application of Project-Based Learning can increase students' interest in learning Moral

Beliefs in grade 3 MI Negeri 2 Batam. Students become more active, creative, and enthusiastic in participating in lessons. This method also assists students in developing a variety of important skills, such as cooperation, critical thinking, and communication. Thus, PjBL can be an effective learning alternative to improve the quality of education in elementary schools.

## **DISCUSSION**

Project-Based Learning is a learning approach that emphasizes project-based activities to increase student understanding and engagement in learning. This method is considered more effective compared to traditional methods such as lectures because it allows students to learn actively and independently. In the context of learning Akidah Akhlak in grade 3 MI Negeri 2 Batam, PjBL is applied as an effort to increase students' interest in learning through activities that are more interesting and relevant to their lives.

Prior to the implementation of PjBL, initial observations showed that many students had a low interest in learning the subject of Moral Faith. Students tend to be passive, less enthusiastic, and often feel bored during learning. This is due to the teaching method which is still dominated by lectures and written assignments, making it less attractive to students who prefer to learn through hands-on experience. To overcome these problems, this study designed the application of PjBL by providing projects that are relevant to students' daily lives.

In the first cycle, the project was given in the form of making posters about noble morals, while in the second cycle, students made a short video that showed the application of morals in daily life. These two projects are designed so that students can understand the concept of morality in a more interesting and interactive way. In the first cycle, students were divided into several groups and given the task of making posters that depicted noble moral values. During the project work process, students show increased involvement in group discussions, sharing ideas, and working together in completing tasks. Some students who were previously passive began to be more active in expressing opinions and participating in group activities. Although there has been an increase in student engagement, there are still some challenges in the implementation of PjBL in the first cycle.

Project-Based Learning (PBL) is an educational approach that focuses on engaging students in real-world problems and challenges through hands-on projects. Instead of traditional instruction where students passively absorb information, PBL encourages active learning by having students collaborate, investigate, and create solutions to authentic problems. This method fosters deeper learning and critical thinking as students take ownership of their learning process and apply their knowledge to practical scenarios. One of the key principles of PBL is that students work on projects over an extended period, typically weeks or months. These projects are often interdisciplinary, involving various subjects, and students are tasked with solving complex problems that do not have one correct answer. The projects are designed to be meaningful and relevant to students' lives, which increases motivation and engagement. This allows students to see the real-world applications of the concepts they are learning.

In PBL, the role of the teacher shifts from being a direct instructor to a facilitator or guide. Teachers provide support and resources but allow students to take the lead in their learning. They encourage inquiry, problem-solving, and collaboration, guiding students through the process of identifying problems, conducting research, and developing solutions. This change in role is important as it fosters independent thinking and self-directed learning among students. Collaboration is another crucial component of Project-Based Learning. Students are often grouped into teams, where they work together to complete tasks and achieve a common goal. This collaborative environment helps students develop teamwork skills, learn to communicate effectively, and navigate challenges that

arise when working with others. By working in groups, students also gain exposure to different perspectives, which enhances their problem-solving abilities and prepares them for the collaborative nature of the modern workforce.

Another benefit of PBL is its emphasis on inquiry and reflection. Throughout the project, students are encouraged to ask questions, explore different solutions, and reflect on their learning experiences. This inquiry-based approach promotes curiosity and a deeper understanding of the subject matter. Reflection also allows students to assess their progress, identify areas of improvement, and make adjustments to their strategies, which enhances their metacognitive skills. Assessment in PBL is often formative, focusing on the process rather than just the final product. Teachers assess students through observations, discussions, and evaluations of the work produced at different stages of the project. This continuous feedback loop ensures that students are on the right track and provides opportunities for improvement. Additionally, the final product, such as a presentation or report, serves as a way to showcase the students' learning and the outcomes of their efforts. Finally, Project-Based Learning helps prepare students for real-world challenges by teaching them important skills such as problem-solving, critical thinking, and creativity. These skills are highly valued in today's rapidly changing world, where innovation and adaptability are key. By engaging in projects that mirror real-world problems, students gain practical experience that can be applied to future careers and life situations. This prepares them not only academically but also personally and professionally for the demands of the 21st century.

Some students still have difficulty understanding the concept of the project, so they need more guidance from the teacher. In addition, time constraints are also an obstacle because some groups have not completed their projects on time. The reflection from the first cycle is used as the basis for improvement in the second cycle. Based on the evaluation of the first cycle, several improvement strategies were implemented in the second cycle. Teachers provide clearer instructions on how to work on projects, as well as provide more time for students to complete their assignments. In addition, the project given is made more interesting by using digital media, namely making short videos about the application of noble morals in daily life.

In the second cycle, students are asked to make short videos that showcase moral practices in real life, such as manners towards parents, honesty, and help. In this activity, students showed higher enthusiasm compared to the first cycle. They are more active in planning scenarios, dividing roles, and shooting videos with enthusiasm. The observation results showed a significant increase in students' learning interest after the implementation of PjBL. Students who were previously less motivated became more enthusiastic in participating in learning. They are more active in asking questions, participating in discussions, and showing pride in their work. This shows that PjBL not only improves students' understanding of the material, but also builds their confidence and independence. In addition to increasing interest in learning, the implementation of PjBL also has a positive impact on students' social skills. Through group work, students learn to work together, respect peer opinions, and complete tasks collectively.

They also develop better communication skills through the presentation of their project results in front of the class. The results of the questionnaire showed a significant increase in students' interest in learning. Before the implementation of PjBL, only about 40% of students expressed interest in the subject of Moral Faith, while after the implementation of PjBL, this figure increased to 85%. This shows that the project-based method is more effective in attracting students' attention compared to the conventional method. The teachers involved in this study gave positive feedback on the implementation of PjBL. They felt that this method was more effective in increasing student engagement compared to traditional methods. Students also revealed that they enjoy learning more when given the opportunity to be creative and actively participate in projects.

When compared to traditional methods, PjBL is superior in increasing student engagement and motivation. In the lecture method, students tend to be passive and only

receive information without much interaction. In contrast, in PjBL, students are directly involved in the learning process, so they better understand and remember the material. Although it has many benefits, the implementation of PjBL also faces several challenges, such as time constraints, difficulties in managing groups, and the need for more intensive guidance from teachers. Therefore, careful planning is needed so that PjBL can be implemented effectively. To overcome these obstacles, some solutions that can be implemented include: providing initial training to students on how to work on projects, dividing tasks evenly in groups, and providing enough time for project completion.

With the right strategy, obstacles in the implementation of PjBL can be minimized. In order for the implementation of PjBL to be sustainable, schools need to support teachers in developing this method, both through training and the provision of adequate resources. In addition, collaboration between teachers and students needs to be continuously improved so that project-based learning can run more effectively.

The successful application of PjBL in learning Akidah Akhlak shows that this method can also be applied in other subjects, such as Fiqh, Islamic History, and Arabic. By applying the same method, it is hoped that students' interest in learning in various subjects can increase. This discussion shows that PjBL is an effective method in increasing students' interest in learning Moral Faith. Students become more active, creative, and enthusiastic in participating in lessons. In addition, they also develop social skills and independence that are essential for their future lives. Teachers are advised to continue to explore and develop innovative learning methods that can increase students' interest in learning. Schools also need to support the implementation of PjBL by providing adequate facilities and resources. Further research can be conducted to explore the application of PjBL in various other subjects as well as to examine its long-term impact on students' academic achievement.

## **CONCLUSION**

Based on the results of the research that has been conducted, the application of Project-Based Learning in learning Akidah Akhlak grade 3 MIN 2 Batam has been proven to be able to increase students' interest in learning. This is shown through observations, interviews, and questionnaires that show that students are more enthusiastic and active in participating in learning after the PjBL method is applied. provide a more engaging learning experience compared to conventional learning methods such as lectures and written assignments. With real activity-based projects, students not only understand the theory, but can also apply the concept of noble morals in daily life In the application of PjBL, the role of teachers is very important as a facilitator who guides and directs students in completing projects. Teachers not only provide materials, but also help students develop creativity, work together in groups, and find solutions to problems they face during the project process. One of the main benefits of PjBL is improving students' critical and creative thinking skills. By being given projects such as making posters and short videos, students are required to think more deeply about the meaning of noble morals and how to communicate them effectively to others. In addition to increasing interest in learning, the application of PjBL also contributes to the development of students' social skills. Through group work, they learn to communicate well, cooperate in completing tasks, and respect the opinions of their peers. This skill is essential for their future lives. Although PjBL has a positive impact, the study also found several obstacles in its implementation, such as time constraints, lack of students' initial understanding of the PjBL method, as well as limited facilities. However, these obstacles can be overcome by providing clearer instructions, providing sufficient time for project work, and making optimal use of available resources.

is very relevant to be applied in learning the Moral Faith because it allows students to understand moral and religious values in a more tangible way. By structuring and presenting their projects, students not only learn theory but also how to apply it in



everyday life. The results of this study have important implications for the world of education, especially in improving the quality of learning in elementary schools. The PjBL method can be used as an alternative learning strategy that is more effective to increase student learning motivation, especially in subjects related to moral and religious values. In order for the implementation of PjBL to run more effectively in the future, it is recommended that schools and teachers innovate more in the design of projects given to students. In addition, there is a need for training for teachers to improve their understanding of how to apply PjBL optimally. Overall, the application of PjBL in learning Akidah Akhlak in grade 3 MIN 2 Batam has a positive impact on students' interest in learning. With projects that are interesting and relevant to daily life, students become more active, creative, and have a deeper understanding of moral values. Therefore, PjBL can be an effective learning method to be applied more widely in various subjects in elementary school.

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