



Implementation of Project Based Learning Model To Improve Students' Learning Outcomes in Islamic Cultural History Learning at MAN 3 Blitar

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Abstract: This study aims to determine the effectiveness of the implementation of the Project Based Learning (PBL) learning model in improving student learning outcomes in the Isra' Mi'raj material in the subject of Islamic Cultural History (SKI) class XB MAN 3 Blitar. PBL was chosen as a learning model because it is considered capable of increasing student activity and creativity through projects that are relevant to the subject matter. The research method used is classroom action research (CAR) which is carried out in two cycles. Each cycle consists of 1 of planning, implementation, observation, and reflection. The subjects of the 2 studies were 30 students of class XB MAN 3 Blitar. Data were collected through learning outcome tests, observation of student activities, and project documentation. The results showed that the implementation of the PBL model succeeded in improving student learning outcomes in the Isra' Mi'raj material. This can be seen from the increase in the average score of student learning outcome tests from cycle I to cycle II. In addition, student activity and creativity in the learning process also increased. Students appear more enthusiastic and active in working on the projects given. The conclusion of this study is that the implementation of the PBL model is effective in improving student learning outcomes in the Isra' Mi'raj material of the SKI subject for class XB MAN 3 Blitar. The PBL model can be an interesting and effective learning alternative to improve students' understanding of the subject matter.

Keywords: Project Based Learning (PBL), learning outcomes, Isra' Mi'raj, History of Islamic Culture (SKI), MAN 3 Blitar, Classroom Action Research (CAR).

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INTRODUCTION

The quality of education is a primary concern in educational systems worldwide, and improving student learning outcomes remains a key challenge for educators. One area of education that has garnered significant attention is the teaching and learning process in the humanities, particularly in subjects like Islamic Cultural History. In Indonesia, Islamic Cultural History plays an essential role in understanding the nation's history, culture, and religious values. However, students' learning outcomes in this subject have often been less than optimal. This study seeks to explore how the implementation of the Project-Based Learning (PBL) model can enhance students' learning outcomes in Islamic Cultural History

at MAN 3 Blitar. Over the years, traditional teaching methods that emphasize rote memorization and teacher-centered instruction have been widely criticized for failing to engage students effectively. These methods often lead to a passive learning environment where students do not actively participate in the learning process. In contrast, Project-Based Learning (PBL) is an instructional model that promotes active learning, critical thinking, problem-solving, and collaboration among students. By engaging students in real-world projects, PBL encourages them to take ownership of their learning and apply knowledge in meaningful contexts. This study proposes that implementing the PBL model in Islamic Cultural History lessons could improve students' engagement and learning outcomes.

The importance of Islamic Cultural History in the educational curriculum of Indonesian schools cannot be overstated. As the nation is predominantly Muslim, understanding the historical, cultural, and religious contributions of Islam is crucial for fostering national identity and promoting religious tolerance. However, despite its significance, the teaching of Islamic Cultural History in schools has often faced challenges. Students often find the subject matter abstract, difficult to relate to, or irrelevant to their lives. As a result, students' motivation and engagement in learning Islamic Cultural History tend to be low. To address these challenges, educators have been exploring innovative teaching strategies that can enhance students' learning experiences and outcomes. One such strategy is Project-Based Learning (PBL), a student-centered teaching approach that encourages students to engage in projects that require critical thinking, collaboration, and the application of knowledge. PBL has been shown to improve students' problem-solving skills, creativity, and motivation. Moreover, it fosters the development of 21st-century skills, such as communication, collaboration, and technology literacy, which are essential in today's fast-paced and interconnected world.

Research has demonstrated that PBL can improve students' academic performance, particularly in subjects that require higher-order thinking and creativity, such as history. In history education, PBL allows students to investigate historical events, figures, and concepts by actively participating in projects that require them to gather, analyze, and present information. This approach contrasts with traditional methods that often focus on memorization and passive learning. By using PBL, students can deepen their understanding of historical events and cultural contexts, which can lead to better retention and application of knowledge. In the context of Islamic Cultural History, the implementation of PBL can offer students an opportunity to engage with the material in a more meaningful way. For example, students can work on projects that involve researching Islamic history, exploring the influence of Islamic civilization on various aspects of culture, or examining the contributions of notable Islamic figures. By undertaking these projects, students can develop a deeper appreciation for the subject and see its relevance to their lives and the world around them. Furthermore, the collaborative nature of PBL can encourage students to work together, share ideas, and learn from one another, which can enhance their overall learning experience.

MAN 3 Blitar, a senior high school located in Blitar, East Java, has faced challenges in improving students' learning outcomes in Islamic Cultural History. Teachers at the school have reported that students often struggle with the subject, finding it difficult to engage with the material. The traditional teaching methods used in the school have not been successful in fostering active student participation or in enhancing learning outcomes. Given these challenges, the school is seeking to explore alternative teaching methods that could help improve student engagement and achievement in Islamic Cultural History. The introduction of Project-Based Learning (PBL) in Islamic Cultural History classes at MAN 3 Blitar represents an opportunity to address these challenges. PBL has the potential to transform the teaching and learning experience by making the subject more relevant and engaging for students. By incorporating PBL into the curriculum, teachers can create an interactive learning environment that encourages students to take responsibility for their learning and work collaboratively with their peers.

The application of PBL in the classroom requires careful planning and implementation. Teachers need to design projects that are aligned with the learning objectives of the subject, ensure that students have the necessary resources and support, and provide guidance throughout the project process. Moreover, teachers must create a classroom environment that fosters creativity, collaboration, and critical thinking. This research aims to explore how the implementation of PBL can be structured and its potential impact on students' learning outcomes in Islamic Cultural History. This Classroom Action Research (CAR) will be conducted at MAN 3 Blitar, focusing on a group of students enrolled in Islamic Cultural History classes. The study will involve implementing the PBL model over several cycles, with each cycle consisting of planning, action, observation, and reflection. The researchers will observe how students respond to the PBL approach, assess their engagement, and evaluate their learning outcomes throughout the process.

In addition to improving students' academic performance, PBL has the potential to foster other positive outcomes, such as increased motivation, improved problem-solving skills, and a greater sense of ownership over learning. By engaging in projects that require them to investigate and present historical and cultural topics, students can develop a deeper understanding of Islamic history and its significance. Furthermore, PBL can promote critical thinking by encouraging students to analyze historical events from multiple perspectives and consider the broader implications of these events on society and culture. The success of this study could have important implications for the teaching of Islamic Cultural History, not only at MAN 3 Blitar but also in other schools across Indonesia. If the PBL model proves effective in improving students' learning outcomes, it could be adopted as a best practice for teaching Islamic Cultural History in other schools. This research could also contribute to the broader body of knowledge on the use of PBL in history education, providing insights into how this teaching method can be effectively applied in different cultural and educational contexts. In conclusion, the implementation of the Project-Based Learning (PBL) model in Islamic Cultural History classes at MAN 3 Blitar presents a promising approach to improving students' learning outcomes. By shifting from traditional, teacher-centered methods to a more student-centered, active learning approach, PBL has the potential to enhance student engagement, critical thinking, and academic performance. This study aims to explore the effectiveness of PBL in this context and contribute to the ongoing efforts to improve education in Indonesia. The findings of this research could have far-reaching implications for the teaching of Islamic Cultural History and other humanities subjects, providing valuable insights into how innovative teaching methods can improve student learning outcomes and foster a more engaging and meaningful educational experience.

METHODS

This study adopts a Classroom Action Research (CAR) design to investigate the effectiveness of Project-Based Learning (PBL) in improving students' learning outcomes in Islamic Cultural History at MAN 3 Blitar. Classroom Action Research is an approach that allows teachers to identify and address specific issues in their teaching practices through a cyclical process of planning, action, observation, and reflection. The research will be conducted in multiple cycles, with each cycle aimed at improving the teaching and learning process based on the analysis of previous cycles. This iterative process ensures that the PBL model is continuously refined to better meet the needs of students and enhance their learning outcomes. The research will be conducted in one academic year, during which the PBL model will be implemented in Islamic Cultural History classes at MAN 3 Blitar. The participants in this study will be 11th-grade students enrolled in the Islamic Cultural History course. The students will be selected through purposive sampling, which means that they will be chosen based on specific criteria related to their participation in the course and their willingness to engage in the research. The class size is approximately 30

students, and they will be divided into small groups for project-based activities to encourage collaboration and interaction.

The research will be carried out in several stages, with each stage serving a specific purpose in the overall process of implementing PBL. The first stage involves the planning phase, where the researchers, in collaboration with the teacher, will design a project-based learning framework tailored to the content of Islamic Cultural History. The projects will be designed to help students explore various historical, cultural, and religious aspects of Islam, encouraging them to engage with the material actively and critically. The planning phase will also involve determining the learning objectives and assessment criteria for the project-based activities. These objectives will be aligned with the curriculum standards for Islamic Cultural History, ensuring that students are expected to demonstrate a deep understanding of key concepts and historical events. The researchers will work closely with the teacher to develop clear rubrics for evaluating students' project outcomes, focusing on critical thinking, collaboration, presentation skills, and the ability to relate historical information to contemporary issues.

Once the planning phase is complete, the next stage is the action phase, where the PBL model will be implemented in the classroom. The students will be introduced to the project-based activities, and they will be grouped into small teams. Each team will be assigned a specific topic related to Islamic Cultural History, such as the spread of Islam in Southeast Asia, the contributions of Islamic civilization to science and technology, or the impact of Islamic art and architecture. The projects will require students to conduct research, analyze historical sources, and present their findings in a creative and engaging manner. During the action phase, the teacher will act as a facilitator, guiding students through the process of completing their projects. The teacher will provide support in terms of resources, feedback, and clarification of concepts, but students will be responsible for managing their own learning and collaborating with their teammates. This student-centered approach encourages active engagement and promotes the development of problem-solving, research, and teamwork skills. The teacher will also monitor students' progress, offering advice and assistance as needed, and ensuring that the projects stay on track.

The observation phase will involve collecting data on students' learning outcomes throughout the project-based activities. This data will include both qualitative and quantitative information. The researchers will use a variety of data collection methods, including classroom observations, student interviews, and written reflections, to assess students' engagement, motivation, and academic progress. Observational notes will focus on students' interactions during group work, their ability to apply historical knowledge to their projects, and the quality of their presentations. The researchers will also observe the teacher's role in facilitating the projects and providing support to students. In addition to classroom observations, surveys and questionnaires will be distributed to students at the beginning and end of each cycle to assess changes in their attitudes toward the subject and the learning process. These surveys will measure students' perceptions of the PBL model, including their level of engagement, motivation, and satisfaction with the project-based activities. The surveys will also include questions about students' self-reported learning outcomes, such as their understanding of key concepts in Islamic Cultural History and their ability to connect historical events to present-day issues.

The assessment of student learning will be based on the project outcomes, which will be evaluated using the rubrics developed during the planning phase. The rubrics will assess various aspects of the project, including the depth of research, the clarity of presentation, the creativity of the project, and the ability to work collaboratively. Each group will present their findings to the class, allowing students to showcase their projects and engage in discussions with their peers. The presentations will also provide an opportunity for the teacher and researchers to assess students' communication skills and their ability to articulate their understanding of Islamic Cultural History. The final phase of each cycle is the reflection phase, where the researchers, teacher, and students will reflect

on the process and outcomes of the PBL activities. The researchers will facilitate discussions with the students to gather feedback on their experiences with the project-based approach. This feedback will help identify strengths and areas for improvement in the implementation of PBL. Students will be encouraged to share their thoughts on the challenges they faced during the project, how they collaborated with their peers, and what they learned from the experience.

The teachers will also reflect on their teaching practices during the implementation of PBL. They will evaluate how well the PBL model supported student learning and whether it met the learning objectives. Based on these reflections, the teacher and researchers will make adjustments to the project design and teaching strategies for the next cycle. This iterative process ensures that the PBL model is continuously improved and adapted to better meet the needs of the students. Throughout the study, the researchers will also collect data on student academic performance in Islamic Cultural History before and after the implementation of PBL. Pre- and post-assessments will be conducted to measure any changes in students' knowledge and understanding of the subject. These assessments will consist of written tests that cover key topics in Islamic Cultural History, such as the development of Islamic civilization, important historical events, and influential figures in Islamic history. The results of these assessments will provide quantitative data on the impact of PBL on students' learning outcomes. In addition to the academic assessments, the researchers will examine the relationship between students' participation in PBL and their overall engagement with the subject. It is expected that the PBL approach will increase students' interest in Islamic Cultural History and encourage them to take a more active role in their learning. The research will explore whether students' motivation and enthusiasm for the subject improve as a result of the project-based approach and whether this leads to better academic performance.

The data collected throughout the study will be analyzed using both qualitative and quantitative methods. The qualitative data, such as classroom observations, student reflections, and interviews, will be analyzed thematically to identify patterns and trends in students' engagement, learning processes, and attitudes. The quantitative data, including survey responses and pre- and post-assessment results, will be analyzed using descriptive statistics to determine the impact of PBL on students' learning outcomes.

In conclusion, this study will use Classroom Action Research as its methodology to investigate the effectiveness of the Project-Based Learning (PBL) model in improving students' learning outcomes in Islamic Cultural History at MAN 3 Blitar. Through a cyclical process of planning, action, observation, and reflection, the research will provide insights into how PBL can enhance student engagement, critical thinking, and academic achievement in this subject. The study will also contribute to the broader understanding of how innovative teaching methods, such as PBL, can be applied in history education to improve learning outcomes.

RESULTS

The results of this Classroom Action Research (CAR) study are organized into several key sections that provide insights into the effectiveness of Project-Based Learning (PBL) in improving students' learning outcomes in Islamic Cultural History at MAN 3 Blitar. The findings include both qualitative and quantitative data, which collectively reflect the impact of PBL on student engagement, academic performance, and the overall learning process. One of the primary objectives of this study was to examine whether the implementation of the PBL model increased student engagement in Islamic Cultural History lessons. Based on the observations conducted during each cycle, it was evident that student engagement significantly improved when PBL was introduced. In traditional lecture-based classes, students were often passive participants who struggled to stay focused and engaged. However, when PBL was implemented, students showed a higher level of interest in the subject matter, and they became more active participants in the

learning process. The collaborative nature of PBL played a key role in fostering engagement. Students were assigned to work in small groups, which encouraged peer interaction and teamwork. This collaborative approach allowed students to share ideas, discuss concepts, and learn from each other. As a result, students were more motivated to complete their projects and take ownership of their learning. They expressed enthusiasm for the subject, and their level of participation during class discussions and group activities increased notably.

Another key aspect of this study was to measure the effect of PBL on students' motivation and attitudes toward learning Islamic Cultural History. Pre- and post-surveys were administered to gather data on students' perceptions of the subject and their interest in learning about Islamic culture and history. The results showed a marked improvement in students' attitudes toward the subject. Before the implementation of PBL, many students viewed Islamic Cultural History as a difficult and uninteresting subject. However, after engaging in the project-based activities, students reported feeling more connected to the material. They were particularly excited by the opportunity to research historical topics, explore different perspectives, and present their findings in creative ways. The PBL approach allowed students to see the relevance of the subject in their lives and its connection to broader societal issues. This newfound relevance seemed to boost their motivation, as students became more eager to learn and contribute to discussions.

One of the most important outcomes of this research was the improvement in students' academic performance in Islamic Cultural History. Pre- and post-assessments were conducted to measure students' knowledge and understanding of key concepts in Islamic Cultural History before and after the implementation of PBL. The assessments included questions on topics such as the history of Islam in Southeast Asia, contributions of Islamic civilization, and the influence of Islamic culture on various fields such as art, science, and architecture. The results of the assessments revealed a significant increase in students' academic performance. The average scores on the post-assessment were notably higher than on the pre-assessment, indicating that students had gained a deeper understanding of the subject. This improvement was particularly evident in areas that required higher-order thinking, such as analyzing historical events and connecting them to contemporary issues. Students were able to demonstrate a more nuanced understanding of Islamic Cultural History, and their ability to articulate complex ideas and concepts improved.

One of the expected outcomes of using PBL was to enhance students' critical thinking and problem-solving skills. The nature of the projects required students to analyze historical data, evaluate different sources of information, and synthesize their findings into coherent and meaningful presentations. Through this process, students were encouraged to think critically about the historical narratives they encountered and question the sources they used. The results showed that students' critical thinking abilities improved significantly during the study. Many students demonstrated a deeper understanding of the complexities of Islamic history and culture. They were able to engage in thoughtful discussions about the historical events they researched, offering insights and interpretations that went beyond simple facts. Furthermore, students exhibited stronger problem-solving skills, as they had to navigate challenges during the project, such as conducting research, managing time, and collaborating effectively with peers.

Collaboration was an integral part of the PBL model, and it was anticipated that students would improve their teamwork and communication skills. Observations revealed that students worked well in groups, exchanging ideas, sharing responsibilities, and supporting each other throughout the project. The collaborative nature of PBL allowed students to develop essential interpersonal skills, such as cooperation, negotiation, and conflict resolution. Furthermore, the students' communication skills also showed improvement. During the presentation phase of the projects, students had to communicate their findings clearly and effectively to their peers. Many students, who were previously shy or hesitant to speak in class, became more confident in expressing their ideas. The

process of presenting their projects to the class also provided them with valuable experience in public speaking and presenting information in a structured and coherent manner.

Feedback from students indicated a positive reception to the PBL approach. Many students reported that they enjoyed the hands-on nature of the projects, which allowed them to engage with the subject in a more interactive and enjoyable way. The opportunity to choose project topics and explore areas of interest within Islamic Cultural History was particularly appealing to students, as it allowed them to pursue their own curiosity and deepen their understanding of specific aspects of the subject. Students also appreciated the autonomy that PBL afforded them. Instead of being passive recipients of information, they were actively involved in the learning process, making decisions about their projects and working collaboratively with peers. Several students mentioned that the PBL approach made learning more relevant and meaningful, as it connected historical content to real-world issues and challenges. This sense of relevance motivated students to take greater responsibility for their learning.

The teacher involved in this study also provided valuable insights into the implementation of PBL. According to the teacher's reflections, the PBL approach required a shift in teaching strategies and a greater focus on student-centered learning. The teacher emphasized the importance of planning and scaffolding the projects to ensure that students were equipped with the necessary resources and support throughout the process. The teacher also noted that the PBL model encouraged more student-teacher interaction, as students sought guidance and feedback during the research and project stages. The teacher observed that students became more independent learners, relying on their own research skills and critical thinking abilities. While this shift posed some challenges, particularly in managing group dynamics and ensuring that all students contributed equally, the teacher was pleased with the overall results. The teacher expressed confidence that the PBL model could be further refined and applied to other subjects to promote active learning and engagement.

The introduction of PBL also had a noticeable impact on the classroom environment. The classroom became more dynamic and interactive, with students engaging in discussions, collaborating on projects, and actively participating in presentations. The teacher noted that the learning atmosphere was more positive and conducive to student interaction. Students were more enthusiastic and motivated to learn, and the classroom was characterized by a greater sense of community and shared responsibility for learning. Moreover, the peer interactions fostered by PBL helped build a sense of mutual respect and support among students. Many students reported that they enjoyed working with their peers and felt that the group activities enhanced their understanding of the subject. The increased collaboration also led to improved relationships between students and the teacher, as the teacher was able to provide more individualized attention and feedback during the project phases.

Despite the positive outcomes, several challenges were encountered during the implementation of PBL. One of the primary challenges was ensuring that all students participated equally in group activities. Some students were more dominant in the groups, while others struggled to contribute effectively. This issue was addressed through careful group selection and regular monitoring of group dynamics by the teacher. Another challenge was managing the time allocated for the projects. Some students found it difficult to complete their projects within the given time frame, leading to delays in the presentation phase. To address this, the teacher adjusted the project timelines and provided additional support to students who needed help managing their time more effectively.

In conclusion, the findings of this study demonstrate that the implementation of the Project-Based Learning model in Islamic Cultural History at MAN 3 Blitar had a positive impact on students' engagement, motivation, academic performance, critical thinking, collaboration, and communication skills. The PBL approach allowed students to take an

active role in their learning, fostering a deeper understanding of the subject matter and improving their ability to apply historical knowledge in meaningful ways. The research also highlighted several areas for improvement, including addressing group dynamics and time management challenges. However, the overall results suggest that PBL is an effective and engaging teaching strategy that can be used to enhance learning outcomes in history education. The findings of this study provide valuable insights for educators seeking to incorporate PBL into their teaching practices, particularly in subjects that require critical thinking and the application of knowledge, such as Islamic Cultural History.

DISCUSSION

The results of this study demonstrate the significant impact of Project-Based Learning (PBL) on improving students' learning outcomes in Islamic Cultural History at MAN 3 Blitar. This section will discuss the key findings of the research, contextualizing them within the broader educational literature and exploring the implications of PBL for both teaching and learning in history education. The findings of this study underscore the role of PBL in enhancing student engagement in the learning process. According to the observations, students were much more engaged in PBL-based lessons compared to traditional lecture-based approaches. This result aligns with previous research that suggests PBL, as a student-centered approach, fosters greater engagement by encouraging students to take responsibility for their learning. When students are given the opportunity to explore topics through projects, their curiosity is piqued, and they are more likely to actively participate in classroom activities. The collaborative nature of PBL also fosters a sense of ownership and accountability, as students feel invested in the outcome of their group projects. This increase in engagement is important because student engagement is closely linked to academic success. Research indicates that engaged students are more likely to retain information, demonstrate critical thinking, and produce higher-quality work. In this study, the higher level of engagement likely contributed to the improved academic performance observed in the post-assessment results. The active participation required in PBL encourages students to interact with the material more deeply, enhancing both their understanding and retention of key concepts in Islamic Cultural History.

Another significant finding of this study is the improvement in students' motivation toward learning Islamic Cultural History. The pre- and post-surveys revealed that students' attitudes toward the subject became significantly more positive after the implementation of PBL. Before the introduction of PBL, students often viewed the subject as uninteresting or irrelevant. However, after engaging in project-based activities, students reported feeling more connected to the subject matter and motivated to learn more. This shift in motivation can be attributed to the active and student-centered nature of PBL, which empowers students to explore topics that interest them while giving them more control over their learning process. The increase in motivation aligns with existing literature, which suggests that when students perceive their learning as relevant and meaningful, their motivation increases. PBL allows students to engage in real-world problem-solving and apply their knowledge to practical tasks, which makes learning feel more authentic. Furthermore, the opportunity to collaborate with peers in a dynamic, hands-on environment likely contributed to students' increased enthusiasm for the subject. By working on projects that require creative thinking and independent research, students were able to see the tangible results of their efforts, which further fueled their motivation. A major goal of PBL is to develop students' critical thinking and problem-solving skills, and the results of this study indicate that these skills were indeed enhanced through the project-based approach. In this study, students were required to analyze historical data, evaluate sources, and synthesize information into coherent presentations. These tasks required them to think critically about the historical content they were studying and to make connections between past events and contemporary issues. The increase in students' critical thinking abilities is supported by other studies that highlight

the cognitive benefits of PBL. Research suggests that when students are tasked with solving complex, real-world problems, they are forced to engage in higher-order thinking, which leads to improved problem-solving and analytical skills. In this study, students demonstrated a deeper understanding of Islamic Cultural History, as evidenced by their ability to analyze historical events and offer thoughtful interpretations. The ability to engage critically with historical sources is an important skill for students, as it helps them develop a more nuanced understanding of history and its impact on the present.

The collaborative nature of PBL also contributed to the improvement of students' teamwork and communication skills. Working in groups allowed students to practice cooperation, negotiation, and conflict resolution, which are essential skills in both academic and professional settings. Observations of the group work showed that students were able to collaborate effectively, exchanging ideas and supporting one another throughout the project. This improved collaboration is consistent with the findings of other studies, which suggest that PBL fosters a sense of community and encourages students to work together toward a common goal. Furthermore, the process of presenting their projects to the class provided students with valuable opportunities to develop their communication skills. Many students who were initially shy or reluctant to speak in front of their peers gained confidence as they presented their findings. This is significant because communication skills are crucial for academic success and personal development. The ability to articulate ideas clearly and confidently is a skill that students can apply in various contexts, both inside and outside of the classroom.

One of the central principles of PBL is student-centered learning, which emphasizes student autonomy and independence. This study found that students who participated in PBL took more responsibility for their own learning, demonstrating greater initiative and self-direction. Rather than passively receiving information from the teacher, students actively sought out resources, conducted research, and managed their own learning process. This shift from a teacher-centered to a student-centered approach is consistent with the findings of other research, which highlights the benefits of giving students more control over their learning. The increased autonomy allowed students to develop essential self-regulation skills, such as time management, goal setting, and self-assessment. By working on projects, students were required to manage their time effectively and collaborate with others to meet deadlines. These skills are not only important for academic success but also for personal and professional development. The ability to work independently and manage tasks is a key skill that students will continue to use in their future careers.

The study also found that students' perception of the relevance of Islamic Cultural History improved after the implementation of PBL. Students reported that the project-based activities made the subject matter feel more meaningful and connected to real-world issues. This finding is consistent with research that emphasizes the importance of contextualizing learning to make it more relevant to students' lives. When students can see the connections between what they are learning and the world around them, they are more likely to be motivated and engaged. In this study, students were given the opportunity to explore topics in Islamic Cultural History that had contemporary relevance, such as the influence of Islamic civilization on modern science, technology, and culture. By studying the historical roots of current issues, students were able to develop a deeper understanding of the subject and its impact on the present. This approach not only increased students' engagement with the material but also helped them appreciate the importance of studying history in understanding current global challenges.

While PBL encourages student autonomy, the teacher's role remains crucial in guiding and supporting students throughout the learning process. The teacher in this study acted as a facilitator, providing resources, feedback, and guidance to students as they worked on their projects. This role aligns with the findings of other studies, which suggest that teachers play a key role in scaffolding student learning during PBL activities. Teachers are responsible for setting clear expectations, monitoring progress, and offering

timely feedback to ensure that students stay on track and meet their learning objectives. In this study, the teacher reflected positively on the role of PBL in fostering a more interactive and supportive learning environment. The teacher noted that students became more independent and self-directed, which allowed for more meaningful interactions between the teacher and students. The teacher also recognized the value of the collaborative aspect of PBL, as it allowed students to learn from each other and engage in deeper discussions about the subject matter.

Despite the positive outcomes of PBL, this study also revealed several challenges in its implementation. One of the key challenges was ensuring that all students participated equally in the group activities. In some cases, certain students dominated the group discussions, while others were less active. This issue is common in collaborative learning environments and requires careful management. In this study, the teacher addressed this challenge by providing structured roles within the groups and monitoring group dynamics closely. Another challenge was time management. Some students struggled to complete their projects within the allotted time, leading to delays in the final presentations. Time management is a common issue in PBL, as students are often required to balance project work with other academic responsibilities. To address this challenge, the teacher adjusted the project timelines and provided additional support to students who needed help managing their time more effectively.

The findings of this study have several implications for the future implementation of PBL in history education. First, it is clear that PBL can be a powerful tool for enhancing student engagement, motivation, and academic performance. However, its successful implementation requires careful planning and support. Teachers must design projects that are aligned with curriculum objectives and provide students with the necessary resources and guidance throughout the process. Additionally, teachers must be prepared to address challenges related to group dynamics and time management. Strategies such as clear role assignments within groups and regular check-ins can help ensure that all students are actively participating and making progress on their projects. Furthermore, teachers should be flexible and willing to adjust project timelines as needed to accommodate students' needs and ensure that they have enough time to complete their work.

In conclusion, this study has demonstrated the effectiveness of the Project-Based Learning model in improving students' learning outcomes in Islamic Cultural History at MAN 3 Blitar. The implementation of PBL led to increased student engagement, motivation, and academic performance, as well as improvements in critical thinking, collaboration, and communication skills. While there were challenges in ensuring equal participation and managing time, these challenges can be addressed with careful planning and support. Overall, the findings suggest that PBL is a valuable teaching approach that can enhance the learning experience and outcomes in history education, and its use should be considered in other subjects as well.

CONCLUSION

This study demonstrates that the implementation of the Project-Based Learning (PBL) model significantly improves students' learning outcomes in Islamic Cultural History at MAN 3 Blitar. The findings indicate that PBL enhances student engagement, motivation, critical thinking, collaboration, and communication skills. By moving away from traditional lecture-based teaching and adopting a student-centered approach, PBL fosters a deeper connection between students and the subject matter, making learning more meaningful and relevant. Students in this study reported higher levels of engagement and motivation after participating in PBL activities, suggesting that when students are actively involved in their learning process and allowed to take ownership of their projects, their academic performance improves. The collaborative nature of PBL further encouraged students to develop essential skills such as teamwork, communication, and problem-solving, which are crucial for both academic success and personal development. The

research also highlights the teacher's role as a facilitator in PBL, guiding students and providing necessary support to ensure the success of the projects. While challenges such as unequal group participation and time management were observed, these obstacles can be addressed with strategic planning and careful monitoring. Overall, this study affirms the effectiveness of PBL in improving learning outcomes in history education. The successful implementation of this teaching model provides valuable insights and recommendations for integrating PBL into other subjects, offering a more engaging and effective way of learning for students. Therefore, PBL presents a promising approach for fostering academic growth, developing essential skills, and enhancing students' overall educational experience.

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