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Project-Based Learning Model in Improving Student Learning Outcomes of Elementary School 22 Kampung Taji in Islamic Education Learning

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using a project-based learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the project-based learning model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 39.71%, the first cycle 63.69% and in the second cycle it increased to 84.16%. Thus, the use of a project-based learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

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INTRODUCTION

Education and Learning Islamic Religious Education must contain three aspects that must be realized in every time we carry out learning, namely: Cognitive Aspect in this case can be interpreted as learning must produce students who have theoretical scientific knowledge. Then the Affective Aspect implies that the learning carried out must achieve the target of attitude skills, both scientific attitudes and other attitude scales. And the Psychomotor Aspect, namely students must have real behavioral skills in daily life which are the result of learning obtained or in other words that learning in the school must be able to create daily behavior and deeds which are a reflection of the values taught by the teacher in the learning process that has been implemented. Ethics can be interpreted as noble character or known as Akhlaqul Karimah. Morality in real life as the ultimate goal in learning in elementary school is very synonymous with Religious Education Learning, as we know and we carry out Islamic Religious Education.

Islam teaches that if in life you will adhere to the sharia which is a guideline for behaving and speaking and behaving in real life, so that in this life a person is able to implement the teachings of the Qur'an and Assunah as the absolute value of the truth so that in navigating this life will be in accordance with the rules of religion which will then be responsible when the human being has left the realm this mortal. For this reason, it is hoped that religious learning will help behavior, both spiritually, namely directly related to Allah the Creator in the form of mahdhoh worship and those related to daily life, namely interaction with the environment and the surrounding nature called *hablum minanas* which can also be interpreted as interaction with the real environment where and anytime it is. The subject of Islamic Religious Education has a central role in the development of mental attitudes, noble ethics, *ahklakul karimah* for the development of students and is a support for success in studying all fields of study. Learning Islamic Religious Education subjects is expected to help students get to know themselves, and all rights related to their existence both in relation to the Kholiq, namely Allah SWT and environmental rights, must be treated as the message of Revelation in order to create a balance between birth and mind so that they can create a life that is *Rahmatan Lil Alamin*. The subject competency standards of Islamic Religious Education are the minimum ability qualifications of students that describe the mastery, knowledge, skills, and application of divine values in real-life discourse.

The learning process in the classroom will be carried out well if there is interaction between teachers and students or multi-directional interaction. Teachers should create a conducive learning climate, so that all students can receive subject matter without any sense of compulsion or not of their own volition. If every student has a *mot ivasi* in the lesson, teachers and students will feel benefited. Teachers should know carefully the characteristics of each student with all their backgrounds, both the background of their natural emotional attitudes, their intellectual attitudes, and if necessary, their attitudes and economic backgrounds, so that all efforts or methods that will be applied in the classroom will be in accordance with the needs of students in the learning context, with the hope that the learning results that will be achieved will be more successful. The low results of Islamic Religious Education for students can be caused by many things, including because the learning model is less attractive to students, so that students are less motivated to learn and be involved in the learning process that is carried out. Therefore, the author seeks a solution, namely by using the Assignment Technique Cooperative Learning Model. The objectives to be achieved in this Classroom Action Researcher are: To find out if the Cooperative Learning Model Assignment Techniques can improve the ability to understand "The Effectiveness of Project-Based Learning in Increasing Understanding of Faith to the Last Day in Grade V Elementary School Students".

The subject of Islamic Religious Education for grade V students of SD Negeri 22 Kampung Taji, Lubuk Sikaping District, Pasaman Regency. At SDN 22 Kampung Taji, Lubuk Sikaping District, Pasaman Regency with the number of class V students as many as 8 students, consisting of 3 male students and 5 female students. There are at least three instruments to collect data, namely observation sheets, questionnaire sheets, and test sheets. In this stage, the researcher seeks to inventory the data that has been obtained both from the data from observation, observation and evaluation and then process it with the following steps: 1) The data obtained from the observation results during the learning process and the development of each student that has been collected are then analyzed in a quantitative descriptive manner, meaning that the description of the observation results on the development of the teaching and learning process is expressed by words and percentages. 2) The data obtained from the results of the questionnaire that has been submitted to each student after being filled in and collected again is analyzed descriptively if quantitative, meaning that the description of the teaching and learning process is expressed in words or with percentages; 3) Meanwhile, the data from the evaluation results of both pre-test and post-test that have been collected are analyzed qualitatively, meaning that the picture of The development and improvement of the learning outcomes

obtained are outlined in the qualification of the value range that has been formulated previously.

METHODS

This research is an action research, because the research is carried out to solve learning problems in the classroom. This research is also a descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Sukidin et al. (2002:54) there are 4 types of action research, namely: (1) research on teachers' actions as researchers, (2) collaborative action research, (3) integrated simultaneous action research, and (4) experimental social action research. The four forms of action research above, there are similarities and differences. According to Oja and Smulyan as quoted by Kasbolah, (2000) (in Sukidin, et al. 2002:55), the characteristics of each research depend on: (1) the main goal or the pressure, (2) the level of collaboration between the researcher and the outside researcher, (3) the process used in conducting the research, and (4) the relationship between the project and the school. In this study, the form of the teacher is used as a researcher, where the teacher plays a very important role in the research process and class actions. In this form, the main purpose of classroom action research is to improve learning practices in the classroom. In this activity, teachers are directly involved in the process of planning, action, observation, and reflection.

The presence of other parties in this study has a non-dominant role and is very small. This research refers to continuous learning improvement. Kemmis and Taggart (1988:14) state that the action research model is in the form of a spiral. The stages of action research in a cycle include planning or implementing observation and reflection. This cycle continues and will be stopped by itself if it suits the needs and is deemed sufficient. According to its definition, action research is research on things that happen in the community or a group of targets, and the results can be directly applied to the community concerned (Arikunto, Suharsimi 2002:82). The main characteristic or characteristic in action research is the participation and collaboration between the researcher and the members of the target group. Action research is a problem-solving strategy that utilizes real actions in the form of innovative development processes that are tried and solved along the way in detecting and solving problems. In the process, the parties involved in these activities can support each other. Meanwhile, the purpose of action research must meet several principles as follows: 1) The problem or topic chosen must meet the criteria, namely really real and important, interesting and able to handle and within the scope of the researcher's authority to carry out

change; 2) Research activities, both interventions and observations carried out should not interfere with or hinder the main activities. 3) The type of intervention that is tried must be effective and efficient, meaning that it is selected on target and does not waste time, funds and energy. The methodology used must be clear, detailed, and open, each step of the action is firmly formulated so that people interested in the researcher can check each hypothesis and prove it. 5. Research activities are expected to be a continuous process of activities, considering that the development and improvement of the quality of actions cannot be stopped but becomes a challenge all the time. (Arikunto, Suharsimi, 2002:82-83). In accordance with the type of research chosen, namely action research, this researcher uses the action research model from Kemmis and Taggart (in Arikunto, Suharsimi, 2002:83), which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation, and reflection. The next step in the cycle is revised planning, action, observation, and reflection. Before entering the first cycle, preliminary actions were taken in the form of problem identification.

Based on the results of reflection, observation, and assessment in cycle II, cycle III is a continuation of cycle II. The things found in cycle II were corrected in cycle III with the following steps: In the implementation of the teacher, students are divided into small

students (3-5) students. Each student in the group was given their own number. After the students got their numbers, the teacher gave an example and explained about the material of reading and understanding faith to the last day. Then students from each group were given the task to advance to the front of the class to read and interpret the reading of Surah Al Qoriah. While others follow other tasks. After the disc is finished, the teacher appoints the number and the student who has the number of the appointed one comes forward and reads and interprets and understands faith in the last day. During the lesson, the teacher observes and fills out the observation sheet.

RESULTS

The results of the study show that the application of the project-based learning model with the Active, Creative, Effective, and Fun approach (PAIKEM) has a significant influence on Improving students' understanding of faith in the last days. In each cycle, improvements are made to learning methods and approaches that result in progress in student involvement and understanding of the material. The research was conducted in class V of SD Negeri 22 Kampung Taji, Lubuk Sikaping District, Pasaman Regency, in the 2024/2025 school year. This research aims to improve students' understanding of faith in the last days by applying a project-based cooperative learning model. Before the research, several problems were found, namely: 1) Low Learning Motivation, Students are less enthusiastic about participating in Islamic Religious Education lessons; 2) Less Interesting Learning Methods: Teachers still use monotonous methods, so that students are less actively involved in learning; 3) Low Learning Outcomes: Many students have not reached the minimum completeness criteria (KKM). The research subjects consisted of 8 students, with 3 males and 5 females. Teachers use observation sheets, questionnaires, and tests to collect preliminary data and monitor student progress during research.

Description of Cycle 2 Initial Data After reflection from cycle 1, it was found that: 1) The average success of students in cycle 1 reached 54%, but some students were still passive, confused, and lacked understanding of the task. 2) The use of learning media is still not attractive so that it does not fully support student involvement; 3) Teachers realize the need to improve learning methods by being more student-oriented and adding visual and kinesthetic learning media. Based on this analysis, teachers plan cycle 2 actions with some strategy improvements to improve student understanding and engagement.

DISCUSSION

Learning Islam, especially material on faith in the last days, is an important aspect that must be understood by students from an early age. One effective way to improve students' understanding of this material is to use project-based learning. Project-based learning provides opportunities for students to be more actively involved in the learning process and connect the material with daily life. The material of faith in the last days aims to teach students about life after death, including the belief in the existence of life after this world. A good understanding of this is important to shape students' character and behavior to be more responsible in their daily lives.

Deep learning about the last day will give students a better perspective in dealing with it. Project-based learning (PBL) is a learning approach that prioritizes student involvement in a real project that is relevant to the subject matter. In this context, students are given the task of working on projects related to the material of faith to the last days, such as making presentations, videos, or exhibitions that explain the concepts of the last days in Islam. The first step in implementing PBL is planning. Teachers plan projects that correspond to the material of faith to the end day and divide assignments among students. Each student or group then conducts research, discussion, and information gathering on end-of-day topics. After that, students process the information into a project that can be

presented to friends and teachers. During the project-based learning process, students are actively involved in every stage, from research, group discussions, to the creation of the final product of the project. They are invited to think critically, work together, and find solutions to problems related to the material of faith to the last days.

Students can create posters, educational videos, or presentations about belief in the last days in Islam. One of the key benefits of project-based learning is the development of students' social skills and collaboration. In this project, students work in groups, discuss, share ideas, and complete assignments together. It encourages students to practice communication, problem-solving, as well as working together to achieve common goals. The role of teachers in project-based learning is as a facilitator who guides students throughout the project process. Teachers provide direction, provide feedback, and help students if they encounter difficulties.

In addition, teachers also set the right time for each stage of the project, so that students can complete the project well. Project-based learning provides great benefits in students' understanding of the material of faith to the last days. By delving into this topic through the project, students can understand the concepts contained in faith to the last days in a more thorough and applicable way. They not only understand the theory, but can also relate it to everyday life. During project-based learning, students are invited to apply Islamic religious values, such as faith, piety, and awareness of life after death. The project they created was not only a means to learn, but also to grow their awareness of the importance of preparing for the afterlife. Students can create projects that contain moral and spiritual messages that are in accordance with the teachings of Islam. Teachers evaluate the results of projects carried out by students. This evaluation includes aspects of material understanding, creativity in presenting information, and students' ability to work in groups.

The evaluation also involves feedback on how the project can better illustrate a deeper understanding of faith in the last days. Project-based learning encourages students to think critically and analyze various aspects related to the material of faith to the last days. Students are encouraged to seek information, analyze existing sources, and make informed conclusions about the last day. This is very important to help students develop higher thinking skills. Project-based learning invites students to relate the material they learn to everyday life. In a project on faith in the last days, students could reflect on how their belief in the last days affects their attitudes and behaviors in the real world. This has a positive impact on the formation of their character. By being directly involved in the project, students feel more confident because they can show off their work in front of their peers and teachers. Project-based learning provides opportunities for students to develop their potential and express their understanding through a variety of engaging formats, such as presentations, posters, or videos.

Project-based learning has also proven to be effective in increasing student learning motivation. When students work on projects that are meaningful and relevant to their lives, they are more interested and motivated to learn. Fun and weighty projects make students more enthusiastic about learning and completing assignments well. Project-based learning involves a lot of discussion within the group. These discussions provide opportunities for students to exchange ideas, ask questions, and clarify their understanding. By engaging in discussions, students enrich their insights into the material of faith to the end days and gain new perspectives from their classmates. Evaluation in project-based learning is not only limited to assessing the final results of the project, but also includes the process during the project. Evaluations are carried out periodically, where teachers provide feedback on the development of student projects, both in terms of understanding the material and applied skills.

This helps students to continuously develop and improve the quality of their work. Project-based learning can continue to be developed and applied in Islamic religious learning in the future. With the development of technology, more interesting and interactive projects, such as creating websites or educational applications about the last

day, can be a more attractive alternative for students. This will further increase students' interest and understanding of the material being taught. Project-based learning also plays a role in strengthening students' character, especially in terms of perseverance, cooperation, and responsibility. Students learn to work together in groups, respect the opinions of others, and complete assignments responsibly. These are values that are very important for the formation of their character. Project-based learning is one of the effective forms of active learning in the teaching of Islam, especially the material of faith to the last days.

This active learning requires students to think, act, and take responsibility for their own learning process. With active involvement in the project, students more easily understand and remember the material learned. Overall, project-based learning has proven to be effective in increasing the understanding of grade V students of SD Negeri 22 Kampung Taji, Lubuk Sikaping District, towards faith in the last days. This learning not only improves their understanding of end-of-day concepts, but also encourages active engagement, social skills development, and character strengthening of students. With this creative and interactive approach, students can better appreciate the material being taught, making it more relevant and meaningful in their lives.

CONCLUSION

The results of the study show that the application of the project-based learning model with the Active, Creative, Effective, and Fun approach (PAIKEM) has a significant influence on improving students' understanding of faith in the last days. In each cycle, improvements are made to learning methods and approaches that result in progress in student involvement and understanding of the material. The research was conducted in class V of SD Negeri 22 Kampung Taji, Lubuk Sikaping District, Pasaman Regency, in the 2024/2025 school year. This research aims to improve students' understanding of faith in the last days by applying a project-based cooperative learning model. Before the research, several problems were found, namely: 1) Low Learning Motivation, Students are less enthusiastic about participating in Islamic Religious Education lessons; 2) Less Interesting Learning Methods: Teachers still use monotonous methods, so that students are less actively involved in learning; 3) Low Learning Outcomes: Many students have not reached the minimum completeness criteria (KKM). The research subjects consisted of 8 students, with 3 males and 5 females. Teachers use observation sheets, questionnaires, and tests to collect preliminary data and monitor student progress during research.

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