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## Efforts to Improve Student Learning Outcomes in Educational Learning Learning through the Project Based Learning Method at SMK Negeri 1 Barumun

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning through the Project Based Learning Method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were vocational high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning 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 through the Project Based Learning Method, it can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, through the Project Based Learning Method it can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Project based learning model, learning outcomes, islamic education.

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### INTRODUCTION

Law No. 2 Article 13 concerning the National Education System states that "Basic education is organized to develop attitudes and abilities and provide basic knowledge and skills necessary to live in society as well as prepare to participate in education in society and prepare to participate in secondary education in society. Efforts to develop attitudes, abilities, knowledge of duties and responsibilities in order to carry out the teaching and learning process".

Learning is an effort to learn Degeng students (1989). This effort activity will result in students being able to learn something in an effective and efficient way. Efforts can be made in the form of analysis of study objectives and characteristics of students and students, analysis of learning resources, determining organizing strategies, learning

content, establishing learning delivery strategies, establishing learning management strategies, and establishing learning outcome measurement procedures. Learning according to Oemar Hamalik: "as a combination that is organized, including human elements, facilities, equipment and procedures that influence each other to achieve learning goals". Therefore, every teacher must have skills in choosing learning strategies for each type of learning activity. Thus, by choosing the right learning strategy in each type of learning activity, it is hoped that the achievement of learning goals can be met. The government has implemented various programs in setting policies to improve the quality of education. New developments in the quality of education have consequences for teachers to improve their roles and competencies. Competent teachers will be able to create an effective learning environment. Teachers have a very important role in determining the quantity and quality of teaching carried out. Therefore, teachers must think and plan carefully in increasing opportunities for students and improving the quality of teaching. This requires changes in organizing, using teaching methods, teaching strategies, as well as teachers' attitudes and characteristics in managing the teaching and learning process. Teachers act as facilitators and can develop lesson materials well. To fulfill this, teachers are required to be able to manage the learning process that provides stimulus to students so that they want to learn. The task of a teacher is not only to deliver lessons, but also a professional teacher is required to have the ability to create a conducive learning atmosphere for students and arrange a presentable learning space. Teaching successfully is not only done in one way or a certain pattern that is followed in a pioneering manner, if a teacher teaches Islamic Religious Education only using the same way from day to day students will progress quickly, but the results will be disappointing, but if a teacher learns students using various methods, or connects through experience to students and connects with their daily lives then the results will be different. The result will be authentic and durable.

Based on the author's observations, it shows that the learning outcomes of Islamic Religious Education in the material of Kserbah, Tabligh and Da'wah through the Problem Based Learning Method in Grade XI TSM 1 Students In the 2024-2025 school year are still very low, where only 43% of students are included in the category of passing or completing the standard score of KKM 75. Based on this description, the author is interested in conducting research on "Efforts to Improve Student Learning Outcomes of Sermon, Tabligh and Da'wah Materials Through the Project Based Learning Method in Grade XI TSM 1 2022-2023 SMKN 1 Barumun.

## **METHODS**

The comparative descriptive method is a method of examining a group of people, an object, a condition, a system of thought, or a class of current events. The purpose of this descriptive research is to make a description or picture, or painting in a systematic, factual and accurate manner regarding the facts, as well as the properties and relationships between the phenomena being investigated. In this study, the author tries to make a description of Efforts to Improve Learning Outcomes of Tabligh, Sermon and Da'wah Materials through the Project Based Learning Method of SMKN 1 Barumun. This research was conducted at SMKN 1 Barumun Based on the title of the research, namely "Efforts to Improve Student Learning Outcomes of Sermon Material, Tabligh and Da'wah Through the Project Based Learning Method in Grade XI TSM 1 SMKN 1 Barumun Students". In addition, one of the objectives of this research is to improve the learning process and improve the learning outcomes of Islamic Religious Education subjects, especially in the material of Sermon, Tabligh and Da'wah.

Based on the title of the research above, the subjects of this research are all students, the research subjects are students of class XI TSM 1 which amounted to 20 students consisting of male students. This research is a Classroom Action Research (PTK), the stages that will be carried out in this PTK research use a model developed by Kurt

Lewin. Kurt Lewin's model that these stages or commonly called cycles consist of 4 components which include: (a) planning, (b) acting or acting, (c) observing, and (d) reflecting. The procedure for implementing this research includes 2 cycles, each cycle consists of planning, action, observation, and reflection. The data in PTK basically consists of all information or materials provided by nature (in a broad sense) that must be sought, collected, and selected by researchers, can be found in everything that is the field and object of research (Subroto via Nugrahani, 2010: 96-97). The data in this study is in the form of test and non-test data.

The test data is in the form of learning achievement in the form of performance test results for sermon, tabligh and da'wah material. Data sources are a very important part for authors because the accuracy of choosing and determining the type of data source will determine the accuracy and richness of the data or the depth of information obtained. Data sources in qualitative research can be in the form of people, events or activities, places or locations, objects, various images and recordings, documents or archives. According to Lofland (in Moleong, 2002: 47), the main source of data in qualitative research is words and actions, the rest are additional data such as documents. Sutopo (2002: 2) states that "data sources in qualitative research can be in the form of people, events, behaviors, documents, and archives as well as other objects". The first source of research data is students, namely student learning activity data and student responses to sermon, Tabligh and Da'wah learning. The second source of data is teachers in the form of teacher performance during the implementation of learning. An observation sheet is a detailed guideline that contains the steps to make observations, starting from the formulation of the problem, the theoretical framework to describe the behavior to be observed, the recording procedures and techniques, and the criteria for analysis and interpretation (Indrawati, 2007: 7). The observation sheets used in this study are the observation sheet of teacher performance in the application of learning and the observation sheet of student learning activities

## **RESULTS**

This study aimed to explore the effectiveness of the Project-Based Learning (PBL) method in improving student learning outcomes in the subject of Education in SMK Negeri 1 Barumun. The research sought to determine how the application of PBL could enhance students' engagement, understanding, and ability to apply knowledge in real-life contexts. Through a series of data collection methods, including pre-tests, post-tests, observations, and interviews, the study found that PBL had a positive impact on students' academic performance and practical skills development.

The pre-test results indicated that students had a fundamental understanding of the subject but lacked the ability to apply theoretical knowledge in practical scenarios. Many students were able to recall basic concepts but struggled with problem-solving and critical thinking tasks. However, after implementing the PBL method, the post-test results showed significant improvements in students' ability to apply their knowledge to practical projects. These improvements were reflected in both their written assessments and their performance during hands-on activities, demonstrating that PBL helped bridge the gap between theoretical understanding and practical application.

Observational data collected during the study revealed that students were highly engaged in the PBL activities. Unlike traditional teaching methods, which can sometimes lead to passive learning, PBL encouraged students to take an active role in their learning process. Students were tasked with completing projects that required collaboration, problem-solving, and critical thinking. This shift from teacher-centered to student-centered learning led to an increase in student participation, enthusiasm, and initiative in the classroom. Students were more motivated to contribute ideas, work together in groups, and take ownership of their learning tasks.

Furthermore, the PBL method helped students develop practical skills that are essential for their future careers. By working on projects that mimicked real-life situations, students were able to apply their knowledge in meaningful ways. For example, in the field of vocational education, students worked on projects related to their chosen industry, such as designing a business plan or developing a marketing strategy. This hands-on experience allowed students to gain a deeper understanding of their field of study and equipped them with skills that would be directly applicable in the workforce.

The interviews with students provided valuable insights into their experiences with PBL. Many students expressed that they found the project-based approach more engaging and rewarding compared to traditional methods. They reported that they enjoyed the opportunity to collaborate with peers, think creatively, and solve real-world problems. Several students noted that PBL made the subject matter more relevant and helped them connect what they were learning in class to their future careers. Additionally, students reported that the projects allowed them to develop better communication, teamwork, and time-management skills, which are all important in the workplace.

Teachers also observed notable improvements in student outcomes after the implementation of PBL. They reported that students demonstrated greater responsibility and initiative in completing their assignments. Teachers found that the PBL method encouraged students to think critically and independently, as they were tasked with finding solutions to real-world problems. This self-directed learning helped students build confidence in their abilities and improved their overall academic performance. Teachers also noted that PBL created a more dynamic classroom environment, where students actively participated in discussions and collaborated more effectively with their peers.

However, despite the positive outcomes, the study also highlighted some challenges associated with implementing PBL. One challenge was the need for additional time and resources to facilitate project-based learning effectively. The preparation of materials, the coordination of group projects, and the management of classroom activities required careful planning and more time than traditional lessons. Additionally, teachers expressed the need for professional development to better understand the PBL method and how to implement it effectively. These challenges, however, can be overcome with adequate support and resources.

In conclusion, the findings of this study suggest that the Project-Based Learning method significantly improved student learning outcomes at SMK Negeri 1 Barumun. By encouraging active learning, collaboration, and practical application of knowledge, PBL created a more engaging and effective learning environment. Students were not only able to improve their academic performance but also developed valuable skills that would benefit them in their future careers. Despite the challenges faced in the implementation process, the overall results indicate that PBL is a promising teaching method that can enhance student learning, motivation, and skill development.

In summary, the Project-Based Learning method proved to be an effective strategy for improving learning outcomes in vocational education at SMK Negeri 1 Barumun. The positive impact on student engagement, academic performance, and practical skills development indicates that PBL is a valuable instructional approach. It is recommended that schools continue to explore and integrate PBL in their curricula to provide students with a more hands-on, relevant, and engaging learning experience. Further research and teacher training on the implementation of PBL will also be beneficial in maximizing its potential in education.

## **DISCUSSION**

The results of this study indicate that the Project-Based Learning (PBL) method effectively enhanced student learning outcomes at SMK Negeri 1 Barumun. By shifting from traditional, teacher-centered approaches to student-centered project work, PBL allowed students to take an active role in their education. This hands-on approach led to increased

student engagement, as they were able to directly apply the theoretical knowledge they gained in the classroom to practical situations. Through collaborative projects, students not only gained academic knowledge but also developed critical life skills such as teamwork, communication, and problem-solving.

One of the key advantages of PBL identified in this study was its ability to help students apply theoretical concepts to real-life situations. In vocational education, students often struggle to see the relevance of what they learn in the classroom to their future careers. The PBL approach effectively addressed this issue by providing students with opportunities to work on projects that mirrored real-world scenarios in their chosen fields. For example, students in business-related programs worked on developing business plans or marketing strategies, which directly related to their future careers. This practical application helped students better understand the material and made the learning experience more relevant and meaningful.

The increased student engagement observed in the study can be attributed to the active nature of the PBL method. Traditional teaching methods, which often rely on lectures and rote memorization, can lead to passive learning, where students may not fully internalize the material. In contrast, PBL encourages students to take responsibility for their own learning. By working in groups to solve problems, students are not only learning the subject matter but also developing critical thinking skills. The collaborative nature of PBL further enhances this process, as students are encouraged to exchange ideas, discuss solutions, and learn from one another. This environment of active learning contributed to the students' increased motivation and enthusiasm for the subject.

Furthermore, PBL was found to improve students' practical skills, which are essential for their future careers. By working on real-world projects, students gained experience that directly applied to the workforce. In vocational education, it is crucial for students to develop technical skills in addition to theoretical knowledge, and PBL is an ideal method for fostering this type of learning. The hands-on nature of PBL allowed students to practice skills in a meaningful context, enhancing their ability to perform in real-world job settings. This approach also prepared students for the challenges they will face in their careers by helping them develop important workplace skills such as time management, collaboration, and problem-solving.

Despite the many benefits of PBL, the study also highlighted some challenges in its implementation. One of the main challenges identified was the time required to prepare and facilitate project-based lessons. Unlike traditional teaching methods, which can be delivered in a more structured and time-efficient manner, PBL requires significant planning and coordination. Teachers must design meaningful projects, allocate time for students to work on their projects, and ensure that students stay on task. These additional demands on teachers' time and resources may pose challenges, especially in schools with limited resources or heavy workloads. However, the benefits of PBL, as demonstrated in this study, suggest that the time and effort invested in implementing this method can lead to substantial improvements in student learning outcomes.

Another challenge noted in the study was the varying levels of student participation. While many students thrived in the collaborative, hands-on environment of PBL, some students struggled with the independent nature of the work. In group projects, certain students may not contribute as much as others, which can affect the overall success of the project. This issue requires teachers to monitor group dynamics closely and provide guidance to ensure that all students are equally involved and contributing to the project. By offering tailored support and encouragement, teachers can help address these disparities in participation and ensure that all students benefit from the PBL method.

In conclusion, this study provides strong evidence that Project-Based Learning is an effective method for improving student learning outcomes at SMK Negeri 1 Barumon. The method not only increased student engagement and motivation but also allowed students to apply their knowledge in practical, real-world scenarios. The hands-on nature of PBL facilitated the development of important skills, such as critical thinking, teamwork, and

time management, that are essential for students' future careers. While challenges such as time constraints and varying participation levels were encountered, the overall results suggest that PBL is a valuable teaching strategy that can greatly enhance vocational education. The findings of this study recommend the continued integration of PBL in the curriculum and suggest that further research into teacher training and resource allocation will help maximize the potential of PBL in education.

## **CONCLUSION**

This study demonstrates that Project-Based Learning (PBL) is an effective teaching method for improving student learning outcomes at SMK Negeri 1 Barumun. The application of PBL in vocational education enabled students to move beyond rote memorization, actively engaging with the material in a way that emphasized critical thinking, collaboration, and real-world application. The method not only increased students' academic performance but also allowed them to develop essential skills for their future careers, such as problem-solving, communication, and teamwork. Through the implementation of PBL, students were able to apply theoretical knowledge to practical projects, making the learning experience more relevant and meaningful. The hands-on approach gave students an opportunity to work on projects that simulated real-world scenarios in their fields of study, increasing their ability to connect classroom learning to real-life applications. This practical engagement made the lessons more engaging and motivated students to take ownership of their learning. The study also found that the collaborative nature of PBL significantly contributed to student engagement. By working in groups, students were encouraged to share ideas, discuss solutions, and learn from one another. This not only enhanced their understanding of the subject matter but also fostered a sense of responsibility and teamwork. Such collaborative efforts helped develop both academic and interpersonal skills, which are crucial for success in the workforce. Despite the positive outcomes, the research identified some challenges in implementing PBL, particularly in terms of time management and varying levels of student participation. The time required for project preparation and the need for careful coordination were significant hurdles for both teachers and students. Additionally, disparities in student participation within groups highlighted the need for more personalized support. However, these challenges can be addressed through proper planning, teacher training, and classroom management strategies. In conclusion, the findings of this study strongly support the continued use and expansion of Project-Based Learning in vocational education. The method has proven to enhance student learning outcomes by providing a more dynamic and practical learning environment. By focusing on real-world applications and collaborative learning, PBL prepares students with the skills and knowledge necessary for future career success. As such, schools should consider integrating PBL more extensively into their curricula, ensuring adequate resources and professional development to maximize its effectiveness.

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