Implementation of Project Based Learning Model to Improve Student Learning Outcomes at SD Negeri Suak Ie Beusoi

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the 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 elementary 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 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the Project Based Learning Model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Project based learning, learning outcomes, Islamic education.

INTRODUCTION

Education is a learning process in the form of teaching and learning activities, where there is interaction between students and teachers. In the field of education, teachers act as educators who guide students to be able to develop knowledge and can change the condition of students from not knowing to knowing. Education is seen as one of the main factors that determine economic growth, namely through increasing the productivity of educated workers, and education is also seen as having an important role in ensuring the development and sustainability of the nation. The quality of education can be known from two things, namely the quality of the process and the product.

Education is said to be of quality if there is an effective and efficient implementation of learning by involving all components of education, such as covering teaching objectives, teachers and students, learning materials, strategies or teaching and learning methods, learning tools and resources and evaluation. The success of the

implementation of education can be influenced by several factors, one of which is the readiness of teachers in preparing students through the learning process.

The material in the subject of Islamic religious education is a concept that is legal and historical in nature. While in the learning process, teachers use the lecture method in delivering the material. The lecture method to convey legal concepts alone which is one-way makes it difficult for students to understand the material. This is because students who still think only accept it. As a result, religious learning becomes one of the subjects that is considered only a lecture because the teacher does not make interesting simulations or examples. In other reality, the learning process carried out by teachers is still not running optimally, especially in Islamic religious education subjects. Islamic education is one of the subjects that is considered boring by students. One of the causes is the way teachers teach which is still conventional with lectures, explaining the material in front of the class, and conducting Q&A with students who can or are active in the class. This makes the learning process dominated by the teacher and a few students only. Meanwhile, for passive students, they do not have much of a role in the learning process. The lecture method used by teachers in delivering material can make learning boring. Students are not given enough opportunity to build their own knowledge in the learning process.

This situation makes students think that what they learn in class is not meaningful for their lives. This has an impact on children's reduced interest in learning in Islamic religious education mathematics lessons. making students passive, bored, and tired because they always seem to be lectured. Therefore, creative thinking skills are one of the important skills for students. Schools, in this case teachers, rarely develop student skills and more often ask students to memorize concepts and work on questions without training students' skills that are actually important for future provisions. Islamic religious education subjects in elementary schools contain complex thinking skills in PAI that must be taught to students and one of the most important skills is Creative Thinking Skills and stimulating questions.

The benefits of creative thinking are closely related to generating new opinions or ideas. Through creative thinking, students are not only fixated on one opinion or idea, but can open up possibilities that will occur in the future, so that students also have alternative ways to deal with problems in the future. Creative thinking also makes it easier for students to see, and even create opportunities that support their success. Creative thinking skills are one of the important complex thinking skills and are related to the process of interpretation and prediction, both in writing and orally. The background of this study stems from the need to improve the quality of education at the elementary level, particularly in Islamic Education.

At SD Negeri Suak Ie Beusoi, although Islamic Education plays a crucial role in shaping students' character and morals, there are challenges related to the teaching methods employed. Most of the methods currently used are still traditional and fail to capture students' attention, resulting in low interest and academic performance. Therefore, there is a need for innovative teaching methods to encourage more active student participation and improve learning outcomes.

One approach that could address this issue is the Project-Based Learning (PJBL) model. PJBL is a method that emphasizes learning through real-world projects, allowing students to apply the knowledge they have gained in practical, everyday contexts. In PJBL, students not only learn through theory but also develop important skills such as collaboration, communication, and problem-solving. With this approach, students are expected to become more active and creative in their learning, leading to improved academic results.

At the elementary school level, particularly in Islamic Education, the use of PJBL can provide students with the opportunity to better understand the material in a more contextual and engaging way. Islamic Education, which is often perceived as theoretical and uninteresting, can become more relevant to students' lives through projects that

directly connect with Islamic values. Through PJBL, students can learn about Islamic teachings, history, and ethics through projects that can be applied in their daily lives, thereby improving their understanding of the material and increasing their interest in learning.

However, despite its many benefits, the implementation of PJBL at the elementary level comes with challenges. Some of the challenges include teachers' limited understanding of the PJBL concept, time constraints for completing projects, and insufficient resources to support the projects. Additionally, not all students possess the same skills in teamwork or independently completing tasks. Therefore, careful planning and adequate support are needed to ensure that PJBL is implemented effectively and provides maximum benefits for the students.

This study aims to examine the implementation of the Project-Based Learning model in improving student learning outcomes in Islamic Education at SD Negeri Suak Ie Beusoi. It is expected that this study will provide new insights for educators on how to adapt and implement PJBL in elementary education, and contribute positively to improving the quality of Islamic Education at the school.

Moreover, this research is also important for identifying factors that influence the successful application of PJBL, such as teacher preparedness, student involvement, and support from the school. The findings of this study are expected to offer valuable recommendations for the development of more effective teaching methods that not only improve student learning outcomes but also enrich their learning experiences and develop life skills that will benefit them in the future.

Creative thinking, more to the right with a focus on creating and developing new meaningful things. Creative thinking is a thinking process for: (1) many possibilities; (2) postponing the scales; (3) new and unusual possibilities; (4) using imagination and intuition; (5) developing and choosing alternatives; (6) many ways and using different points of view on something. Project Based Learning (PJBL) aims to develop students' intellectual and social, because of this students are asked to actively participate in the process of acquiring knowledge and skills with supervision and control from the teacher. Increasing student activeness in learning is very important because it will determine whether students are interactive or not and whether the methods used by the teacher are effective or not, so starting from the above the author wants to research "The Application of the Project Based Learning Model to Improve PAI Learning Outcomes for Welcoming the Age of Pupils of Class IV SD Negeri Suak Ie Beusoi".

METHODS

This type of research is Classroom Action Research, which comes from the English word Classroom action research which means class research that examines the effects of group activities to find out the activities implemented by researchers in the class. Action research, according to Elliott, is a study of social situations whose purpose is to improve the quality of action through diagnosis, planning, implementation, monitoring and studying its impact. Project based Learning is in accordance with the type of research chosen, namely action research, so this study uses the action research model from Kemmis and Taggart, which is in the form of a spiral from one cycle to the next. Each cycle includes plans, actions, observations, and reflections. Researchers will conduct research in two cycles, namely cycle I and cycle II. Cycle II is a refinement of cycle I. If in cycle II the delivery indicators have been achieved, the research can be ended. The procedures applied in this study include the following stages; 1) Planning At this stage, the researcher explains what, why, when, where, by whom, and how the action is carried out. At the planning stage, the researcher determines the focus of events that require special attention and then creates an observation tool that helps researchers record facts that occur during the activity; 2) Implementation (Action) Implementation is the

implementation or application of the contents of the design, namely regarding actions in the classroom.

At the implementation stage, teachers must remember and try to stick to what has been formulated in the plan, but also act wisely, not artificially; 3) Observation Observation activities are carried out by observers. Observations are carried out during the learning action, namely related to learning to write explanatory texts; 4) Reflection Reflection is an activity to restate what has been done. This activity is very suitable for teachers to do after the activity ends and then a meeting is held with the researcher to discuss the implementation of the action plan.

In this study, there are several variables, including; 1) Independent variable, namely a variable that can affect other variables, in this study the independent variable is the project-based learning model (X); 2) Bound variable is a variable that is influenced by other variables, in this study the dependent variable is learning to welcome puberty (Y). A study requires an object to be studied to achieve the objectives of the study. Data from the objects studied are data needed by researchers for the data analysis process. The object to be studied is still a population selected by the researcher.

According to Sugiyono, a population is a general area consisting of objects or objects that have a certain number and characteristics that researchers use to study and then draw conclusions. "The population used by the author is grade 4 students at SD Negeri Suak Ie Beusoi in the 2024/2025 school year. Students consist of grade IV elementary school. The data collection techniques and tools used in this study are as follows; 1) Observation This activity is carried out by making observations in class during learning with the discussion method, both before and after the application of the principle of cooperation. With this, researchers will be able to find out the development of the learning process carried out by teachers and students since before the implementation of the action, during implementation, and after implementation.

Observations were made on students focused on student activity in participating in learning and student creativity towards ongoing learning, especially during discussions after the application of the Project Based Learning learning model. Observations with the Project Based Learning learning model were then analyzed to determine existing weaknesses and find solutions. The solutions from the results of the discussion were then applied in the next cycle; 2) Formative Test, this test is arranged based on the learning objectives to be achieved, used to measure discussion skills and creativity. This formative test is given at the end of each cycle. The form of questions given is the researcher's choice. Data Collection Tools; 1) Formative Test, Used to obtain data on student learning outcomes, discussions between teachers, peers for reflection on the results of the PTK cycle; 2) Observation Sheet, used to observe student interactions during PAI subject learning in class, in this case the researcher is assisted by one observer. In group discussions, observers observe student interactions in their study groups and calculate points according to the categories on the observation sheet; 3) Documentation, information obtained through documentation has a role as complementary data. Documentation in this study is taking pictures (photos) or video recordings of ongoing research activities (teaching and learning activities). To compile and process the collected data, the observation method uses quantitative data analysis and qualitative data to draw a reliable conclusion. The calculation method to determine the completeness of student learning in the teaching and learning process is as follows; 1) Recapitulate the test results; 2) Calculate the number of points achieved and the percentage of each student using the learning completeness formula contained in the evaluation technical instructions, namely students pass individually if they get at least 70 points, while traditionally they complete learning if the number of students who pass individually reaches 85% - we who achieve absorption of more than 65%. Analyze the results of observations made by the teacher himself during the teaching and learning activities.

Pre-cycle is a learning activity carried out before the research, the learning is carried out with planning and implementation as usual. This is intended to provide an overview of the results of the implementation of learning carried out before the research. The learning results in the pre-cycle are used as a comparison of the learning results in cycle I and cycle II so that later conclusions can be drawn whether the application of the Project Based Learning Model can improve students' understanding of welcoming puberty; 1) The description of the implementation is carried out with a scenario that is not much different from usual, namely by using the lecture method so that learning is centered on the teacher. The description of pre-cycle learning is as follows; 1) Learning begins by reviewing the previous lesson material, followed by delivering the title of the material to be studied, after which the teacher reads the existing material with sufficient explanation. In some schools, the teacher immediately continues his explanation. This condition continues until the end of learning. Given the lack of activity of students in participating in learning, the classroom atmosphere is crowded because many students are busy themselves and joking with friends so that the classroom atmosphere becomes unconductive and does not run well. Analysis of the implementation of pre-cycle activities was carried out on Wednesday, January 8, 2025.

Implementation stage of cycle 1 actions. Cycle 1 Actions Meeting 1 was carried out on Wednesday, January 8, 2025 and in the classroom of Suak Ie Beusoi Elementary School. In the implementation of Cycle 1 Actions, the researcher acted as the leader of the teaching and learning activities, while two class teachers conducted observations or observations of the learning process. One teacher observed the activities of the teacher who was teaching and another teacher observed the activities of the students. The sequence of implementation of cycle 1 actions is as follows; 1) Introductory Activities, the teacher conditions the class well, delivers apperception, provides motivation, conveys learning objectives which in this case provide learning about how to welcome puberty and conveys the steps of learning activities in this case; 2) Core activities, the teacher explains or provides material about what puberty is, how the process is and how to welcome it, the teacher conveys the competencies that must be achieved, the teacher presents interesting pictures or animations in power point, the teacher guides students to ask questions from observing the pictures, the teacher gives examples of materials about welcoming puberty to be developed from interactive media, the teacher guides students to read in textbooks, the teacher guides students to repeat readings related to the material welcoming puberty from each lesson they understand, the teacher presents a video about the material welcoming puberty, how the process of reaching puberty and so on, the teacher asks questions to check students' understanding according to the video that has been observed, the teacher distributes student worksheets (LKPD) after students have watched the video, the teacher asks questions to check students' understanding, the teacher instills the concept of the importance of knowing how the process of reaching puberty and how to welcome it, the teacher provides reinforcement from all group results. Closing; 1) The teacher concludes the learning material; 2) The teacher conveys a follow-up plan and delivers the next learning material; 3) The teacher closes the learning activity with prayer and greetings; 4) Observation stage (observation) cycle 1.

Observation results of teacher activities cycle 1. Data from observation of teacher activities are used to determine teacher abilities during the teaching and learning process. Teachers in managing Islamic Religious Education learning on the material of welcoming the age of puberty in grade IV of SD Negeri Suak Ie Beusoi, West Aceh using the Project Based Learning Model obtained a score on the preliminary activity scale of 4. In this preliminary activity, the teacher has carried out all the activities planned in the skill of opening learning which consists of 4 activities. In the closing activity, the teacher obtained a scale of 4. In this closing activity, the teacher has carried out all the activities planned in the skill of closing learning activities which consists of 2 activities.

This means that the implementation of learning activities has gone well according to the planning. In implementing the Project Based Learning learning model, teachers have been able to implement it well. Observation results of students in cycle 1, Overall, the results of observations of student activities in participating in learning to welcome the age of puberty using the Project Based Learning learning model in cycle 1 received a good qualification with a percentage of 84%. This means that the implementation of learning activities has gone well according to the planning.

In participating in learning activities with the Project Based Learning learning model, students have been able to follow it well. In learning activities by implementing the PAI learning model for welcoming puberty, there are 3 core activities that students must follow. The first activity is reading the reading text provided by the teacher. The second activity is showing pictures in order to gain an understanding of the material that is directly related to the main teachings. The last three activities are repeating and summarizing what has been learned. In the activity of welcoming puberty, students get an average score of 3.4 with a percentage of 85% and get good qualifications, meaning that students as a whole are interested in learning activities or seeking information through reading activities guided directly by their teachers. In more detail, this activity can be described that as many as 12 students or 40% of students get a scale of 4, namely they do reading activities calmly and diligently. While the rest, namely 14 students or 60% of students get an average scale of 3, namely they do reading activities calmly. Student learning outcomes in cycle 1, Based on the learning outcome test, it was found that the average score obtained was 25 students. The number of students who obtained very good grade criteria was 18 people or 70%, the students obtained Good grade criteria were 18 people or 70% and students who obtained Less grade criteria were 7 people or 30%, and students who had not completed learning were 7 people or 30%. Reflection of cycle 1 actions The problems that emerged in cycle one learning are as follows; 1) The teacher in providing learning and giving examples is not comprehensive so that not all students actively understand how to welcome puberty; 2) The final learning results show that there are still 30% of students who have not completed, while 70% have completed, the average percentage of teacher activity is 80% (good), and student activity is 82% (good). Based on the results of the data above, the teacher and researcher agreed to continue the research in cycle 2. The things that need to be improved and revised for the implementation stage of the next cycle learning process are; 1) Teachers in providing guidance must be more comprehensive/even to all individuals by adjusting the time allocation; 2) Teachers encourage all students to be more active in practical lesson activities or in giving examples; 3) The teacher provides systematic reinforcement of the material so that students understand better. RESULTS OF CYCLE 2; 1) Planning stage of cycle 2. This activity was carried out in the 3rd week of January 2025 in the teacher's room. The researcher and the homeroom teacher (observer) discussed the design of the actions carried out in this research process. The researcher and observer agreed that the implementation of the Cycle 2 action was carried out on Wednesday, January 15, 2024 for 2 lesson hours (2 x 40 minutes).

Not much different from the stages of cycle 1, in the planning activities of cycle 2 action includes the following actions; 1) Researchers together with teachers discuss the learning scenario for the material welcoming the age of puberty for students; 2) Prepare the Learning Implementation Plan (RPP) for PAI learning material welcoming the age of puberty; 3) Prepare LKPD; 4) Prepare observation instruments for teacher activities and student activities during learning; 5) Prepare the learning outcome evaluation format, grids and answer keys; 2) Cycle 2 implementation actions. Cycle 2 actions were carried out on January 15, 2025 and in Class IV of Suak Ie Beusoi Elementary School.

In the implementation of Cycle 2 Action, the researcher acted as the leader of the teaching and learning activities, while two class teachers conducted observations or observations of the learning process. One teacher observed the teacher's activities and another teacher observed the student's activities; 3) Observation stage (observation) cycle

2. Data from teacher activity observations are used to determine the extent of teacher abilities during the teaching and learning process. This data is obtained from the teacher activity observation sheet, Teachers in observing improving PAI learning about the material welcoming age in grade 4 of SD N Suak Ie Beusoi using the project based learning model obtained a score on the preliminary activity scale 4. In this preliminary activity, the teacher has carried out all the activities planned in the skill of opening learning consisting of 4 activities, In the closing activity, the teacher obtained a scale of 4.

In this closing activity, the teacher has carried out all the activities planned in the skill of closing learning activities consisting of 3 activities. Overall, the results of teacher activity observations got a percentage of 90%. This means that in the implementation of learning activities, it has been going very well according to the planning. In implementing the project based learning model, teachers have been able to apply it very well; 4) Results of student activity observations in the implementation of cycle 2, Overall, the results of student activity observations in participating in PAI learning on the material welcoming the age of puberty in cycle 2 got a very good qualification with an average percentage of 90%. This means that in the implementation of learning activities, it has been going very well according to the planning. In participating in learning activities with the project based learning model, students have been able to follow very well. In participating in learning activities with the project based learning model, students have been able to follow very well. In learning activities by implementing the project based learning model, there are several core activities that students must follow. The first activity is reading the reading text to gain an understanding of the material. The second activity is that students are directed to ask and answer questions from the results of the lessons given by the teacher. The next activity is to pay attention to animated videos related to the process of welcoming puberty in students. Student learning outcomes in cycle 2, Based on the learning outcome test, it was found that the average score obtained was 82.36. The number of students who obtained very good criteria was 7 people or 32%, students who obtained good criteria were 13 people or 58% and students who obtained fairly good criteria were 5 people or 8%. The number of students who achieved KKM was 23 people or 98% of the total number of students, namely 25 people. Students who had not completed their studies were 1 person or 2%; 5) Reflection on the results of the cycle 2 action.

Based on the data obtained in the study, it shows that in cycle 2 there was an increase compared to cycle 1, both in teacher activity, student activity and student learning outcomes. Teacher and student activities in cycle 1 obtained good qualifications and in cycle 2 increased by obtaining very good qualifications. Learning outcomes in cycle 1 showed the percentage of students who obtained grades reaching 80%, in cycle 2 at least increased to 98%, so that the research success indicator has been achieved with a good category.

DISCUSSION

The application of the Project-Based Learning (PJBL) model in Islamic Education at SD Negeri Suak Ie Beusoi aims to improve the quality of learning and student learning outcomes. PJBL is an approach that focuses on solving real-world problems through projects that involve various aspects of learning. In the context of Islamic Education, PJBL provides students with the opportunity to understand the material practically and relevantly to their daily lives, allowing them to learn not only through theory but also through hands-on experience.

This model aims to develop students' critical thinking and creative skills. In Islamic Education, PJBL enables students to understand Islamic values more deeply and how these values can be applied in their daily lives. By working on projects related to the learning material, students can explore more information, interact with their peers, and solve problems in a more active and interactive way.

One example of applying PJBL in Islamic Education is by asking students to create a project related to the history or stories of Islam, such as the stories of the prophets or significant events in Islamic history. This project could involve creating visual media such as posters, videos, or even short plays depicting these stories. Through this approach, students not only understand the material but also learn how to work together in groups, communicate, and present their ideas.

In the application of PJBL, the teacher acts as a facilitator, guiding students through the learning process. The teacher's role is not just to deliver the lesson content, but also to provide challenges and guidance needed for students to succeed in their projects. Furthermore, the teacher is responsible for giving constructive feedback to ensure that students understand their strengths and weaknesses in completing the projects. One of the main benefits of applying PJBL is an increase in student motivation to learn. Project-based learning allows students to be actively involved in the learning process, which helps reduce boredom and increase their interest in the material being studied. In the context of Islamic Education, this is important because students can see the relevance of Islamic values in their daily lives, which enhances their understanding of Islamic teachings.

PJBL can also improve students' social skills, such as collaboration, communication, and leadership. In the project, students need to work together in groups, share ideas, and complete tasks collaboratively. This helps them develop a cooperative attitude and responsibility, which are essential for their social and professional lives in the future. Additionally, the project gives students an opportunity to appreciate others' opinions and respect differences of opinion within the group. However, the application of PJBL also faces some challenges, one of which is the need for sufficient time to ensure that students can complete their projects properly. PJBL often requires more time compared to traditional learning methods. Therefore, teachers must carefully plan the time to ensure that the projects are completed without compromising other important subjects. Moreover, not all students have the same skills in working in groups or completing projects independently. Therefore, teachers need to provide additional guidance to assist students who are struggling. Teachers must also ensure that all students are actively participating in the project and gaining meaningful learning experiences.

Assessment in project-based learning also requires a different approach from traditional assessments. The evaluation should not only focus on the final project outcomes but also on the process the students go through. Therefore, teachers need to assess skills such as collaboration, creativity, and the students' understanding of the material. This holistic assessment provides a more comprehensive picture of students' progress. Overall, the application of PJBL in Islamic Education at SD Negeri Suak Ie Beusoi can have a positive impact on student learning outcomes. Through this approach, students not only gain knowledge but also develop skills that will be useful in their daily lives. The implementation of PJBL is expected to create a more active, creative, and collaborative learning environment, which aligns with the demands of 21st-century education.

Student learning outcomes can be measured not only by their understanding of the material but also by their ability to solve real-world problems through the project. Therefore, PJBL can be an effective alternative to improve the quality of learning and student learning outcomes. The success of implementing PJBL does not only depend on the teacher's role but also on the active participation of students and the support of parents. Collaboration between teachers, students, and parents is essential to create an environment that supports project-based learning. Parents can provide moral and material support to students in completing their projects, while teachers provide guidance and useful feedback.

The success of PJBL in Islamic Education will also depend on the available resources. The school must ensure that students have access to the necessary resources for their projects, such as tools, materials, and technology that support project-based learning. Therefore, the school must pay special attention to providing adequate facilities for the students.

With the many benefits it offers, the application of the Project-Based Learning model in Islamic Education at SD Negeri Suak Ie Beusoi can significantly improve student learning outcomes. Despite some challenges, such as time constraints and students' skills, with careful planning and appropriate support, PJBL can be an effective method for enhancing the quality of education. In conclusion, the implementation of PjBL in Islamic Education holds great potential to improve student learning outcomes at SD Negeri Suak Ie Beusoi. Through this model, students not only acquire knowledge but also essential skills for their lives. Therefore, it is important for schools and teachers to continue developing and implementing this teaching model in accordance with the needs and conditions of the students.

This discussion focuses on the implementation of the Project-Based Learning (PJBL) model in Islamic Education at SD Negeri Suak Ie Beusoi. According to the findings, the application of PJBL has had a positive impact on improving the quality of learning, as students are directly involved in projects related to the material being taught. With this approach, students are not passive recipients of information; instead, they actively engage in a more comprehensive learning process. PJBL encourages students to think critically and creatively when facing challenges in projects, which enhances their understanding of Islamic Education. One of the main benefits of implementing PJBL is the increased student engagement in the learning process. Students not only rely on textbooks, but also apply the knowledge they have learned in real-life situations through projects that are relevant to the lessons. For example, in the study of Islamic history, students can be assigned a project to illustrate important events in Islamic history through visual media or presentations. This allows students to delve deeper into the material, understand the significance of these events, and relate them to the values of Islam that are being taught.

Furthermore, PJBL also proves effective in enhancing students' social skills. In working on projects, students are required to collaborate, exchange ideas, and solve problems as a group. This not only improves communication skills but also teaches the importance of teamwork and respecting others' opinions. PJBL creates a more collaborative learning environment, which positively affects students' social abilities. These skills are essential in their daily lives, both in school and in society. However, despite the numerous benefits of PJBL, its implementation faces several challenges. One of the major challenges is the limited time available to complete projects. At SD Negeri Suak Ie Beusoi, the packed teaching schedule limits the time allotted to finish more complex projects. This can affect the quality of the projects produced by students, especially if the projects require more time to be completed to a high standard. Another challenge is the variation in students' abilities to participate in the projects. Not all students possess the same skills in working as a team or completing tasks independently. Some students may find it difficult to keep up with the project's progress or actively contribute to the group. Therefore, teachers need to provide additional guidance to students who are struggling so that they can fully participate in every stage of the project.

Teachers also need to assess students' work in a holistic manner. In PJBL, the assessment is not only focused on the final project outcome but also on the process that the students undergo in completing the project. Assessments can include aspects such as creativity, teamwork, and students' understanding of the material being studied. This way, evaluation becomes more comprehensive and reflects the overall development of the students' knowledge and skills, rather than just focusing on the final result. Overall, the implementation of Project-Based Learning in Islamic Education at SD Negeri Suak Ie Beusoi has shown positive results in improving student learning outcomes. By giving students the opportunity to be directly involved in projects related to the lesson material, they are able to understand Islamic teachings in a more engaging and practical way. Although challenges exist in its implementation, such as time constraints and varying student abilities, PJBL remains an effective method for improving the quality of education. Therefore, it is important to continue developing and adapting the PJBL approach to meet

the needs and conditions of the school, ensuring that the learning objectives are achieved optimally.

CONCLUSION

Based on the results of data analysis in the previous chapter, related to the use of project based learning model in improving understanding of the material welcoming the age of puberty for grade IV, it can be concluded as follows; 1) The use of project based learning model can improve the learning outcomes of PAI material welcoming the age of puberty for grade IV students of SD Negeri Suak Ie Beusoi, Arongan Lambalek District, West Aceh Regency; 2) There is a comparison of the increase in the average value of the learning outcome test in each cycle, namely in the initial condition the average value was only 80.66% with learning completeness only reaching 70%. After being given action in cycle I, the average student value increased to 98.00% with learning completeness reaching 98%. In cycle II the average value increased again. Overall, the implementation of the Project-Based Learning (PJBL) model in Islamic Education at SD Negeri Suak Ie Beusoi has a positive impact on improving the quality of student learning. Through this approach, students are given the opportunity to learn more actively and practically by working on projects that are related to the material being taught. This helps students to better understand Islamic education concepts and relate them to their daily lives. The application of PJBL has also proven effective in developing students' social skills, such as communication, teamwork, and creative thinking.

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