Project Based Learning Model in Islamic Education Learning to Increase Students' Interest in Learning at SMP Negeri 3 Lubuk Sikaping

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Abstract: This study aims to improve student interest 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 junior high school students. The data for this study were obtained by 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 interest 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 59.78%, the first cycle 62.87% and in the second cycle it increased to 70.12%. Thus, the use of project based learning model can be used as an alternative to improve student interest in Islamic religious education learning.

Keywords: Islamic education, project based learning, learning outcome.

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INTRODUCTION

Education is a conscious effort to prepare students through guidance, teaching, and/or training activities for their role in the future. In the National Education System Law Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation, and state. Islamic Religious Education as one of the subjects in the education curriculum in Indonesia which emphasizes more on attitudes and morals as well as self-servitude to God. At this time, we are faced with the challenge of being able to improve the quality of education in Indonesia who are able to do and take part in the life of modern society. Islamic Religious Education as an academic study is the development of science related to human nature as a servant of Allah and the relationship between man and his creatures. In theory or language, interest means that a high tendency to an interest is a relatively persistent trait in a person.

Interest is very influential on a person's activities because with interest students will do something they are interested in. On the other hand, without interest, it is

impossible for a person to do something that interests him. Interest is a sense of preference and a sense of interest in something or activity, without anyone telling it to do so. Interest is basically the acceptance of a relationship between oneself and something outside oneself. So, interest can be expressed through statements that show that students prefer things that they think are beneficial to other things that they do not think are beneficial at all. Interest is not brought from birth but is acquired since doing education starting from elementary school. Then according to Darajat, et al., interest is "the tendency of the soul that remains towards the interest of something valuable to people".

Thus, it can be concluded that interest in learning in a broad sense can be interpreted as a process that allows the emergence or change of behavior as a result of the formation of the main response provided that the change or emergence of new behavior is not due to maturity or by a change due to something. Students learning Basically, it is an effort to direct students into the learning process so that they can obtain learning goals in accordance with what is expected. Learning should pay attention to the individual condition of children because they are the ones who will learn. Students are individual children who are different or from each other, have their own uniqueness or personality that is not the same as others. Therefore, learning should pay attention to the individual differences of the child, so that learning really changes the condition of the child whose interest in learning is lacking where the child goes from not knowing to knowing. Therefore, a teacher is not enough to master only one method, but must know other methods such as one of the demonstration and learning methods as much as possible. In achieving the goal, teachers must be wise in choosing methods in teaching. This demonstration method greatly supports the success of learning.

So that students' interest in learning is very encouraged or motivated to learn. By using methods that are in accordance with the lessons taught, it will make the teaching and learning atmosphere lively so that students become motivated. It is hoped that with the motivation of students in learning, they will be able to increase their absorption or learning achievement. One of the efforts to increase interest in learning is that every teacher should already know and master various learning methods, so that they can teach students in the classroom. The use of learning methods must also be adjusted to the subject matter taught. For example, in the subject of Islamic Religious Education, there are many diverse materials such as the practice of worship, creed, morals, fiqh and history.

METHODS

This study uses the Classroom Action Research (PTK) method. PTK is an in-depth study of learning activities in the form of actions that are deliberately carried out and occur in a classroom at the same time. The Classroom Action Research used in this study is a collaborative type, where the researcher collaborates with Islamic Religious Education (PAI) teachers at SMP Negeri 3 Lubuk Sikaping. The focus of this research is on the subject of Islamic Religious Education (PAI) with the material Faith in the Angel of Allah, using the application of the Project-Based Learning learning method. The subject of this study is grade VII.3 students of SMP Negeri 3 Lubuk Sikaping, which consists of 25 students with a composition of 12 male students and 13 female students. The location of the research is located at SMP Negeri 3 Lubuk Sikaping. This research was carried out in two cycles which included planning, implementation, observation, and reflection stages. In cycle I, planning involves curriculum analysis, making teaching modules, LKS, research instruments, and learning evaluation tools.

Implementation includes the application of learning scenarios, the provision of materials with a certain model, and the opportunity for students to participate and conclude the material. Observation is carried out by peers using an observation sheet, while reflection analyzes the results of observations for improvement in the next cycle. Cycle II follows the same procedure, but with improvements based on the results of cycle I, using experiential learning methods to increase students' learning motivation. Data were

obtained from students, teachers, and peers through tests, observations, interviews, and documentation, which were analyzed in a qualitative descriptive manner to measure the effectiveness of learning and student motivation. The success of the research was marked by an increase in student motivation, activity, and scores, with a minimum benchmark of KKM 75. The research was conducted at SMP Negeri 3 Lubuk Sikaping with visions and missions that focus on character development and student achievement. Learning takes place according to the school schedule, with a learning approach that involves students actively and reflectively

RESULTS

This research began on January 10, 2025 by carrying out pre-cycle activities that aimed to determine student learning achievement in Islamic Religious Education subjects before the implementation of the Project Based Learning (PBL) Learning Model. The material taught was faith in the Angel of God, using conventional methods in the form of lectures and practices. The pre-cycle planning stage includes curriculum analysis to determine the basic competencies that will be taught to students and the preparation of observation sheets as an initial assessment, followed by the creation of teaching modules as a learning guide. The implementation of the pre-cycle takes place in one meeting with a time allocation of 2 x 40 minutes. The activity began with the pronunciation of greetings, joint prayers, and student attendance. In the core stage, the teacher gives an explanation of the faith material to the Angel of God and assigns students to answer the practice questions contained in the LKS book.

The activity ended with an assessment of the results of student assignments and the giving of closing greetings by the teacher as a sign of the end of learning. Observations were made to find out the classroom conditions and students' learning values on the material taught. The results of the observation show that the average score of grade VII.3 students on the material of faith in the Angel of Allah is still below the Minimum Completeness Criteria (KKM) standard set by the school, which is 75. These findings are the basis for further action planning in the next cycle by applying more innovative learning models to improve student learning achievement. In the first action planning stage, the researcher applied the Project Based Learning (PBL) Learning Model in understanding Islamic Religious Education material, especially faith in the Angel of Allah. Preparation is carried out by compiling various aspects of learning, such as learning media and teaching aids, teaching modules that are in accordance with the PBL model, as well as questions for the final test and assessment mechanism. In addition, the researcher prepares relevant teaching materials, learning media that support the achievement of goals, as well as observation and evaluation sheets to assess the effectiveness of the implementation of actions. All of these steps are taken to ensure that the implementation of the learning model is in accordance with the plan and can be measured objectively.

The implementation of cycle I will be carried out from January 10 to 13, 2025, with a time allocation of 2 x 40 minutes for each meeting. Learning activities begin with the initial stage, where teachers check student attendance, pray together, prepare study supplies, and provide motivation to increase students' interest in learning. In the core stage, teachers facilitate students by designing an open learning experience, providing stimuli in the form of rhymes and triggering questions, and displaying videos related to the material. Students work in small groups to understand the concept of faith in the Angel of God, including its understanding, evidence, and implementation in daily life. This process encourages students to collaborate, ask questions, and present the results of their discussions to the whole class. The activity ended with teachers and students summarizing the material, carrying out evaluations in the form of tests, and praying together as a closing of learning. During the learning process, the researcher acts as an observer to observe the course of activities in the classroom based on the observation sheet that has been prepared previously. This observation aims to evaluate the extent to which the

application of the Project Based Learning Learning Model is able to improve student learning activities. The results of the observation showed that there was an increase in student involvement in the learning process, both in terms of activeness in group discussions and understanding of the material of faith in the Angel of God. The data from these observations will be the basis for improvement and development in the next cycle. In the planning stage of cycle II, the researcher prepares a Teaching Module and an observation sheet that will be filled in by the observer. Researchers also improve teaching methods with a more fun approach and in accordance with the character of elementary school students. This was done based on the results of the evaluation of the first cycle which showed the need for improvements in classroom management and the use of simpler language so that students could more easily understand the material. The implementation of cycle II took place on January 13, 2025 with a duration of 2 x 40 minutes and was attended by 25 students. Researchers start learning by providing motivation to increase students' enthusiasm.

Compared to cycle I, learning in cycle II is more conducive. Students are more focused in following the lesson even though there is still a slight distraction from some students behind. The emotional closeness that has been built by researchers also plays a role in creating a more comfortable and interactive learning atmosphere. Based on the observation results, there was a significant increase in student learning activities and teachers' skills in managing the classroom. Students are more active in asking questions, paying attention to the material, and listening to the results of other group discussions. The level of student learning completeness reached 88%, showing an increase from the previous cycle. Observations also noted that simpler word choices by teachers helped students in understanding the material better. Reflection from cycle II shows that the achievement of learning completeness has met the set target, which is above 85%. Therefore, the research is not continued to the next cycle. In addition to observation and evaluation, documentation is also used as a supporting instrument to describe school conditions and infrastructure facilities that support experiential learning-based learning. This approach allows students to utilize the school environment as an effective source of learning.

DISCUSSION

The application of the Project Based Learning (PJBL) learning model in Islamic Religious Education (PAI) subjects in grades VII-3 of SMP Negeri 3 Lubuk Sikaping has been proven to increase students' interest in learning. Through the PJBL approach, students are given the opportunity to be directly involved in projects related to PAI materials, which requires them to solve problems and apply the knowledge they have learned. Projects that are based on real life make students feel more interested and motivated because they can see the immediate relevance between the material they are learning and the situation around them. PJBL also encourages students to think critically and creatively, as well as work together in groups. In this study, students are invited to develop projects related to Islamic values, such as organizing social activities or making presentations that describe the application of Islamic teachings in daily life. This not only improves their understanding of PAI materials, but also develops social skills, such as cooperation, communication, and organizational skills that are essential for their lives outside of school. Students' interest in learning also increased because PJBL gives students more freedom in choosing the ways and approaches they consider most effective to complete projects.

The active involvement of students in designing and executing projects provides a more enjoyable experience compared to more conventional learning methods. Students who were initially less interested in PAI subjects became more enthusiastic because they felt that the project they were working on had a clear purpose and gave them the opportunity to express their ideas. However, although the PJBL method shows an increase

in learning interest, several challenges are also faced in its application. One of them is the need for more time to complete projects and manage groups of students. Teachers need to manage their time more effectively so that each group can work optimally without disrupting other learning. In addition, some students who are less active in the group need to be given more attention to ensure that they participate in the project to the fullest.

CONCLUSION

This research began on January 10, 2025 by carrying out pre-cycle activities that aimed to determine student learning achievement in Islamic Religious Education subjects before the implementation of the Project Based Learning (PBL) Learning Model. The material taught was faith in the Angel of God, using conventional methods in the form of lectures and practices. The pre-cycle planning stage includes curriculum analysis to determine the basic competencies that will be taught to students and the preparation of observation sheets as an initial assessment, followed by the creation of teaching modules as a learning guide. The implementation of the pre-cycle takes place in one meeting with a time allocation of 2 x 40 minutes. The activity began with the pronunciation of greetings, joint prayers, and student attendance. In the core stage, the teacher gives an explanation of the faith material to the Angel of God and assigns students to answer the practice questions contained in the LKS book.

The activity ended with an assessment of the results of student assignments and the giving of closing greetings by the teacher as a sign of the end of learning. Observations were made to find out the classroom conditions and students' learning values on the material taught. The results of the observation show that the average score of grade VII.3 students on the material of faith in the Angel of Allah is still below the Minimum Completeness Criteria (KKM) standard set by the school, which is 75. These findings are the basis for further action planning in the next cycle by applying more innovative learning models to improve student learning achievement. In the first action planning stage, the researcher applied the Project Based Learning (PBL) Learning Model in understanding Islamic Religious Education material, especially faith in the Angel of Allah. Preparation is carried out by compiling various aspects of learning, such as learning media and teaching aids, teaching modules that are in accordance with the PBL model, as well as questions for the final test and assessment mechanism.

In addition, the researcher prepares relevant teaching materials, learning media that support the achievement of goals, as well as observation and evaluation sheets to assess the effectiveness of the implementation of actions. All of these steps are taken to ensure that the implementation of the learning model is in accordance with the plan and can be measured objectively. The implementation of cycle I will be carried out from January 10 to 13, 2025, with a time allocation of 2 x 40 minutes for each meeting. Learning activities begin with the initial stage, where teachers check student attendance, pray together, prepare study supplies, and provide motivation to increase students' interest in learning. In the core stage, teachers facilitate students by designing an open learning experience, providing stimuli in the form of rhymes and triggering questions, and displaying videos related to the material. Students work in small groups to understand the concept of faith in the Angel of God, including its understanding, evidence, and implementation in daily life. This process encourages students to collaborate, ask questions, and present the results of their discussions to the whole class. The activity ended with teachers and students summarizing the material, carrying out evaluations in the form of tests, and praying together as a closing of learning. During the learning process, the researcher acts as an observer to observe the course of activities in the classroom based on the observation sheet that has been prepared previously. This observation aims to evaluate the extent to which the application of the Project Based Learning Learning Model is able to improve student learning activities.

The results of the observation showed that there was an increase in student involvement in the learning process, both in terms of activeness in group discussions and understanding of the material of faith in the Angel of God. The data from these observations will be the basis for improvement and development in the next cycle. In the planning stage of cycle II, the researcher prepares a Teaching Module and an observation sheet that will be filled in by the observer. Researchers also improve teaching methods with a more fun approach and in accordance with the character of elementary school students. This was done based on the results of the evaluation of the first cycle which showed the need for improvements in classroom management and the use of simpler language so that students could more easily understand the material. The implementation of cycle II took place on January 13, 2025 with a duration of 2 x 40 minutes and was attended by 25 students. Researchers start learning by providing motivation to increase students' enthusiasm. Compared to cycle I, learning in cycle II is more conducive. Students are more focused in following the lesson even though there is still a slight distraction from some students behind. The emotional closeness that has been built by researchers also plays a role in creating a more comfortable and interactive learning atmosphere.

Based on the observation results, there was a significant increase in student learning activities and teachers' skills in managing the classroom. Students are more active in asking questions, paying attention to the material, and listening to the results of other group discussions. The level of student learning completeness reached 88%, Based on the results of evaluation and reflection after taking action in several cycles, it can be concluded that the Project Based Learning model can improve the learning outcomes of students on the subject of faith in angels in grade VII.3 students at SMPN 3 Lubuk Sikaping can be concluded, 1) The application of the Project Based Learning model applied in two cycles. In the first cycle, the results of individual student completeness reached 72%. So the research continued to cycle II, in this cycle it was seen that there was an increase in student activity in the classroom and in group work activities, this was also marked by student learning outcomes which were seen from the evaluation questions at the end of the lesson on the material that had been delivered, namely 88% for overall student achievement; 2) Learning that takes place with the Project Based Learning model is one of the learning models that is able to lead students in increasing student learning interest and will have a big impact on student learning outcomesshowing an increase from the previous cycle. Observations also noted that simpler word choices by teachers helped students in understanding the material better.

Reflection from cycle II shows that the achievement of learning completeness has met the set target, which is above 85%. Therefore, the research is not continued to the next cycle. In addition to observation and evaluation, documentation is also used as a supporting instrument to describe school conditions and infrastructure facilities that support experiential learning-based learning. This approach allows students to utilize the school environment as an effective source of learning.

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