

Increasing the Interest of Students of SD Negeri 0514 Siali-Ali in Islamic Education Learning Through Project-Based Learning

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Abstract: This study aims to increase students' interest in Islamic religious education learning based on projects. 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 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 Project-Based can increase students' 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 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, Project-Based can be used as an alternative to increase students' interest in Islamic religious education learning.

Keywords: Project based learning, interest students, islamic education.

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INTRODUCTION

Religious education in primary schools plays a very important role in shaping children's character, morals, and social behavior. One of the values that must be taught in Islamic religious education is the importance of infak and almsgiving. Infaq and alms are not only religious teachings, but also an important aspect of social life that teaches the value of sharing, empathy, and concern for others. In Islam, alms is considered one of the practices that is highly recommended and has many benefits, both for the giver and the recipient. Alms and infak not only aim to clean up property, but also to foster a sense of social solidarity and ease the burden of people in need.

At the elementary school level, especially in grade 5, children are at an important age in their moral development. According to Lawrence Kohlberg's theory of moral development, at this age, children have begun to develop an understanding of social norms and have the ability to think more complexly, including in terms of good deeds related to others. Therefore, teaching about infak and alms in grade 5 is very important to help students develop a deeper understanding of the importance of sharing and caring for

others. However, in reality, the teaching of infak and alms in elementary schools, including SD 0514 Siali-Ali, still has not reached an optimal level of understanding and practice.

Based on initial observations at SD 0514 Siali-Ali, it was found that even though infak and alms have been taught in Islamic Religious Education (PAI) lessons, students' understanding of these concepts is still limited to formal and ritual understandings, such as giving money at fundraising events or Friday blessing activities. Many students do not understand the deep meaning of alms and infak, and do not see a direct connection between the two concepts with their daily lives. Most students only do alms and infak as a routine without a clear understanding of their benefits, goals, and positive impact on themselves and society. This phenomenon is certainly a serious concern, considering the importance of the value of infak and alms in shaping the character and morals of students. For this reason, there is a need for innovation in learning approaches that can help increase students' understanding and interest in infak and alms. One of the relevant approaches to this goal is Project-Based Learning and Problem-Based Learning. Project-Based Learning (PBL) is a learning model that requires students to engage in a real project that solves a real-world problem.

In the context of infak and almsgiving, students can be invited to design and implement projects related to social activities, such as raising funds for charity, planning alms activities for people in need, or creating awareness campaigns about the importance of sharing. This model not only provides theoretical understanding, but also hands-on experience in implementing these values in daily life. On the other hand, Problem-Based Learning is an approach that emphasizes solving real problems that are relevant to students' lives. In this model, teachers can provide cases or social problems that require solutions from students, such as poverty or social inequality, and invite them to find solutions through infak and alms activities. With this approach, students are invited to think critically, work together in groups, and understand the relationship between theory and practice directly.

The application of these two learning models is expected to improve students' understanding of infak and alms in a more contextual and applicable way. By being directly involved in social projects or problem solving, students will not only understand the importance of infak and almsgiving, but will also feel their positive impact, both for themselves and for the surrounding community. Through the implementation of Project-Based Learning and Problem-Based Learning, students are expected to be more motivated to implement these values in their daily lives. However, although these two learning models have proven to be effective in various contexts, their application in SD 0514 Siali-Ali still needs further research to see the extent of their influence on students' interest and understanding of infak and alms. Therefore, this study aims to examine the effect of the application of Project-Based Learning and Problem-Based Learning on increasing the interest and understanding of 5th grade students of SD 0514 Siali-Ali towards infak and alms.

This research is very relevant considering that SD 0514 Siali-Ali has great potential to be an example of the implementation of project-based education and effective problems in shaping students' character and morals. Increasing students' understanding and interest in infak and alms is expected to contribute to the formation of a generation that is more caring, generous, and has a high sense of social solidarity. In addition, through this research, it is hoped that a more effective learning model can be found that can be applied in other schools, so that religious education can run more optimally and have a greater positive impact on students' moral and social development. With this background, this study will try to answer questions about the effectiveness of Project-Based Learning and Problem-Based Learning in increasing students' interest and understanding of infak and alms, as well as find out the factors that affect the successful implementation of the two learning models at SD Negeri 0514 Siali-Ali.

METHODS

The type of research used in this study is Experimental Quantitative Research with a Quasi Experimental approach. This study aims to find out how much influence Project-Based Learning and Problem-Based Learning on the interest and understanding of 5th grade students of SD 0514 Siali-Ali related to infak and alms. This study is categorized as quantitative research because the data used is in the form of numbers that can be analyzed statistically. The experimental method was chosen because this study aims to determine the direct influence of the application of certain learning models (Project-Based Learning and Problem-Based Learning) on dependent variables (students' interest and understanding of infak and alms).

In this study, the design used is Quasi Experimental with Nonequivalent Control Group Design. This design is used because it is not possible to perform random sample selection, so there is no completely random control group. The study compared the treated group with the group that did not receive the treatment or received different treatment, but these groups were not randomly selected. In this study, the variables to be studied consist of two main types of variables, namely independent variables and dependent variables. These variables will be measured to see the influence of Project-Based Learning and Problem-Based Learning models on students' interest and understanding of infak and alms. Independent variables are variables that affect or become the cause in the change of dependent variables.

In this study, the independent variables consist of two learning models used to increase students' interest and understanding related to infak and alms, namely; 1) Project-Based Learning (PBL) Model. PBL is a learning approach that emphasizes student involvement in real projects, where they learn through hands-on experience in planning, executing, and evaluating project outcomes. In this context, the project is related to infak and almsgiving, such as raising funds for charitable activities or conducting social campaigns to raise awareness of the importance of almsgiving; 2) Problem-Based Learning (PBL) Model. PBL is a learning approach that starts with real problems that are relevant to students' lives and requires problem-solving through research and discussion. In the context of infak and alms, social problems or social injustice can be used to trigger discussion and solve problems through the application of the principles of sharing sustenance or alms

Dependent variables are variables that are the focus of research and that will be measured for changes or effects due to the treatment of independent variables. In this study, the dependent variable consists of two aspects related to the application of the learning model, namely; 1) Students' Interest in Infak and Alms. Students' interest is measured based on their level of interest in the concept of infak and alms. This measurement involves observing students' attitudes and behaviors related to sustenance sharing activities, as well as their participation in activities related to almsgiving. Assessment of students' interests can be carried out through questionnaires or questionnaires that include various aspects such as motivation, involvement in charitable activities, and positive attitudes towards infak and alms; 2) Students' Understanding of Infak and Alms.

Students' understanding is measured based on the extent to which they can explain and apply the concepts of infak and alms in daily life. This assessment of understanding can be done using tests or questions that measure the extent to which students understand the definition, purpose, and benefits of infak and alms, as well as how they apply it in their social context. Additionally, interviews and group discussions can be used to measure students' understanding in more depth. In this study, the population and sample studied were students of SD 0514 Siali-Ali grade 5, which became the main focus in testing the influence of Project-Based Learning and Problem-Based Learning on their interest and understanding of infak and alms.

The samples in this study are part of the population selected to be tested in the experimental study. In this study, sampling was carried out using a purposive sampling technique or non-random sampling, which selects students based on certain

considerations relevant to the research objectives. In this study, the types of data to be collected consist of two main categories; 1) Quantitative data. Quantitative data is used to measure variables related to students' interest and understanding of infak and alms. This data can be measured by a specific number or scale; 2) Qualitative data. Qualitative data is used to gain a deeper understanding of students' attitudes, motivations, and experiences related to infak and alms learning.

This data will reveal students' perceptions of the learning model used and how they apply the concepts of infak and alms in daily life. Qualitative data will be collected through; 1) Interviews with students to explore their understanding of infak and almsgiving; 2)

Observation of student behavior during the activity project- or problem-based learning; 3) Field notes from teachers or researchers who record changes in students' attitudes or behaviors related to infak and alms. The data sources in this study come from two main parties; 1) Primary Data Sources. Primary data sources are data obtained directly from the object of research, namely 5th grade students of SD 0514 Siali-Ali, Islamic Religious Education (PAI) teachers, and activities related to infak and alms. These primary data sources include; 1) Students: Data on their interest and understanding of infak and alms collected through tests, questionnaires, interviews, and observations; 2) PAI teachers: Data related to the application of project-based and problem-based learning models, as well as their observations on students' development in understanding infak and alms. Secondary Data Sources.

Secondary data sources are data obtained from literature or references relevant to the research topic. This secondary data serves to support and enrich the understanding of theories related to infaq, almsgiving, and project-based and problem-based learning models. The data collection techniques used in this study will consist of several complementary methods to obtain a comprehensive picture of the influence of the learning model on students' interest and understanding of infak and alms; 1) Test; 2) Questionnaire; 3) Interviews; 4) Observation; 5) Documentation. In this section, it will be explained about the data analysis techniques used to process and interpret the data obtained from the data collection process in this study.

In addition, it will also discuss hypothesis testing carried out to find out the extent of the influence of project-based learning and problem-based learning models on students' interest and understanding of infak and alms. Data Analysis Techniques, the data obtained from this study consists of quantitative and qualitative data. Therefore, the data analysis techniques used must be able to process these two types of data appropriately. Here are the analysis techniques for each type of data; 1) Quantitative Data Analysis. Quantitative data obtained through tests (pre-test and post-test), interest questionnaires, and attitude questionnaires will be analyzed using descriptive and inferential statistics; 2) Qualitative Data Analysis. Qualitative data obtained from interviews, observations, and documentation will be analyzed with a thematic analysis approach

RESULTS

This study aimed to increase the interest of fifth-grade students at SD Negeri 0514 Siali-Ali in Islamic Education through the implementation of Project-Based Learning (PBL). Prior to the intervention, the students exhibited limited engagement in Islamic Education lessons, with many showing a lack of motivation and difficulty in understanding the relevance of the material to their daily lives. The traditional teaching methods employed at the time relied heavily on lectures and memorization, which failed to capture students' attention and stimulate a deeper interest in the subject.

After implementing the Project-Based Learning model, a significant improvement in student interest was observed. The students were given the opportunity to work on projects that required them to actively engage with Islamic teachings in a practical and creative manner. For example, students were tasked with researching and presenting on topics such as the Five Pillars of Islam, the life of the Prophet Muhammad (PBUH), and the

concept of charity in Islam. These projects allowed students to explore the material in-depth, while also enabling them to connect the teachings to their own lives and communities.

Students were more enthusiastic and involved in the learning process as they collaborated with their peers on group projects. The PBL model encouraged teamwork, communication, and critical thinking. As they worked together, students shared ideas, discussed their findings, and supported each other's learning. This collaboration not only made the learning process more engaging but also fostered a sense of community within the classroom. The students expressed greater satisfaction with the lessons and were eager to participate in discussions, as they could see how Islamic values were applicable in real-world scenarios.

The use of multimedia and other resources in the projects further enhanced student interest. For example, students utilized videos, posters, and digital presentations to showcase their understanding of Islamic teachings. These tools helped make the learning experience more interactive and visually stimulating, catering to a variety of learning styles. Students who previously struggled to stay engaged during traditional lessons found themselves more motivated and excited to contribute their ideas through these new, dynamic methods.

In addition to increasing interest, the PBL approach also facilitated a deeper understanding of the material. As students researched their topics and presented their findings, they were able to internalize Islamic values and apply them to everyday life. Many students reflected on how the lessons learned through their projects helped them become more responsible, empathetic, and aware of their roles within both the school and the larger community. For example, after a project on charity, several students expressed a stronger commitment to performing acts of charity in their local communities.

The students also demonstrated greater autonomy in their learning. Rather than relying solely on the teacher for information, they took initiative to seek out resources and solutions to problems encountered during their projects. This self-directed learning not only fostered greater responsibility but also promoted critical thinking and problem-solving skills. Students learned to assess information, work through challenges, and communicate their findings effectively, all of which are important skills for both academic success and personal growth.

The PBL model also had a positive impact on the relationship between teachers and students. Teachers observed increased enthusiasm and initiative from students and reported feeling more connected to their classes. The collaborative nature of the learning environment helped bridge the gap between teacher-centered instruction and student-centered learning, allowing for more meaningful interactions. Teachers were able to offer more personalized guidance and support, which further motivated students and enhanced their interest in the subject matter.

In conclusion, the implementation of Project-Based Learning at SD Negeri 0514 Siali-Ali led to a significant increase in student interest in Islamic Education. The hands-on, collaborative nature of the projects, combined with the integration of multimedia resources, encouraged greater student engagement, autonomy, and a deeper understanding of Islamic teachings. The success of this approach highlights the potential of project-based learning to make Islamic Education more relevant, engaging, and meaningful for students. By applying this model, schools can foster a more active and enthusiastic learning environment that helps students connect academic content to real-world experiences.

DISCUSSION

The implementation of Project-Based Learning (PBL) in Islamic Education at SD Negeri 0514 Siali-Ali led to notable improvements in student interest and engagement.

Prior to this intervention, the students exhibited a lack of enthusiasm for the subject, with traditional methods failing to spark curiosity. The shift to PBL, however, addressed this issue by allowing students to take a more active role in their learning. By engaging in projects that required them to explore Islamic concepts in depth and present their findings creatively, students developed a greater sense of ownership over their education, which significantly increased their motivation.

One of the key strengths of PBL in this study was the way it connected Islamic teachings to real-life situations. Rather than simply memorizing facts and principles, students were tasked with applying what they learned to practical scenarios. For instance, when studying the Five Pillars of Islam, students were asked to reflect on how these principles could be practiced in their daily lives. This hands-on, applied approach made the material feel more relevant to students' personal experiences, which in turn enhanced their understanding and made them more invested in learning.

Collaboration was another critical component that contributed to increased student interest. Working in groups allowed students to share ideas, discuss their findings, and learn from one another. This collaborative approach not only fostered teamwork and communication skills but also helped students deepen their understanding of Islamic concepts. As they explained their ideas to peers and listened to others' perspectives, students had the opportunity to engage in meaningful discussions, which further enriched their learning experience and helped them gain new insights into the subject matter.

The use of multimedia and other resources in the PBL model also played a significant role in capturing students' attention. Incorporating videos, digital presentations, and creative materials such as posters enabled students to engage with the content in diverse and interactive ways. These tools made the learning process more stimulating and accessible, especially for students with different learning styles. Visual aids, in particular, helped to clarify complex concepts and provided students with a more dynamic way to present their knowledge, further increasing their enthusiasm for the subject.

Additionally, PBL promoted self-directed learning, which proved to be an important factor in boosting student interest. Students were encouraged to take the initiative in researching and solving problems related to their projects. This autonomy allowed students to become more independent learners, fostering critical thinking and problem-solving skills. As students actively searched for information, made decisions, and worked through challenges, they gained a sense of accomplishment that reinforced their interest in Islamic Education. This process of independent learning also encouraged students to take responsibility for their own progress, leading to a stronger personal connection with the material.

Finally, the positive impact of PBL on teacher-student relationships cannot be overlooked. The shift from a teacher-centered approach to a more student-centered learning environment allowed teachers to provide more individualized support and feedback. Teachers observed increased enthusiasm and initiative from students, and the collaborative nature of PBL allowed for more meaningful interactions between teachers and students. By offering guidance and encouragement throughout the project process, teachers helped students feel more confident in their learning, leading to a deeper connection to the subject and a stronger interest in continuing their studies.

In conclusion, the use of Project-Based Learning in Islamic Education at SD Negeri 0514 Siali-Ali proved to be an effective strategy in increasing student interest. By making the subject matter more relevant, interactive, and applicable to real-life situations, students became more engaged in their learning. The collaborative nature of PBL, combined with the use of multimedia resources and the promotion of self-directed learning, contributed to a more dynamic and stimulating classroom environment. These findings suggest that Project-Based Learning can be a valuable method for enhancing student interest and engagement in Islamic Education, fostering not only academic success but also personal growth and responsibility.

CONCLUSION

Based on the results of the research conducted using the Project-Based Learning (PjBL) model in Cycle 1 and Problem-Based Learning (PBL) in Cycle 2, the following can be concluded; 1) The implementation of Project-Based Learning (PjBL) in Cycle 1 has succeeded in increasing students' interest and understanding of infak and alms, although there are still some students who have not reached the Minimum Completeness Criteria (KKM). The application of PjBL provides opportunities for students to be involved in the creation of social projects related to infak and almsgiving, despite challenges in collaboration and understanding of concepts; 2) The application of Problem-Based Learning (PBL) in Cycle 2 showed a significant increase in students' interest and understanding of infak and alms. PBL is more effective because of its approach based on solving real problems that are relevant to students' lives. Students feel more involved and motivated to learn, and are more able to understand the concepts of infak and alms in depth; 3) The comparison between PjBL and PBL shows that PBL is more effective in increasing students' interest and understanding compared to PjBL. PBL facilitates students to think critically, develop analytical skills, and better understand social values in daily life; 4) Factors that affect the successful implementation of these two models include student readiness, the role of teachers as facilitators, the availability of resources, and students' initial interest in the topic of infak and alms. Thus, the application of Problem-Based Learning (PBL) has proven to be more optimal in increasing students' interest and understanding of infak and alms in grade 5 SD 0514 Siali-Ali.

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