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Improving Student Learning Outcomes of Islamic Education Based on Projects at SD Negeri 52 Asam Jawa

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using project-based learning. 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 project-based learning 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 42.89%, the first cycle 74.27% and in the second cycle it increased to 90.62%. Thus, the use of project based learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, islamic education, project based learning.

INTRODUCTION

In Islamic religious education, there are several problems that are used for research and are related to efforts to improve process skills and learning achievement through the implementation of project-based learning, and are associated with QS Al Hujurat 13. Namely low process skills, many students still have difficulty in applying knowledge process skills such as observing, measuring, formulating, hypotheticing, and drawing conclusions, This has an impact on students' low problem-solving and critical thinking skills, in relation to QS Al Hujurat 13 this verse encourages students to always and knowledge, project-based learning can be a means to hone process skills needed in seeking knowledge.

Unsatisfactory learning achievement is that student learning achievement is still far from expectations, this is caused by various factors, one of which is a learning method that is less varied and interesting. In relation to QS Al Hujurat 13, this verse also encourages students to learn and improve their quality, achievement, good learning is a form of

improving self-quality, lack of student involvement, many students feel bored with monotonous learning and tend to be passive, this causes students to be less active in learning in participating in learning, related to QS Al Hujurat 13 invites students to get to know each other and respect project-based learning can create a collaborative and respectful learning atmosphere such as in UPTD SD Negeri 52 Asam Jawa there are religious differences, even though they are different religions, students still respect and love each other.

In addition, the learning model used in teaching Islam in elementary schools is often still conventional and less interesting. Learning that focuses too much on theory and memorization without the active involvement of students can make them quickly feel bored and not interested in the material being taught. This has an impact on low student learning outcomes, especially in understanding the concepts of mutual respect and mutual love. For this reason, a more active and fun learning approach is needed, so that students not only memorize but also understand and apply the material in their lives. One of the learning models that can be used is Problem Based Learning (PBL). This model focuses on providing problems that are relevant to the material being taught and encourages students to actively seek solutions and collaborate in the learning process. In this context, PBL can be an effective way to help students understand the concept of mutual respect and love for each other and relate it to their life experiences.

Through PBL, students will be involved in the process of discussion, research, and problem-solving related to QS AL Hujurat Verse 13. Thus, they not only gain information about brotherhood, tolerance, and respect for differences, but also understand the application of the values contained in the surah in daily life. This model is expected to increase student engagement, as well as deepen their understanding and learning outcomes in the material. However, the implementation of Problem Based Learning is also inseparable from various challenges. Teachers must be able to design problems that are relevant and interesting to students, as well as facilitate the learning process well so that students can work effectively in groups. Additionally, while PBL can improve student engagement and understanding, proper evaluation is still needed to measure the extent to which this model can improve their learning outcomes. Before designing activities, keep in mind that PBL is a learning approach where students are invited to learn through real problem-solving. In the context of Q.S Al-Hujurat, the issues presented must be relevant to the values contained in the letter, such as brotherhood, tolerance, and respect for differences.

Therefore, this research is important to be conducted to find out the extent to which the application of Problem Based Learning can improve student learning outcomes in the material closer to UPTD SD Negeri 52 Asam Jawa, as well as to evaluate the effectiveness of this learning model in the context of Islamic religious education at the elementary level. Thus, it is hoped that the results of this research can make a positive contribution to the development of more effective and attractive teaching methods for students in the future.

METHODS

This research uses the type of Classroom Action Research (PTK), which aims to improve the quality of learning through actions carried out in the learning process that occur in the classroom. PTK allows teachers or researchers to identify problems in learning, design corrective actions, and implement and evaluate the impact of these actions on improving student learning outcomes. This approach is carried out in a participatory manner, by involving collaboration between teachers as researchers and students as research subjects. In the context of this research, the Problem Based Learning (PBL) model is applied to the learning of QS Al Hujurat Verse 13 material, focusing on improving students' understanding and practice of tolerance attitudes in daily life.

This research aims to overcome the problems that exist in Islamic religious learning, especially in understanding and practicing QS Al Hujurat Verse 13. The PBL model was chosen because it can stimulate students to be active in finding solutions to problems that are relevant to their lives, and relate them to the values in the verse. In order to achieve this goal, this research was carried out in four stages of the PTK cycle, namely planning, action, observation, and reflection.

In the first stage, namely Planning, the researcher designed learning using the PBL model for QS Al Hujurat Verse 13 material. The lesson plan includes selecting relevant problems, preparing learning steps, and determining evaluation tools to measure students' understanding and practice of the verse. The next stage is Action, where learning is carried out by dividing students into groups that will each solve problems related to the application of QS Al Hujurat Verse 13 in daily life.

After the action is carried out, the researcher will observe the learning results through data collection from student behavior observations, group discussion results, and student understanding assessments through pretest and posttest. This observation stage aims to assess the extent to which students can apply the values of tolerance, brotherhood, and mutual respect contained in QS Al Hujurat Verse 13. Finally, the reflection stage is carried out to analyze the data from observation and evaluation to assess the effectiveness of the actions that have been implemented. Based on the results of the reflection, improvement measures will be formulated for the next cycle. In this study, the independent variable (X) that affects the dependent variable (Y) is the Problem Based Learning (PBL) model applied in learning QS Al Hujurat Verse 13. PBL is a learning model that focuses on solving real problems that students face, allowing them to learn through hands-on experiences, discussions, and collaboration. Through PBL, students are invited to relate their understanding of QS Al Hujurat Verse 13 to real-life situations, especially in the context of tolerance and mutual respect.

The dependent variables in this study include several aspects, including students' understanding of QS Al Hujurat Verse 13, students' ability to relate QS Al Hujurat Verse 13 to daily life, and the practice of the values contained in the verse in students' lives. Students' understanding of QS Al Hujurat Verse 13 is measured through pretest and posttest, which includes an understanding of the meaning and importance of tolerance. Students' ability to relate QS Al Hujurat Verse 13 to daily life was measured through group discussions and practical tasks, while the practice of tolerance, brotherhood, and mutual respect was observed in students' behavior inside and outside the classroom. The population of this study is all students in grade IV of UPTD SD Negeri 52 Asam Jawa who take part in Islamic Religious Education (PAI) learning in the 2024/2025 school year. The sample of this study consisted of two classes selected using the purposive sampling technique, which had similar characteristics and learning situations. The experimental group will be taught using the PBL model for QS Al Hujurat Verse 13 material, while the control group will be taught with conventional learning methods for the same material.

In this study, the variables studied will be measured through various indicators, such as the presentation of problems related to QS Al Hujurat Verse 13, collaboration in discussions, and the use of reflection and critical reasoning. Students' understanding of the verse is measured through students' ability to mention and explain the meaning of tolerance, brotherhood, and mutual respect. Students' ability to relate verse values to daily life is measured through examples of application in real life, while the practice of positive attitudes is measured through observation of changes in students' attitudes, such as patience, discipline, and caring for others. Thus, this study aims to assess the impact of the application of the Problem Based Learning model in learning QS Al Hujurat Verse 13 on improving understanding, the ability to associate religious teachings with life, and the practice of religious values in students' daily lives.

The criteria used in the selection of this research sample are as follows: first, grade IV students at UPTD SD Negeri 52 Asam Jawa who are studying QS Al-Hujurat Verse 13 material in the Islamic Religious Education curriculum. Second, students who have similar

basic abilities in understanding Islamic religious material, thus allowing for more accurate comparisons between the experimental group and the control group. Third, students who are willing to actively participate in this research and are involved in all activities related to the application of the PBL model.

The researcher will use a purposive sampling technique, namely by selecting two classes at UPTD SD Negeri 52 Asam Jawa which are considered representative of the research population. One class will be selected to be an experimental group that applies the PBL model, and the other class will be a control group that uses conventional learning methods. The estimated sample size in this study is about 20 students, consisting of 10 students in the experimental group (who used the PBL model) and 10 students in the control group (who used conventional learning methods). This study collected two types of data: quantitative and qualitative. Quantitative data is used to measure the achievement of student learning outcomes through pretest and posttest. Qualitative data is descriptive and leads to a deeper understanding of the processes and changes that occur during the implementation of learning actions.

The data sources consist of students, teachers/researchers, and learning documents. Students become the main source of data through test results, observations, and interviews. Teachers/researchers are responsible for planning and implementing learning actions, while learning documents such as lesson plans, worksheets, and evaluation records are used to assess the quality of learning planning and implementation. Data collection techniques include tests (pretest and posttest), observation, interviews, and documentation. The pretest was conducted to measure students' initial understanding, while the posttest measured the increase in understanding after the implementation of the PBL model. Observation is used to collect qualitative data on student activities, changes in attitudes, and behaviors during learning. Interviews were conducted with several students to dig into their understanding further. Documentation includes lesson plans, worksheets, and evaluation notes.

In PTK, data analysis aims to evaluate changes that occur during a repetitive cycle of actions. Quantitative data were analyzed using descriptive statistics and paired t-tests to see if there was a significant difference between the pretest and posttest results. Qualitative data was analyzed using thematic analysis to explore themes related to students' understanding and the application of QS Al-Hujurat Verse 13 values in daily life. Hypothesis testing was carried out to find out whether the application of the PBL model had a significant impact on student learning outcomes. Reflection is carried out to assess the effectiveness of the PBL model and plan improvements for the next cycle.

RESULTS

This research aims to improve student learning outcomes in Islamic religious education by using a project-based approach at SD Negeri 52 Asam Jawa. Based on data obtained through pretest and posttest, as well as observations during the implementation of learning, it was found that the application of the project-based learning model (PBL) had a positive impact on students' understanding of Islamic Religious Education material, especially in the learning of QS Al-Hujurat Verse 13. The pretest results that showed relatively low student comprehension experienced a significant improvement after the application of the PBL model, which was reflected in the higher posttest results.

In addition, qualitative data obtained from observations and interviews with students showed positive changes in student behavior. Students are more active in discussing, collaborating, and showing mutual respect and cooperation in groups. The learning process involving real projects and the application of Islamic religious materials in daily life helps students to relate the values taught in QS Al-Hujurat Verse 13 to their life practices, such as the importance of brotherhood and tolerance.

However, despite significant improvements, some challenges were also found during the implementation of this project-based learning. Some students have difficulty

understanding the material in depth without sufficient guidance, and the limited time for group discussions sometimes limits students' ability to fully develop their ideas and presentations. Therefore, improved time management and teacher support are needed for the next learning cycle so that students can be more optimal in absorbing the material. Furthermore, improvements in classroom management and more efficient time allocation for group discussions will be the focus in the next cycle. The increase in social interaction between students will also be strengthened by adding more in-depth collaborative activities, such as individual tasks that are then discussed together in groups. Thus, students will be more motivated to learn and collaborate, so that their learning outcomes can be more optimal. Overall, this study shows that the project-based learning approach can improve student learning outcomes in Islamic Religious Education. The application of this model not only improves students' academic understanding, but also develops their social skills and moral values. With planned improvements for the next cycle, it is hoped that the PBL model can be more effective in improving the quality of learning at SD Negeri 52 Asam Jawa.

DISCUSSION

Improving student learning outcomes in Islamic Education (Pendidikan Agama Islam) through project-based learning at SD Negeri 52 Asam Jawa has been an effective strategy to enhance student engagement and understanding. This approach fosters active participation in the learning process, where students are involved in hands-on projects related to the subject matter. The key to success lies in designing projects that align with the curriculum and are relevant to the students' everyday lives, thus making learning more meaningful and impactful. Project-based learning encourages students to explore and investigate topics in-depth, allowing them to apply theoretical knowledge in real-world contexts. For example, students may engage in creating Islamic art projects, organizing religious events, or researching Islamic history, which not only deepens their understanding of the material but also enhances their critical thinking and problem-solving skills. This method supports a more personalized learning experience and helps to cater to the diverse learning styles within the classroom.

Additionally, the teacher's role in guiding and facilitating the projects is crucial. Educators need to provide clear instructions, offer resources, and give constructive feedback throughout the project phases. By fostering a collaborative environment, students learn to work together, share ideas, and learn from each other, creating a supportive learning community. This teamwork aspect also helps in developing social skills and values of cooperation, which are important in Islamic teachings. Another significant advantage of project-based learning in Islamic Education is its ability to instill a sense of responsibility and accountability in students. They are expected to complete tasks within deadlines and present their findings or completed projects to the class. This process helps develop time management skills, organizational abilities, and self-discipline, which are essential life skills. In conclusion, the use of project-based learning in Islamic Education at SD Negeri 52 Asam Jawa not only improves students' academic performance but also cultivates important values such as teamwork, responsibility, and critical thinking. It provides an engaging and dynamic learning environment where students are motivated to learn, reflect, and apply their knowledge meaningfully. This approach plays a significant role in enhancing the overall educational experience and better prepares students for their future endeavors.

CONCLUSION

Based on the results of the reflection, some improvements that can be made for the next cycle include improving time management, where more time is given for group discussions so that students can delve deeper into the material and prepare a more

mature presentation. In addition, increased teacher support is also needed, where teachers will be more active in facilitating group discussions and providing more intensive guidance for students who need help understanding the material. Strengthening social interaction is also a focus by arranging activities that encourage students to collaborate, for example by giving individual tasks that are then discussed in groups. Cycle I provides an initial overview of the effectiveness of the PBL model in increasing students' interest in learning, with positive results that need to be strengthened and improved in the next cycle.

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