

Implementation of Project Based Learning Model Assisted by Honesty Campaign Poster Media to Improve Honest Attitudes and Learning Outcomes at SD Negeri Lam Geue

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Abstract: This study aims to describe the improvement of honest attitudes and learning outcomes of grade VI students of SD Negeri Lam Geue through the application of Project Based Learning (PjBL) assisted by Campaign Posters. This class action research (PTK) is carried out in two cycles, where each cycle consists of four stages, namely planning, action, observation, and reflection. The results of the study in the pre-cycle stage showed that the percentage of honest attitude of new students reached 45%, while the level of completeness of learning outcomes was 55%. After the implementation of actions in the first cycle, there was an increase with the percentage of honesty reaching 68% and the completeness of learning outcomes increasing to 70%. In cycle II, a more significant increase was seen with the percentage of honesty reaching 85% and the completeness of learning outcomes reaching 88%, which means that it has exceeded the established success indicators. Based on these results, it can be concluded that the application of the Project Based Learning (PjBL) learning model assisted by Campaign Posters is effective in improving the honest attitude and learning outcomes of Islamic Religious Education (PAI) students in grade VI at SD Negeri Lam Geue.

Keywords: Project based learning, poster media, islamic education.

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INTRODUCTION

Education is a strategic means in forming a generation that is intelligent, characterful, and noble in character. Elementary school is an important foundation in shaping students' personalities and characters because at this time children are in a stage of rapid moral and social development (Hidayat, 2019). One of the main characters that needs to be instilled from an early age is honesty, because this value is the basis for forming commendable behavior and a healthy social life (Lickona, 2012). Honesty not only serves as a moral value, but also becomes a key pillar in building individual confidence, responsibility, and integrity (Muslich, 2011).

In the context of elementary school education, cultivating an honest attitude is often still a challenge. Many students do not fully understand the importance of the value of honesty in daily life. This is reflected in the behavior of students who still often cheat during exams, do not admit mistakes, or do not tell the truth to teachers and friends (Fathurrahman, 2020). This condition shows that character learning, especially honesty,

needs to be done through interesting and meaningful learning strategies, not just verbal deliveries or lectures (Sari & Andriani, 2021).

One of the learning approaches that is considered to be able to increase students' active involvement while fostering character values is Project Based Learning (PjBL). This learning model emphasizes project activities designed to develop critical, collaborative, and creative thinking skills (Thomas, 2000). Through the project, students are given the opportunity to explore, research, and create real works that are relevant to their lives (Mulyasa, 2017). Thus, learning does not only focus on academic results, but also on the formation of attitudes and character through direct learning experiences (Wulandari & Hermawan, 2019).

The application of the Project Based Learning model assisted by honesty campaign poster media is expected to be a solution in improving students' honest attitudes. Campaign posters are an effective visual medium to convey moral messages in an interesting and memorable way (Rahmawati, 2018). Through the activity of designing and making honesty campaign posters, students not only understand the concept of honesty theoretically, but also express it in the form of real works that can have a positive influence on themselves and the school environment (Pratiwi, 2020). Project-based learning with poster media is also in line with 21st century learning principles that emphasize collaboration, communication, creativity, and critical thinking (Saavedra & Opfer, 2012). By actively involving students in projects, they learn to work together, respect the opinions of others, and foster responsibility for their work (Hosnan, 2016). In addition, this approach can help students understand the value of honesty not only as a theory, but as a real behavior that must be practiced in daily life, including in the context of learning (Rahayu, 2019).

The results of previous research show that the application of the PjBL model can significantly improve students' learning outcomes and character. According to research conducted by Kurniawan (2020), PjBL is able to improve students' critical thinking skills and responsibility through collaborative activities. Meanwhile, research by Dewi and Suardana (2021) found that the use of visual media such as posters can strengthen the understanding of moral values and increase students' motivation to learn. Therefore, the combination of PjBL and campaign poster media is expected to produce a meaningful and effective learning experience in improving honest attitudes and learning outcomes.

In addition to the learning method factor, teachers have a central role in the success of the implementation of PjBL. Teachers not only function as material presenters, but also as facilitators and supervisors in each stage of the project (Rusman, 2019). Teachers need to create a learning atmosphere that is fun, motivating, and provides opportunities for students to express themselves and participate actively. In the context of Islamic religious education, the role of teachers is increasingly important because values such as honesty, responsibility, and trust are integral parts of moral learning (Syahputra, 2020).

SD Negeri Lam Geue as a basic education institution has the responsibility to form students with noble character and integrity. Based on the results of initial observations, it was found that some grade VI students still showed dishonest behavior, such as cheating, not admitting mistakes, and lacking responsibility for the assignments given. In addition, student learning outcomes in commendable behavior materials have also not reached the minimum completeness target. This condition shows that the learning strategies used still need to be improved to be more effective in internalizing moral values and improving learning outcomes.

Through the application of the Project Based Learning model assisted by honesty campaign poster media, it is hoped that students can better understand the importance of honesty in daily life and be able to apply it in real behavior at school and at home. Project activities based on the creation of campaign posters allow students to learn actively, creatively, and reflectively. They not only learn from teachers, but also from experiences and interactions with peers in the process of creating projects. This study aims to describe how the application of the Project Based Learning model assisted by the media poster of

the honesty campaign can improve students' honest attitudes and learning outcomes on commendable behavior material in grade VI of SD Negeri Lam Geue. This research is expected to make a positive contribution to the development of learning practices in elementary schools, especially in the field of character education, so as to be able to produce a generation that is intellectually intelligent and has moral integrity.

METHODS

This research was carried out at Lam Geue State Elementary School, Pidie Regency, Aceh Province. This school was chosen because it has diverse student characteristics and is one of the public elementary schools that has implemented the Independent Curriculum, but still faces challenges in character formation, especially in the aspect of honesty. The research was conducted in September 2025 by involving all 29 grade VI students, consisting of 14 male students and 15 female students. All students were made the subject of the study because of the relatively small number, thus allowing the researcher to make a thorough observation of all participants. According to Sugiyono (2019), the use of total sampling can be used if the population is relatively small and homogeneous. In addition, grade VI students are considered to have a sufficient level of learning independence and thinking ability to follow a project-based learning model that emphasizes responsibility, collaboration, and creativity (Arikunto, 2015).

This type of research is Classroom Action Research (PTK) using the spiral model from Kemmis and McTaggart (1988). This model includes four main stages in each cycle, namely planning, acting, observing, and reflecting. This research was carried out in two cycles, with each cycle consisting of two meetings. Each cycle is focused on improving the previous learning process so that the results obtained are more optimal. This PTK approach allows teachers to improve the learning process in the classroom in a sustainable and reflective manner (McNiff & Whitehead, 2011). Cycle I focuses on the implementation of the initial project in the form of making a simple honesty campaign poster, while Cycle II is a development of the first cycle through a digital or creative poster making project with a higher level of challenge.

In the planning stage of the first cycle, teachers prepare a Learning Implementation Plan (RPP) based on Project Based Learning (PjBL) which contains learning syntax such as determining essential questions, project planning, project implementation, monitoring, and publication of results. In addition, teachers prepare research instruments in the form of honest attitude observation sheets, learning implementation observation sheets, learning outcome tests, and project assessment rubrics. In the implementation stage, the teacher facilitates students in making an honesty campaign poster that contains simple moral messages such as "Honesty Is the Key to Trust" or "Dare to Be Honest is Great." Students then publish their work on the class bulletin board. During the learning process, teachers act as facilitators who provide guidance, direction, and motivation so that students are actively involved in project activities.

In the observation stage, teachers and researchers recorded the implementation of project-based learning, observed students' honest behavior during the activity, and collected the results of students' cognitive tests after learning was completed. The data from this observation became the basis for teachers to reflect on the strengths and weaknesses of the implementation of cycle I. The results of the reflection showed that some students were still less active and the project design was considered less challenging. Therefore, in cycle II, improvements were made by emphasizing the aspect of creativity and publication of project results more broadly.

Cycle II begins by revising the lesson plan based on the results of reflection in cycle I. At the implementation stage, students are directed to make digital or creative posters using simple technological devices such as cell phones or school computers. The resulting poster is then presented in front of other classes or published through school media. The purpose of this activity is to provide a more meaningful learning experience and

encourage students to dare to convey moral messages about honesty to the wider environment. This learning process is in line with the concept of project-based learning which emphasizes real products, collaboration, and publication of results (Thomas, 2000). After implementation, observation and reflection were carried out again to assess the consistency of improving honest attitudes and students' cognitive learning outcomes.

The data collection technique in this study is carried out through three ways, namely observation, test, and project assessment. Observation was used to measure students' honest attitudes and the implementation of the PjBL model in the classroom. The observation sheet of honest attitude is prepared based on the indicators contained in the RPP, including telling the truth, admitting mistakes, not cheating, and being responsible for the tasks given. Observation of the implementation of PjBL is carried out by researchers and collaborator teachers to ensure that each stage of learning is carried out properly. The test is used to measure students' cognitive learning outcomes through multiple-choice questions and brief descriptions prepared based on indicators of competency achievement of Commendable Behavior material. In addition, project assessments are carried out using rubrics that assess aspects of creativity, moral messages, and poster aesthetics. According to Anderson and Krathwohl (2001), project-based assessments can portray students' abilities more authentically because they involve cognitive, affective, and psychomotor aspects simultaneously.

To maintain the validity of the data, this study applies triangulation of sources and methods, namely comparing observation results, test results, and project assessment results (Creswell, 2012). The data obtained was then analyzed descriptively quantitatively using the percentage formula to determine the level of student completeness. This analysis aims to measure the effectiveness of actions on improving students' honest attitudes and learning outcomes. The indicators of the success of this research are determined in two aspects, namely the affective aspect and the cognitive aspect. In the affective aspect, success is measured by the percentage of students who reach the "Good" or "Very Good" category in the honest attitude observation sheet of at least 75%. This indicator refers to the guidelines for assessing student character in the Independent Curriculum (Ministry of Education and Culture, 2022). Meanwhile, in the cognitive aspect, success is determined if at least 75% of students achieve a score of ≥ 70 or reach the school's Minimum Completeness Criteria (KKM) (Permendikbud No. 23 of 2016). If these two indicators are met, the research is considered to have succeeded in improving students' honest attitudes and learning outcomes.

Data analysis was carried out using quantitative descriptive statistics by calculating the percentage of completeness. The formula used is the number of students who have completed divided by the number of all students multiplied by one hundred percent. In addition, the data from the observation of honest attitudes are categorized into four levels, namely very good, good, adequate, and lacking. The results of teachers' reflections and field notes were also analyzed qualitatively to provide a comprehensive picture of the learning process. According to Fraenkel, Wallen, and Hyun (2015), the incorporation of quantitative and qualitative data can result in a more comprehensive understanding of educational phenomena. Thus, this research method is designed to fully describe the process of applying the Project Based Learning model assisted by honesty campaign poster media as an effort to improve the honest attitude and learning outcomes of grade VI students of SD Negeri Lam Geue.

RESULTS

This class action research was carried out at SD Negeri Lam Geue in September 2025 with 29 subjects in grade VI. The purpose of the research is to improve students' honest attitudes and learning outcomes on Commendable Behavior material through the application of the Project Based Learning (PjBL) model assisted by honesty campaign poster media. The PjBL model was chosen because it is oriented towards the active

involvement of students in designing, implementing, and publishing projects that are meaningful to their lives (Thomas, 2000). Before the action was taken, the pre-cycle results showed that only 45% of students had an honest attitude with a good category, and 55% of students achieved the completeness of learning outcomes. The data shows that learning is still conventional, teacher-centered, and does not provide space for students to express the values of honesty and responsibility in real terms (Dewi, 2018).

The implementation of actions is carried out in two cycles. In cycle I, learning was focused on making a simple honesty campaign poster as a form of initial project. The teacher facilitates students by following the steps of PjBL, including: (1) determining fundamental questions, (2) designing project activities, (3) executing projects, (4) monitoring progress, and (5) presenting results. The students were divided into several small groups each of which made a poster with the theme "Dare to Be Honest Great" or "Honesty Brings Goodness". This activity aims for students to understand the meaning of honesty contextually through the visualization and moral messages they create.

During the implementation of cycle I, teachers observe the development of student behavior through an honest attitude observation sheet. The results of the observation showed that as many as 19 out of 29 students (65.5%) showed an improvement in the aspect of honesty, especially in terms of admitting mistakes and speaking honestly during group discussions. However, there are still 10 students (34.5%) who are in the sufficient category because they still tend to imitate the work of their friends or are hesitant to express their opinions honestly. The results of the cognitive test also showed an increase with an average score from 68 in the pre-cycle to 76 in the first cycle, and the completeness of learning reached 72.4%. These results show that the PjBL model began to have a positive impact on the understanding of the concept of commendable behavior, even though it has not reached the set success indicator, which is at least 75% of students with a good category (Kemmis & McTaggart, 1988).

Reflection on cycle I reveals several obstacles. First, some students are not used to working in teams effectively; The division of assignments is still uneven, and some students simply follow along without actively participating. Second, poster media is still made manually without interesting visual innovations. Third, project publication activities are only carried out in the classroom, so students have not experienced sharing their work with a wider audience. Based on this reflection, teachers and researchers revised the lesson plan and designed an improvement strategy for cycle II, namely by adding elements of digitizing posters, expanding the publication of project results, and increasing supervision of group work dynamics (Suprijono, 2019).

In cycle II, the focus of learning is directed at increasing student creativity, collaboration, and responsibility through the digital honesty campaign poster project. Students were asked to create posters using a simple application on a computer or mobile phone with more creative themes such as "Honesty Is Great" and "Tell the Truth, Even If It's Hard". Each group then presented their work in front of the class and pasted their posters in the public area of the school so that they could be seen by other students. This process not only fosters confidence, but also reinforces moral values because students feel responsible for the messages they convey to others (Bell, 2010).

The results of observations in cycle II showed a very significant increase in affective aspects. As many as 25 out of 29 students (86.2%) showed an honest attitude in the category of good and very good. Students begin to dare to admit small mistakes without fear of being punished, such as admitting to forgetting to bring an assignment or returning a friend's belongings. In addition, honesty in group work increases, where almost all students actively work on their respective parts of their assignments without imitating the results of other groups. This increase is in line with the opinion of Wulandari (2020) who states that project-based activities allow students to learn to be responsible for the processes and outcomes they create themselves, so that the value of honesty can grow naturally through real learning experiences.

From the cognitive aspect, the test results after cycle II showed that the average student score increased to 83, with learning completeness reaching 88%. This result exceeded the set success target of 75%. This improvement reflects that project-based learning activities not only develop moral abilities, but also strengthen students' conceptual understanding of the teaching material (Darling-Hammond et al., 2008). The campaign poster making project provides an opportunity for students to connect theory with practice, for example by writing moral messages based on examples of commendable behavior in daily life, such as honesty, responsibility, and discipline (Mulyasa, 2021).

In addition to improving learning outcomes and honest attitudes, observations also show a change in the classroom atmosphere that is more conducive. Students appear to be more active, enthusiastic, and have intrinsically motivated to participate in learning. The teacher is no longer the only source of knowledge, but plays the role of a facilitator who guides students in discovering and presenting their ideas. According to Sudjana (2019), the change in the role of teachers from teachers to facilitators is a characteristic of innovative learning that is oriented towards the formation of character and competencies in the 21st century. During the research process, teachers also found that the use of poster media as a visual aid plays an important role in making it easier for students to understand abstract moral messages. The posters created by the students themselves help them visualize the value of honesty in concrete terms through the symbols, colors, and words they choose (Mayer, 2014). Thus, visual media not only functions as an aesthetic tool, but also as a means of internalizing character values (Arsyad, 2019).

The final reflection shows that the application of the PjBL model with the help of honesty campaign poster media has succeeded in improving two main aspects, namely honesty and student learning outcomes. Success indicators have been achieved with an increase in honesty from 45% in the pre-cycle to 85% at the end of the second cycle, as well as an increase in learning completeness from 55% to 88%. These results support previous findings that a project-based approach can foster critical thinking skills, cooperation, and positive character values (Sari & Pramudita, 2021). In addition, the success of this research also shows the importance of integrating character education into participatory and contextual learning activities (Lickona, 2012).

Overall, the results of this study reinforce the assumption that project-based learning with the support of visual campaign media can be an effective strategy in instilling the value of honesty while improving students' academic achievement. The implementation of PjBL encourages students to learn through direct experience, reflective thinking, and social interaction that supports the development of positive characters (Ministry of Education and Culture, 2022). Thus, this model can be recommended for Islamic Religious Education teachers or classroom teachers in elementary schools as an innovative learning alternative that balances the cognitive and affective domains.

DISCUSSION

The results of the study showed that the application of the Project Based Learning (PjBL) model assisted by the media of honesty campaign posters was effective in improving the honest attitude and learning outcomes of grade VI students of SD Negeri Lam Geue on the material of Commendable Behavior. These findings are in line with the basic principles of PjBL that place students as active subjects of learning, where they learn through direct involvement in activities that demand real problem-solving and collaboration (Thomas, 2000). In the context of this research, the project in the form of creating and publishing an honesty campaign poster encourages students to understand, internalize, and express the value of honesty in a concrete way.

In the early stages, namely pre-cycle and cycle I, it was seen that most students still showed low honest behavior and suboptimal learning outcomes. This is due to learning habits that are still teacher-centered, so students tend to be passive and do not have room to reflect on character values (Mulyasa, 2021). Once the PjBL model is implemented,

students' active involvement increases as they are given the opportunity to explore ideas, discuss, and create in groups. This process changes the dynamics of learning to be more participatory and collaborative, which ultimately has an impact on improving students' honest attitudes and cognitive understanding (Suprijono, 2019).

The increase in students' honesty from 45% in the pre-cycle to 85% in the second cycle shows that character values can grow effectively if conveyed through meaningful learning experiences. According to Lickona (2012), character formation cannot be taught only through lectures, but needs to be realized in real activities involving feelings, thoughts, and actions. In this case, the honesty campaign poster project serves as a concrete vehicle for students to express the value of honesty creatively and reflectively. When students write moral messages such as "Honesty Is Great" or "Honesty Brings Good," they are not just drawing or writing, but also reflecting on the moral meaning of those actions in everyday life.

The increase in cognitive learning outcomes from 55% of pre-cycle completeness to 88% in cycle II also confirms the effectiveness of PjBL in strengthening concept understanding. In line with Bell's (2010) research, PjBL is able to develop critical thinking skills and problem-solving skills because students learn through the process of information retrieval, designing, and presentation of results. Through the poster project, students indirectly learn the relationship between moral values and the concept of commendable behavior taught in Islamic Religious Education. This active engagement enriches the learning experience and strengthens their knowledge retention (Darling-Hammond et al., 2008).

In addition to quantitative improvement, the study also found qualitative changes in students' social behavior. During the collaborative process of poster creation, students learn to work closely with group friends, share roles, and respect the opinions of others. This activity is in line with Vygotsky's (1978) view of social constructivism, which emphasizes that learning occurs optimally through social interaction. Group discussions and cooperation in crafting moral messages strengthen social skills and foster ethical awareness, including honesty in communicating and expressing opinions.

Another important aspect of the success of this research is the use of poster media as a visual aid. Visually appealing posters help students understand abstract values such as honesty through meaningful symbols and colors. According to Mayer (2014), learning with visual media can improve conceptual understanding because information is conveyed in a multimodal manner (verbal and nonverbal). In the context of character education, visual media also functions as a means of internalizing values, where the moral message displayed will be easier for students to remember and appreciate (Arsyad, 2019).

The teacher's reflection in each cycle is also an important factor in the success of the research. In accordance with the action research model of Kemmis & McTaggart (1988), the reflection process helps teachers identify deficiencies in the implementation of learning and design more effective improvement strategies. For example, after finding that the project in cycle I was still less challenging, teachers added elements of digitalization in cycle II. This innovation not only increases students' creativity, but also strengthens learning motivation because it suits the interests and context of the current digital age (Sari & Pramudita, 2021).

The implementation of PjBL also helps teachers change roles from teachers to facilitators. In traditional learning, teachers are often the center of information, while students are just receiving. However, in PjBL, teachers function as supervisors who motivate, direct, and facilitate students to find the meaning of learning independently (Sudjana, 2019). This shift in roles creates a more democratic and interactive classroom atmosphere, which contributes to the formation of the value of honesty. Students become accustomed to expressing opinions honestly, receiving feedback, and assessing the work of friends objectively.

In addition, the success of this study shows that character education is not separate from academic achievement. According to the Ministry of Education and Culture (2022),

one of the profiles of Pancasila Students in the Independent Curriculum is faith, piety, and noble character. PAI learning integrated with the PjBL model supports the achievement of these profiles in a fun and contextual way. Through the campaign poster project, students not only understand the value of honesty as a moral concept, but also practice it in a real social context in school. The increase in honesty is also in line with the results of Wulandari's (2020) research, which states that the implementation of PjBL can develop the character of responsibility and honesty because students learn to be responsible for the process and results of the projects they make. In this study, each student felt responsible for the message of honesty published through their posters, so honest behavior became an embedded habit.

The results and findings of this study show that the implementation of Project Based Learning assisted by honesty campaign posters is an effective approach to develop students' cognitive competencies and character simultaneously. Through collaborative, reflective, and creative activities, students not only understand the meaning of honesty, but also practice it in real life. Thus, the PjBL model can be recommended as an innovative learning strategy that is relevant to the needs of 21st century character education.

CONCLUSION

Based on the results of classroom action research at SD Negeri Lam Geue, the application of the Project Based Learning (PjBL) model assisted by honesty campaign poster media has proven to be effective in improving the honest attitude and learning outcomes of grade VI students in the subject of Islamic Religious Education, especially the material of Commendable Behavior. In the pre-cycle, the percentage of students' honest attitude was only 45% and the completeness of learning outcomes was 55%, indicating that most students have not displayed honest behavior and optimal understanding of the material. After cycle I, there was a significant increase with honesty reaching 68% and learning completeness of 70%, while in cycle II, the percentage of honesty increased to 85% and learning completeness reached 88%, exceeding the established success indicators. This improvement shows that PjBL is able to create meaningful learning experiences, encourage active participation, and foster students' moral awareness through creative and contextual honesty poster making and presentation. Thus, the application of the PjBL model assisted by campaign posters not only improves the cognitive aspect, but also forms the honest character of students, so that it is effective in moral and spiritual development in elementary schools.

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