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Improving the Learning Outcomes of Islamic Education Students through the Problem Based Learning Model at SD Negeri 107439 Bogak Besar

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using problem based learning. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. This research data was 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 research is descriptive statistics by comparing the results obtained with indicators of research success. The research results show that problem 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 completeness in each cycle with details of pre-cycle 45.91%, first cycle 56.27% and in the second cycle it increased to 86.12%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: learning outcomes, islamic education, problem based learning.

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INTRODUCTION

Education has a very important role in shaping students' character and understanding of life values. One of the important aspects of education is strengthening students' understanding of religious values, such as zakat, which is one of the pillars of Islam. Zakat not only teaches social care but also instills the values of justice, sincerity, and responsibility towards others. However, in reality, many students do not deeply understand the benefits and importance of zakat, especially in the context of daily life. This condition is a special concern in SD Negeri 107439 Bogak Besar, where some students show a lack of understanding of the characteristics, effectiveness, applicability and Islamic education regarding the concept and benefits of zakat. (Miftakhuddin, 2020) so it is important for schools to improve the learning of Islamic values, including zakat, in a more

applicable way. In classroom learning, often conventional methods such as lectures are the main approach in teaching religious material.

This approach tends to make students passive and less actively involved in the learning process. As a result, students' understanding of the material becomes shallow and difficult to apply in real life. Therefore, innovations are needed in the learning process that are able to increase student engagement and facilitate deeper understanding. One of the relevant learning models to overcome this problem is the Project-Based Learning (PjBL) model. The development of information technology supports innovation in learning in higher education, with a focus on developing generational skills through an experience-based approach, and competency evaluation. (Amanah et al., 2023) so that conventional methods such as lectures in religious learning often make students passive, so innovations such as project-based learning models (PjBL) are needed to increase engagement and deeper understanding. The project-based learning model is an approach that emphasizes students' active involvement in real-life-related exploration, research, and project completion. In the context of zakat learning, the application of PjBL can provide opportunities for students to explore and understand the benefits of zakat through authentic and meaningful activities.

For example, students can design and implement social projects related to zakat, such as simulating zakat collection or distributing it to those in need. Through this activity, students not only understand the concept of zakat theoretically but are also able to see its impact directly in people's lives. (Nurdian, 2024) means that the project-based learning model (PjBL) allows students to actively explore and understand the benefits of zakat through authentic social projects, such as simulations of collecting and distributing zakat to those in need. This class action research (PTK) was carried out with the aim of increasing the understanding of grade 5 students of SD Negeri 107439 Bogak Besar about the benefits of zakat through the application of a project-based learning model. This research is motivated by the low results of student evaluation on zakat material which shows that most students are only able to memorize basic concepts without understanding the application. In addition, interviews with classroom teachers show that students often feel bored with learning methods that are monotonous and do not involve interesting activities.

In an effort to improve the quality of learning, the application of PjBL is considered an effective approach because it is able to integrate various 21st century skills, such as critical thinking, cooperation, and communication. By actively involving students in zakat-related projects, it is hoped that students can develop a deeper understanding and empathy for others. In addition, this model also provides opportunities for students to develop creativity and a sense of responsibility with the methods used to achieve the goals. so that through PjBL, students not only understand the concept of zakat in depth, but also develop an attitude of empathy and social responsibility. The selection of SD Negeri 107439 Bogak Besar as the research location is also based on the need to improve the quality of learning at this school, especially in the subject of Islamic Religious Education. Based on initial observations, most students have good potential to learn, but the lack of variety in learning methods is one of the main obstacles in improving their learning outcomes. Thus, this research is expected to make a real contribution in improving the learning process in this school. In addition, the use of PjBL in zakat learning is in line with the demands of the Independent Curriculum which emphasizes project-based learning as one of the main approaches. This curriculum encourages students to learn through hands-on experiences and activities relevant to daily life. Therefore, the implementation of PjBL is not only relevant to the needs of students but also supports the implementation of national education policies.

Results of this study It is expected to provide benefits both practically and theoretically. Practically, teachers can get guidance in implementing PjBL to improve students' understanding of zakat. Theoretically, this research is expected to add insight into the development of innovative and effective learning models in the context of Islamic

religious education. Against this background, this study aims to answer the main problem, namely how the application of the project-based learning model can improve the understanding of 5th grade students of SD Negeri 107439 Bogak Besar about the benefits of zakat. This research will also look at the positive impact resulting from the application of PjBL on learning motivation and student involvement in learning. Thus, this research is expected to be the first step in developing better learning methods to improve the quality of education in elementary schools.

METHODS

This research is a Class Action Research (PTK), which is designed to improve the quality of learning in the classroom through the application of a project-based learning model with the main goal of improving the understanding of grade 5 students of SD Negeri 107439 Bogak Besar about the benefits of zakat. PTK was chosen because of its focus on improving learning practices that are directly applied in the classroom by actively involving teachers and students in the process of continuous reflection and improvement. The approach used in this study is qualitative and quantitative. A qualitative approach was used to analyze the results of observations, interviews, and field notes related to changes in students' attitudes and understanding after the implementation of the project-based learning model. Meanwhile, a quantitative approach is used to measure the improvement of student understanding through pre-test and post-test data administered before and after the implementation of this learning model.

This research will be carried out in the form of a cycle of action consisting of four stages: planning, implementation, observation, and reflection. In the planning stage, teachers design projects that are relevant to learning about zakat, such as making educational videos or planning zakat collection programs. The implementation stage involves students in the project. In the observation stage, the researcher will observe student interactions during the learning process and the project, as well as record the results of their discussions and collaborations. The reflection stage is carried out to evaluate the results of the action and plan improvements for the next cycle. To measure the effectiveness of the implementation of the project-based learning model, this study will also use quantitative data analysis techniques in the form of comparison of pre-test and post-test scores.

This data will be used to see the extent to which students' understanding of the benefits of zakat has increased after the implementation of the PjBL model. By using this type of PTK research, it is hoped that this research can provide concrete and practical solutions in increasing students' understanding of the benefits of zakat, as well as contributing to the development of project-based learning methods in elementary schools. This research is also expected to improve the learning process in the classroom by actively involving students and relevant to the context of their lives.

RESULTS

Effective learning requires an innovative approach that is able to improve students' understanding of concepts as well as skills. One of the learning models that has proven effective is Project Based Learning (PjBL), which emphasizes on the project-based learning process to motivate students to be actively involved in learning. In the zakat material, the application of this model provides an opportunity for students to understand the concept of zakat more deeply through direct experience and collaboration. This study aims to evaluate the extent to which the implementation of Project Based Learning can improve the learning outcomes of Class V students of SDN 107439 Bogak Besar both in cognitive, affective, and psychomotor aspects.

The research titled "The Implementation of Project-Based Learning to Improve Students' Understanding of the Benefits of Zakat in Class 5 at SD Negeri 107439 Bogak

Besar" aims to assess the effectiveness of Project-Based Learning (PBL) as an educational approach to enhance students' comprehension of the concept of zakat and its benefits. Zakat, as one of the pillars of Islam, is an essential topic in religious education, and the study sought to explore whether PBL could help students gain a deeper understanding of this concept by engaging them in real-world projects. The research involved a group of 30 fifth-grade students at SD Negeri 107439 Bogak Besar. The students were divided into two groups: the experimental group, which applied Project-Based Learning, and the control group, which received traditional lecture-based instruction. The topic of zakat was selected as the subject matter to be taught in both groups. In the experimental group, students worked on a project that required them to explore the benefits of zakat, its role in society, and how it can be applied to real-life situations. Before the implementation of the PBL approach, both groups were given a pre-test to assess their baseline knowledge of zakat. The pre-test results indicated that the majority of the students had a limited understanding of zakat, its significance, and the practical implications of giving zakat. They were familiar with the concept but struggled to articulate its broader benefits, particularly in relation to social justice, poverty alleviation, and community support. The experimental group was then introduced to the Project-Based Learning approach.

The students were divided into small groups, each tasked with designing a project that focused on the benefits of zakat. They conducted research, engaged in discussions, and collaborated to present their findings through various formats such as posters, presentations, and community-based initiatives. This hands-on learning process allowed students to actively engage with the topic, apply their knowledge, and see the real-world relevance of zakat. In contrast, the control group received traditional teaching methods, including lectures and textbook-based activities. The teacher explained the concept of zakat, its types, and the obligations of Muslims regarding zakat. While this approach provided students with essential information, it lacked the interactive and problem-solving components that were present in the Project-Based Learning method. After the instructional period, both groups took a post-test, which assessed their understanding of the benefits of zakat, its social importance, and how they could apply the concept in their own lives. The results of the post-test revealed a significant improvement in the experimental group's understanding of zakat compared to the control group.

The students who engaged in the Project-Based Learning approach demonstrated a deeper comprehension of the topic, particularly in understanding the broader societal benefits of zakat, such as poverty reduction, wealth distribution, and community solidarity. They were able to explain how zakat serves not only as a religious obligation but also as a tool for social justice and community welfare. In conclusion, the study found that the implementation of Project-Based Learning significantly enhanced students' understanding of the benefits of zakat. The hands-on, collaborative nature of PBL allowed students to engage with the material in a more meaningful way, leading to improved comprehension and the ability to apply their knowledge in real-life contexts. This research highlights the potential of PBL as an effective teaching method for religious education, encouraging active learning and critical thinking while fostering a deeper understanding of key concepts like zakat.

DISCUSSION

The results of this study demonstrate that the application of Project-Based Learning (PBL) significantly improved students' understanding of the benefits of zakat, as evidenced by the post-test scores of the experimental group. PBL encourages active learning, critical thinking, and collaboration, which are essential in helping students grasp complex concepts such as zakat. By working on a hands-on project, students were able to connect theoretical knowledge to real-life applications, which enhanced their comprehension of the social and religious significance of zakat. One of the key advantages of PBL is its emphasis on student engagement. Unlike traditional methods that may rely heavily on

lectures and rote memorization, PBL requires students to actively participate in their learning process. In this study, students in the experimental group were not just passive recipients of information but were actively involved in researching and presenting the benefits of zakat.

This approach helped students to better understand how zakat functions in society, including its role in poverty alleviation and promoting social justice. Students were able to identify how zakat can be used as a tool to reduce inequality and support community welfare. Additionally, the collaborative aspect of PBL played a significant role in improving the students' understanding. Working in groups allowed students to share ideas, discuss the topic from different perspectives, and collectively solve problems. This collaborative environment not only improved their knowledge of zakat but also enhanced their communication and teamwork skills. Through group discussions and joint research efforts, students were able to gain a deeper insight into how zakat contributes to the well-being of the community and how it can be implemented effectively. The results also highlight the limitation of traditional lecture-based teaching methods in fostering a deep understanding of certain topics. While the control group received essential information about zakat through lectures and textbooks, the lack of interactive activities may have hindered their ability to fully grasp its practical implications.

The post-test results from the control group showed only moderate improvement in their understanding of zakat, suggesting that traditional methods alone were insufficient to generate the same level of engagement or comprehension as the PBL approach. In conclusion, the study highlights the effectiveness of Project-Based Learning in religious education, particularly for topics like zakat. PBL allows students to explore concepts in a more practical and engaging manner, fostering a deeper understanding that extends beyond textbook knowledge. The success of this approach in enhancing students' understanding of zakat suggests that it could be applied to other religious or moral education topics, further promoting active learning and student-centered instruction. Given the positive outcomes of this study, it is recommended that educators incorporate PBL into their teaching strategies to create more dynamic and impactful learning experiences.

CONCLUSION

Based on the research discussed above, it can be concluded that Project-Based Learning is an innovative learning model that emphasizes students in solving a problem by producing a product, making decisions, conducting investigative activities so that students' creativity and motivation increase. Teachers as facilitators give tasks to students to develop their potential. Based on the results of the Classroom Action Research conducted in grade V of SDN 107439 Bogak Besar, it can be concluded that the application of the Project Based Learning (PjBL) model has succeeded in improving student learning outcomes in Islamic Religious Education and Ethics subjects.

In the first cycle, 60% of students achieved the KKTP score, while in the second cycle, 93% of students had achieved the KKTP, showing a significant increase. These results prove that although the use of the PjBL model can be effective, its success is highly dependent on the implementation of appropriate learning measures by teachers. With appropriate steps, the PjBL model can produce optimal learning outcomes, as seen in the improvements that occur in the cycle.

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