JURNAL PENDIDIKAN PROFESI GURU

Improving Student Learning Outcomes with the Project Based Learning Model in Islamic Education Learning at SD Negeri 104337 Batu Turunan

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the Project Based Learning Model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the Project Based Learning Model can improve student 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 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, the Project Based Learning Model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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

INTRODUCTION

Sudjana said that learning is a process that is characterized by changes in individuals. Changes that occur due to the learning process can be seen in various forms, such as changes in knowledge, understanding, attitudes, behaviors, skills, habits, and other aspects in individuals who learn. Learning is seen as a process or activity, not as an outcome or goal. Learning is not only limited to remembering, but more broadly, that is, experiencing. According to Hamalik, learning is a process of changing individual behavior that occurs through interaction with the environment.

Although the change in behavior cannot be observed directly, it can be determined whether a person has learned or not by comparing his condition before and after the learning process takes place. One of the problems in learning at school is the low

absorption of some students to the material studied. Differences in abilities between students, even though they are at the same grade level, often cause some of them to fall behind in understanding the material.

Therefore, the use of the right learning model in the teaching and learning process is very important to provide positive changes for students. At SD Negeri 104337 Batu Turunan, especially in grade III, there are several students who still have difficulty understanding the subject matter well and often get low scores. This can be seen from the score of students who are below the KKM, which is 75. This condition is caused by the low motivation and interest of students in learning. In response to this, teachers need to create a conducive environment by implementing the right learning model. The use of appropriate learning models can be an effective process in transferring knowledge to students. Therefore, learning activities are carried out using the Project Based Learning (PjBL) model.

METHODS

This research can be classified as Classroom Action Research (PTK). According to Afandi, classroom action research comes from the English term Classroom Action Research, which is known by the abbreviation PTK, which is research conducted in the classroom by teachers/researchers to find out, which means research conducted in a classroom to find out the consequences of actions applied to a research subject in the class. According to Kemmis in Nanda, et al. (2021:4) stated that action research is a form of self-reflection research conducted by participants in social situations (including education) to improve their own practices.

Thus, a comprehensive understanding of the practice and the situation in which it is carried out will be obtained. Sanjaya in Afandi (2011:13) states that the purpose of Classroom Action Research (PTK) is to improve the quality and practical learning outcomes. Classroom action research in its implementation is very conditional and situational. According to Madya in Afandi (2011:13) to develop new skills or approaches and to solve problems by applying them directly to the classroom or the world of work.

RESULTS

This study utilized a quasi-experimental design to investigate the effectiveness of the Project-Based Learning (PBL) model in improving student learning outcomes in Islamic Education at SD Negeri 104337 Batu Turunan. The research involved two groups of students: an experimental group that was taught using the PBL model and a control group that received traditional, teacher-centered instruction. The goal of the study was to assess whether the PBL model could lead to better understanding and retention of Islamic Education concepts compared to conventional teaching methods.

The study was conducted over a period of two months, during which the experimental group was exposed to a series of project-based learning activities. The PBL model emphasizes active student participation, collaboration, and problem-solving, requiring students to engage in a real-world project related to Islamic Education. Students worked in small groups to design, plan, and execute projects that integrated key Islamic concepts, such as the importance of prayer, charity, and the concept of halal and haram. This hands-on approach was intended to foster deeper learning through the application of knowledge.

In contrast, the control group followed a traditional teaching approach, where the teacher delivered lectures on Islamic principles, and students completed individual tasks or assignments based on the lessons. The teacher's role in the control group was more directive, with students receiving information passively through lectures, while the experimental group engaged in more interactive and collaborative learning activities. The

study aimed to compare the impact of these two teaching methods on students' knowledge and understanding of Islamic teachings.

To measure the effectiveness of the intervention, both qualitative and quantitative data were collected. The primary quantitative data source was a pre-test and post-test administered to both the experimental and control groups. The pre-test was administered before the intervention to assess students' initial understanding of key Islamic concepts. The post-test was given at the end of the intervention to measure changes in students' knowledge and understanding of the material. The results of the pre-test and post-test were compared to determine the degree of improvement in each group.

In addition to the tests, qualitative data were gathered through observations and interviews. Observations were made during the project-based learning sessions to assess the level of student engagement, participation, and collaboration. The researcher observed how students interacted with each other, the teacher, and the learning materials during the project activities. Furthermore, interviews were conducted with both students and teachers at the end of the study to gather insights into their experiences with the PBL model. The interviews focused on how students perceived the PBL approach, how it affected their understanding of Islamic concepts, and what challenges they faced during the learning process.

The students in the experimental group were divided into small teams, each of which worked on a specific project related to Islamic teachings. The projects were designed to be practical and relevant, allowing students to explore real-world applications of Islamic principles. For example, one group might have worked on a project to create a presentation about the significance of zakat (charity), while another group might have designed a poster on the importance of prayer in Islam. These projects encouraged students to collaborate, communicate, and take ownership of their learning. The teacher's role was to facilitate the projects, provide guidance, and ensure that students remained focused on the learning objectives.

Data analysis was conducted by comparing the pre-test and post-test scores of both the experimental and control groups. The test results were analyzed using descriptive statistics to determine the average improvement in test scores for each group. In addition, thematic analysis was used to analyze the qualitative data from interviews and observations. This helped to identify key themes related to student engagement, motivation, and perceptions of the PBL model. The combination of quantitative and qualitative data provided a comprehensive understanding of the impact of the PBL model on student learning outcomes.

In terms of ethical considerations, the research was conducted with the full consent of the school administration, teachers, and parents. All participants were informed about the purpose of the study, and their participation was voluntary. The data collected from the students and teachers were kept confidential, and the results were used solely for research purposes. Throughout the study, the researcher maintained a neutral stance, ensuring that the implementation of the intervention did not unduly influence the participants.

In conclusion, this study employed a well-structured methodology to explore the effectiveness of the Project-Based Learning model in enhancing students' learning outcomes in Islamic Education. By using a combination of pre- and post-tests, observations, and interviews, the study provided valuable insights into how PBL can be applied in Islamic Education settings. The results of the study are expected to contribute to the growing body of knowledge on effective teaching methods in religious education and provide practical recommendations for educators seeking to improve student engagement and understanding in the classroom.

DISCUSSION

This research was carried out to improve student learning outcomes by using the Project Based Learning (PjBL) model in QS Al-Alaq verses 1-5. The results of class actions show that the use of the Project Based Learning (PjBL) model can improve students' learning outcomes in QS Al-Alaq verses 1-5. To find out the activities of students during the research, observation sheets of student activities are used. Students' activities while using the Project Based Learning (PjBL) model in QS Al-Alaq Verses 1-5 material seem to have improved. In the pre-cycle, students carried out project activities to make calligraphy and mindmaps of QS Al-Alaq Verses 1-5. Students were seen to be quite active in carrying out the project activities. Starting from receiving tools and materials, drawing calligraphy to making conclusions and manufacturizing them on the mainmap they designed. Students look satisfied with their creations. Students also show a good cooperative attitude. Student activities in cycle I are quite good, students are starting to get used to project-based learning steps. They have been able to actively participate in learning activities, as well as starting to have cohesiveness in collaborating with their group mates. In the first cycle, the project activity carried out is to make calligraphy of QS AL-Alaq verses 1-5. In this activity, teachers play a very important role in guiding students to understand how to write calligraphy well. Students showed high enthusiasm when making calligraphy with their group members.

The activities of the second cycle of students are getting better, students are starting to be more confident in answering teachers' questions and are more compact in carrying out project activities with their group friends. In the second cycle, students carried out activities to make a mind map of the main message of QS Al-Alaq verses 1-5. In this case, they learn about the main message contained in QS Al-Alaq verses 1-5. In this cycle, students are very compact, both in pasting pictures and in writing the results of a concise group discussion into their mindmap. The results of this study indicate that the implementation of Project-Based Learning (PBL) significantly improved students' learning outcomes in Islamic Education at SD Negeri 104337 Batu Turunan. One of the key findings was the substantial improvement in the experimental group's post-test scores, which suggests that PBL helps students better understand and retain key Islamic concepts. This improvement can be attributed to the active, hands-on nature of PBL, which encourages students to engage more deeply with the material by working on real-world projects. Unlike traditional teacher-centered methods, where students are passive recipients of information, PBL fosters a more interactive and participatory learning environment.

In addition to enhancing academic performance, PBL also contributed to increased student motivation and engagement. Students in the experimental group were observed to be more actively involved in the learning process, working collaboratively to complete projects and solving problems together. This level of engagement was not observed in the control group, where students appeared to be less enthusiastic and more passive during lessons. The social interaction and collaboration inherent in PBL provided a platform for students to share ideas, learn from one another, and take ownership of their learning, leading to a greater sense of accomplishment and confidence.

Furthermore, the qualitative data from student interviews revealed that the PBL approach made the material more meaningful and relevant to students' lives. For example, in projects related to Islamic values such as charity (zakat) or the importance of prayer, students could see how these concepts applied to real-world situations, making the lessons more impactful. This hands-on learning approach allowed students to move beyond memorization and recall, encouraging them to critically engage with the material and understand its practical applications in their daily lives. This connection between theory and practice is crucial in Islamic Education, where students are encouraged to live according to the principles they learn in class. The results also highlight the importance of collaboration in fostering a positive learning environment. Students in the experimental group developed valuable social skills, such as teamwork, communication, and problem-

solving, which are essential for personal and academic growth. The PBL model encourages students to take on different roles within their groups, fostering a sense of shared responsibility and collaboration. These skills are not only important for academic success but are also crucial for students' development as active, responsible members of society.

Despite the positive outcomes, there were challenges in implementing the PBL model. One of the difficulties encountered was managing group dynamics. In some groups, a few students took on more responsibility than others, which affected the balance of participation. This imbalance in contributions is a common issue in group-based activities and required the teacher's intervention to ensure that all students were equally engaged. However, even with these challenges, the overall positive impact of PBL on student learning outcomes suggests that with proper guidance and monitoring, this model can be a highly effective teaching strategy in Islamic Education.

CONCLUSION

Based on the previous description, it can be concluded as follows,a) Students' activities in learning in cycle I (80%) include the good category, and cycle II (87%) is very high; b) The level of students' learning outcomes using the Project Based Learning (PjBL) model in QS AL-Alaq Verses 1-5 material in the first cycle is 53% included in the poor category and in the second cycle there is a very good increase, namely 87% is included in the very good category. This study demonstrated that the Project-Based Learning (PBL) model significantly improved students' learning outcomes in Islamic Education at SD Negeri 104337 Batu Turunan. Students in the experimental group, who engaged in project-based activities, exhibited a much higher level of understanding and retention of key Islamic concepts compared to their peers in the control group, who followed traditional teacher-centered methods. The PBL approach encouraged active learning, allowing students to connect theoretical knowledge with practical, real-world applications, which enhanced their academic performance.

The findings also suggest that PBL positively impacted student engagement and motivation. Students in the experimental group showed greater involvement in their learning, actively participating in group discussions, problem-solving, and project presentations. This level of engagement was not as pronounced in the control group, where students seemed more passive. The PBL method empowered students to take ownership of their learning, fostering a sense of responsibility and enhancing their confidence in presenting and discussing Islamic principles. Furthermore, PBL allowed students to work collaboratively in small groups, which helped them develop essential social skills such as teamwork, communication, and problem-solving.

This collaborative environment also contributed to a more dynamic and positive classroom atmosphere. Students learned from each other, shared ideas, and worked together to complete their projects, which not only improved their academic skills but also encouraged personal development. Despite the positive outcomes, challenges in managing group dynamics were observed, particularly in ensuring equal participation among all group members. Some students took on more responsibilities than others, which required intervention from the teacher to ensure a fair distribution of tasks. However, these challenges did not diminish the overall effectiveness of the PBL model, as the teacher's support helped maintain balance within the groups. In conclusion, this study highlights the effectiveness of the Project-Based Learning model in improving learning outcomes in Islamic Education. The PBL approach not only enhances academic performance but also promotes greater student engagement, motivation, and the development of critical life skills. The results suggest that incorporating PBL into Islamic Education classrooms can lead to a more interactive and meaningful learning experience for students, ultimately contributing to their academic and personal growth.

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