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Implementation of Project-Based Learning Model on Student Learning Outcomes in Islamic Education Learning at SMK Negeri 3 Padang

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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 vocational high 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 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 58.71%, the first cycle 73.39% and in the second cycle it increased to 92.66%. Thus, the use of 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 model, islamic education, learning outcome.

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INTRODUCTION

Islamic Religious Education and Ethics (PAI-BP) has a strategic role in shaping students into individuals with character, religion, and morals. However, student learning outcomes in this subject often do not reach the expected target. One of the reasons is the dominance of conventional learning methods that do not involve students actively. Project-Based Learning (PjBL) is an innovative, real-life, project-oriented approach to increase student engagement in learning. With PjBL, students are trained to think critically, work together, and solve problems creatively. Therefore, this study was conducted to explore the implementation of PjBL and its influence on student learning outcomes in PAI-BP subjects at SMK Negeri 3 Padang.

Project Based Learning (PBL) is one of the learning approaches that emphasizes the active involvement of students in completing real projects as part of the learning process. In vocational high schools (SMK), where practical skills are essential, PBL provides opportunities for students to apply the knowledge and skills they learn in real-world situations. This approach focuses not only on academic achievement, but also on the development of technical and non-technical skills relevant to the needs of the industry.

Through PBL, students are given challenging projects that require collaborative problem-solving, so that they can develop critical, creative, and communicative skills. This study aims to explore how the application of the Project Based Learning method can improve student learning outcomes in vocational schools, both in academic aspects and practical skills.

As an educational institution that focuses on developing professional skills, SMK has a great challenge in creating learning that not only meets academic standards, but also prepares students to be able to work in various industry sectors. With PBL, students are expected not only to master theory but also to be able to practice their knowledge in projects relevant to their area of expertise. Through this research, it is hoped that it can be known to what extent PBL can improve learning outcomes and students' readiness to face the challenges of the world of work.

Islamic Religious Education plays a very important role in shaping the character and morals of Vocational High School students. In an educational environment that is more oriented towards work skills, Islamic Religious Education provides a foundation of Islamic values that help students become individuals who are not only skilled but also have good morals. This learning is the main pillar in shaping students' personalities to become a responsible and ethical generation in everyday life and the world of work.

One of the main benefits of Islamic Religious Education for vocational high school students is instilling the values of honesty in life and the world of work. Honesty is one of the important principles in Islam that must be applied in various aspects of life, including when students enter the world of industry and business. By understanding religious values, students are expected to be able to avoid unethical behavior such as corruption, fraud, and abuse of authority that often occur in the world of work.

In addition, Islamic Religious Education also plays a role in shaping attitudes of discipline and responsibility. In Islam, discipline is taught through various religious obligations such as the five daily prayers and fasting. Through religious learning, students are accustomed to a regular lifestyle, so that they can apply it in the world of work. A strong attitude of discipline will help them become professional and reliable workers in various fields of work.

Islamic Religious Education also helps students face increasingly complex moral and social challenges. Free association, drug abuse, and negative influences from the environment often pose a threat to teenagers. By having a good understanding of religion, students are better able to distinguish between right and wrong, and have a strong moral fortress in facing various temptations that can damage their future.

In the world of work, vocational high school students will interact with many people from various backgrounds. Therefore, it is important for them to understand the concept of tolerance and harmony taught in Islam. Islamic Religious Education helps students understand the importance of respecting differences, both in terms of religion, culture, and outlook on life. With a good attitude of tolerance, they can build harmonious and productive working relationships with their colleagues.

Islamic work ethic is also one of the important aspects taught in Islamic Religious Education. Islam teaches that work is part of worship, so it must be done with full dedication, honesty, and responsibility. By understanding this concept, vocational high school students will be motivated to work hard, not give up easily, and always try to give their best in every task they carry out.

In addition to forming a work ethic, Islamic Religious Education also teaches a balance between worldly life and the afterlife. Often, the main focus of education in vocational schools is to equip students with technical skills to be ready to work, but without spiritual values, a person can easily get caught up in materialism. Religious learning teaches students to continue to seek blessings in their sustenance and not only pursue worldly gain.

Social awareness and concern for others are also important values taught in Islamic Religious Education. Islam emphasizes the importance of helping each other, mutual

cooperation, and empathy for others. By having a high social awareness, vocational school students can become individuals who care about their surroundings, both in community life and in the world of work. This caring attitude is very important in creating a more harmonious and productive work environment.

In addition, Islamic Religious Education also plays a role in preventing deviant behavior in the world of work. The industrial world often faces someone with various temptations, such as bribery, nepotism, and data manipulation. By having a strong understanding of religion, students can be more assertive in rejecting all forms of fraud and maintaining their integrity as responsible and professional workers.

Ultimately, learning Islamic Religious Education in Vocational High Schools is not just a subject matter, but also a provision for life that will continue to guide students in living their lives in the future. The values learned in religious education will help them become better individuals, wiser in making decisions, and always trying to seek Allah's pleasure in every step of their lives. Thus, Islamic Religious Education has a very important role in forming a generation that is not only professionally competent, but also has noble character and is responsible in community life.

METHODS

The theory underlying this research is related to the constructivism approach to learning, which emphasizes that knowledge is built through active experience and individual reflection. Constructivism, introduced by Jean Piaget and Lev Vygotsky, states that learning is not a passive process, but rather an activity that involves processing complex information through direct experience. In the context of Project-Based Learning, constructivism theory is relevant because students are given the opportunity to build their understanding through completing projects that require analysis, collaboration, and application of knowledge in real contexts.

Project-based learning encourages students to integrate the information they learn with direct experience and measurable outcomes, which in turn develops deeper understanding. In addition to constructivism, the experiential learning theory proposed by David Kolb also provides a foundation for Project-Based Learning. Kolb suggests that an effective learning process involves four stages, namely concrete experience, reflection, abstract concepts, and active experimentation. In Project-Based Learning, students undertake concrete experiences by participating in real projects, then they reflect on those experiences, develop new concepts, and test them through experiments or problem solving in the project.

Kolb's model shows how hands-on experiences in Project-based learning help students develop deeper understanding, which is important in vocational high school learning, where practical skills are highly emphasized. Furthermore, the social learning theory developed by Vygotsky provides a strong theoretical basis in the application of Project-Based Learning, especially with the concept of the zone of proximal development (ZPD). Vygotsky argued that students learn most effectively when they work in a developmental zone that is slightly more difficult than what they can do alone, but can be achieved with the help of peers or more experienced mentors.

In Project-based learning, collaboration between students and guidance from teachers or mentors allows them to overcome greater challenges than they could achieve alone. This collaborative learning not only enhances their understanding, but also develops interpersonal and teamwork skills that are very much needed in the professional world. Another relevant theory is the motivational theory of Deci and Ryan, namely the theory of autonomy, competence, and relationships (self-determination theory). They argue that intrinsic motivation can be triggered when students feel they have autonomy in choosing and managing their work, feel competent in carrying out the tasks given, and feel connected to others who support them.

Project-based learning naturally encourages all three aspects, as students are given the freedom to choose projects that are relevant to their interests, receive supportive feedback from peers and teachers, and collaborate in groups that strengthen their sense of connectedness. Therefore, Project-Based Learning can increase students' intrinsic motivation to engage more deeply in their learning, which in turn can improve learning outcomes. In addition, the theory of task-based learning also supports the application of PBL, especially in the context of vocational education. Task-based learning emphasizes the completion of realistic and practical tasks, which is in accordance with the main goal of education in vocational schools, namely preparing students for the world of work. Project-based learning is a concrete implementation of the TBL principle, where students engage in tasks or projects that reflect real-world situations and require technical skills and problem solving. Through this approach, students not only learn theoretical concepts but also develop practical skills that will be useful in their future jobs.

Social construction theory also provides an important perspective in exploring the application of Project-Based Learning. This theory emphasizes that knowledge and understanding are built through social interaction and discussion between individuals. In the context of PBL, students work in groups to complete projects, allowing them to share knowledge, discuss, and solve problems together. This social interaction enriches the learning process because each group member can provide different contributions that broaden their views and understanding of the material being studied. This collaborative process not only improves understanding, but also fosters social skills such as communication, teamwork, and negotiation that are essential in the workplace. Finally, technology-based learning theory also supports the integration of Project-Based Learning in vocational high school education, especially with the increasing development of information and communication technology.

Project-based learning often involves the use of technology for research, design, or project presentation, which provides opportunities for students to learn to use tools and devices that are relevant to their field of expertise. This is in line with the needs of the workplace that increasingly relies on technology. The integration of technology in PBL not only increases the effectiveness of learning, but also introduces students to professional tools that they will use in the future. Technology provides access to wider resources and increases creativity and innovation in completing projects.

Project Based Learning in the context of vocational high school education is very relevant to the theory of constructivism, which emphasizes learning through direct experience and reflection. According to the theory of constructivism developed by Jean Piaget and Lev Vygotsky, students construct their knowledge through active involvement in the learning process. In PBL, students are faced with real problems that require them to collaborate, apply knowledge, and find practical solutions. Thus, Project Based Learning not only allows students to master theoretical concepts, but also helps them develop essential practical skills in the workplace, such as problem solving, communication, and technical skills relevant to their vocational fields.

Students' involvement in real projects enhances their understanding and creates a deeper and more meaningful learning experience. In addition, Deci and Ryan's motivation theory, namely self-determination theory, provides a foundation for the application of Project Based Learning in vocational education. This theory states that students' intrinsic motivation will increase when they feel they have autonomy in the learning process, feel competent in doing tasks, and feel connected to others. Project Based Learning, by giving students the freedom to choose and design projects, allows them to feel this sense of autonomy. They also receive positive feedback through peer collaboration and teacher guidance, which strengthens their sense of competence and social connection. Through this approach, Project-based Learning not only improves students' academic learning outcomes, but also increases their motivation to continue participating and developing in learning, which is essential in preparing them for the world of work.

RESULTS AND DISCUSSION

Project based Learning in the context of vocational high school education is very relevant to the theory of constructivism, which emphasizes learning through direct experience and reflection. According to the theory of constructivism developed by Jean Piaget and Lev Vygotsky, students construct their knowledge through active involvement in the learning process. In Project based Learning, students are faced with real problems that require them to collaborate, apply knowledge, and find practical solutions. Thus, Project based Learning not only allows students to master theoretical concepts, but also helps them develop essential practical skills in the world of work, such as problem solving, communication, and technical skills relevant to their vocational fields. Student involvement in real projects enhances their understanding and creates a deeper and more meaningful learning experience. In addition, the theory of Implementing Project Based Learning in education in Vocational High Schools has proven to be an effective method for improving student learning outcomes. Project Based Learning changes the way students interact with learning materials, where they not only receive information passively, but are also active in designing, implementing, and completing projects that reflect real-world situations.

In the context of vocational schools, where technical skills and practical expertise are essential, Project Based Learning offers the opportunity to integrate theory with industry-relevant practice. Therefore, this approach not only aims to improve students' academic understanding, but also to prepare them for the challenges of the workplace. One of the main benefits of Project Based Learning is the development of students' collaborative skills. In the projects carried out, students often work in groups, which requires them to communicate, share ideas, and solve problems together. These skills are very important in the workplace, where the ability to work in a team and collaborate with various parties is one of the aspects that is highly needed. Project Based Learning facilitates the development of these social skills through direct experience, allowing students to understand the dynamics of group work and how to contribute effectively to a team. In addition to collaborative skills, Project Based Learning also facilitates the development of critical and creative skills. Students involved in projects are faced with the challenge of solving real problems, which require critical thinking and the ability to think creatively in finding solutions. They must plan, evaluate, and implement their ideas, which involves a lot of analysis and consideration.

This process helps them develop the ability to think systematically and creatively, two skills that are very important in various vocational fields. In the workplace, the ability to think critically and creatively not only helps individuals solve problems, but also drives innovation, which is the key to success in many industrial sectors. The theory of constructivism, which focuses on learning through experience and reflection, is very relevant to the Project Based Learning approach. According to this theory, students construct their knowledge through active interaction with their learning environment, both individually and socially. Project Based Learning gives students the opportunity to experience the learning process themselves, both in practical and theoretical aspects. They do not only receive information from teachers, but actively create new knowledge through direct experience in projects.

This allows students to have a deeper and more applicable understanding of the material they are learning. In addition to constructivism, the theory of experiential learning proposed by David Kolb is also a basis that supports Project Based Learning. Kolb argues that effective learning processes involve concrete experiences, reflection, abstract concepts, and active experimentation. In the context of Project Based Learning, students undertake concrete experiences by working on projects, then reflect on the results, develop new concepts, and test their ideas in experiments or practical applications. This process is iterative and enriches students' understanding of the subject matter, making Project Based Learning a very effective approach in vocational education. Not only

focusing on the cognitive aspect, Project Based Learning also supports the development of students' metacognitive skills. Students involved in projects are often asked to plan, monitor, and evaluate their own progress, which encourages them to think about how they learn. This allows them to become more aware of their learning process, improve their approach, and solve problems more efficiently.

The development of these metacognitive skills is very important, because students who have the ability to think about how they learn will be more independent and able to overcome learning challenges in the future. On the other hand, the application of Project Based Learning in vocational schools also supports the development of students' technical skills. In many Project Based Learning projects, students are asked to use practical skills that are relevant to their vocational fields, such as designing, testing, or producing. This provides an opportunity for students to learn in a more practical way, not only through theory but also directly through practice. This experience makes them better prepared to face the world of work, where specific and applicable technical skills are in high demand. Through Project Based Learning, students can see the direct relevance between what they learn and the needs of the industry. However, the challenge in implementing Project Based Learning in vocational schools is how to design projects that are in accordance with the curriculum and the desired competency standards. A good project must be designed by considering the learning objectives to be achieved, as well as relevance to the industrial world. Teachers need to ensure that the projects given not only challenge students to think and work hard, but also cover the core competencies that must be mastered. Therefore, careful planning and selecting the right project are very important in implementing Project Based Learning.

Another challenge is how to ensure that all students can contribute optimally to group projects. Within a group, there is a possibility of inequality in the division of tasks, which can affect the final outcome of the project. Some students may feel less involved or not given the opportunity to contribute optimally. Therefore, teachers must ensure that each student has a clear role and the opportunity to contribute fairly to the project. The approach that can be used is to give individual tasks in group projects or by arranging role rotation in each stage of the project.

The implementation of Project Based Learning in SMK also requires support from technology, considering that many projects require sophisticated technological devices and tools. Technology can be used for research, design, testing, and project presentations, allowing students to utilize professional tools that are relevant to their fields. Technology not only makes projects more effective and efficient, but also introduces students to the tools they will use in the world of work. The use of technology in Project Based Learning prepares students to adapt to rapid technological developments in the industry, providing them with the skills needed to compete in the global job market.

In addition, project-based learning can increase student motivation. Project-based learning provides students with the opportunity to choose projects that interest them, so they feel more involved and motivated to complete the task. Intrinsic motivation that grows from interest in the project being worked on has the potential to improve the quality of work results and learning experiences. Students who feel more involved and have control over their learning process tend to be more enthusiastic about learning and achieve better results. On the teacher's side, the implementation of Project Based Learning also brings changes in the way they teach. Teachers act as facilitators who provide direction, guidance, and feedback throughout the project, not just as information providers. This role requires teachers to have skills in supporting active and collaborative learning. Teachers must be able to adjust teaching strategies to ensure that students remain focused on learning objectives and can overcome challenges faced in the project. Skills in managing projects, guiding students, and providing constructive feedback are essential to the success of Project Based Learning implementation.

Overall, Project Based Learning has a positive impact on student learning outcomes in vocational schools, both in terms of understanding the material and developing

practical skills needed in the world of work. By combining theoretical and practical learning, Project Based Learning not only prepares students academically, but also provides them with relevant and ready-to-use skills to enter the professional world. The implementation of Project-Based Learning in Vocational High Schools provides many benefits, but requires careful planning, technological support, and active involvement from students and teachers to achieve optimal results. From Deci and Ryan, namely the theory of self-determination, provides the basis for the implementation of Project-Based Learning in vocational education. This theory states that students' intrinsic motivation will increase when they feel they have autonomy in the learning process, feel competent in doing assignments, and feel connected to others. Project-based learning, by giving students the freedom to choose and design projects, allows them to feel this sense of autonomy. They also get positive feedback through collaboration with peers and guidance from teachers, which strengthens their sense of competence and social relationships. Through this approach, Project-Based Learning not only improves students' academic learning outcomes, but also increases their motivation to continue participating and developing in learning, which is very important in preparing them for the world of work.

The implementation of Project based learning in education in Vocational High Schools has a significant impact on student learning outcomes, both in terms of understanding the material and developing practical skills. Project based learning allows students to learn in a more active and contextual way, by involving them in projects that require the application of knowledge and skills that are relevant to the real world.

This approach is very suitable for vocational schools whose main goal is to prepare students to enter the workforce with the skills needed in various industries. Through Project based learning, students not only obtain theoretical information, but also directly experience the application of knowledge in real situations. Project based learning facilitates collaboration-based learning, where students work in groups to complete projects. This collaboration allows students to learn to work together, share ideas, and solve problems as a team. Collaborative skills are very important in the professional world, where teamwork and communication skills are key to completing tasks successfully.

In Project based learning, interactions between students also provide opportunities to learn from each other from different experiences and perspectives, which enriches the learning process. Therefore, Project based learning plays an important role in developing students' social skills that they will bring to the workforce. In addition to social skills, Project based learning is also very effective in developing critical and creative thinking skills. Students involved in real projects will face problems that require solving, evaluating, and finding innovative solutions.

These critical and creative thinking skills are very important, especially in the industrial world that continues to grow and requires individuals who are able to adapt to change and overcome challenges in new and different ways. In Project based learning, students not only learn theory, but are also trained to think analytically and creatively in solving problems they encounter in the project. The constructivism approach provides a strong theoretical basis for the application of Project based learning. Constructivism emphasizes that knowledge is built through direct experience and reflection. In the context of Project based learning, students build their knowledge by working on challenging projects, where they can apply the concepts they have learned in real situations. Project based learning gives students the opportunity to not only understand the material but also understand how the material is applied in practice. This process makes learning more meaningful, because students can see the relevance between what they learn and what is needed in the world of work. In addition to constructivism, the theory of experiential learning proposed by David Kolb is also relevant to Project based learning. Kolb argues that effective learning involves four stages: concrete experience, reflection, abstract concepts, and active experimentation.

Project-based learning allows students to follow this cycle, starting with direct experience through project work, then reflection on what has been done, development of new concepts, and finally active experimentation to test the ideas that have been developed. This approach helps students to internalize knowledge more deeply and relevantly, because they do not only memorize theories but also experience them in concrete contexts. One of the biggest challenges in implementing Project-based learning in vocational schools is how to design projects that are in accordance with the curriculum and expected competency standards. Projects given to students must not only be interesting, but also be able to cover all the learning objectives to be achieved. This requires careful planning, where teachers must be able to integrate the basic competencies that students must master in practical projects.

A good project design must challenge students, but also allow them to succeed, giving them the opportunity to develop the skills needed for the world of work. In addition, in Project-based learning, it is important to ensure that each student contributes maximally to group projects. Sometimes, in a group setting, there are students who are more dominant and others who tend to be passive, which can reduce the effectiveness of learning. To overcome this, teachers need to arrange a clear division of tasks and ensure that each group member is actively involved. Teachers can also conduct individual evaluations within the group to measure each student's contribution and provide constructive feedback.

This will ensure that students get the most out of the projects they work on together. The use of technology in Project-Based Learning is also very important to support the effectiveness of learning in vocational schools. Technology provides students with access to various tools and resources that can help them complete projects more efficiently and creatively. For example, students involved in graphic design or engineering projects can use specialized software that is relevant to their field. Technology also facilitates communication and collaboration between students, and makes it easier to convey project results through digital presentations.

By utilizing technology, Project-Based Learning becomes more dynamic and in line with the demands of the industry that increasingly relies on technology in various aspects of work. On the teacher's side, the implementation of Project-Based Learning changes their role from merely providing information to facilitators who guide students in the learning process. Teachers play an important role in designing challenging projects, providing constructive feedback, and ensuring that students remain focused on learning objectives. In addition, teachers also need to develop skills to manage projects, because Project-Based Learning involves many stages and requires good supervision so that students can complete projects with optimal results. The role of teachers in providing clear directions and supporting students throughout the project process is very important in the success of implementing Project-Based Learning.

Overall, Project Based Learning is a very effective approach to improve student learning outcomes in vocational schools, both in terms of academics and practical skills development. Through Project Based Learning, students not only learn theoretical material, but also gain hands-on experience that is relevant to the industrial world. Project Based Learning helps students develop technical skills, social skills, and critical and creative thinking skills that are highly needed in the workplace. However, the success of Project Based Learning requires careful planning, technological support, and active involvement from students and teachers. By considering these factors, Project Based Learning can be a very effective tool to prepare vocational school students to face challenges in the professional world.

CONCLUSION

Overall, the implementation of Project-based learning in Vocational High Schools has proven to be very effective in improving student learning outcomes in a way that is applicable and relevant to the needs of the industrial world. This approach not only allows students to learn the material in depth and practically, but also develops important skills such as collaboration, critical thinking, creativity, and technical skills that are very much needed in the world of work. Project-based learning places students at the center of active learning, allowing them to face real challenges that require problem solving and application of concepts that have been learned, and provides them with the opportunity to gain direct experience that can enrich their knowledge and skills. Although the implementation of Project-based learning has challenges, such as project planning that is in accordance with the curriculum, dividing tasks evenly in groups, and managing the use of appropriate technology, the benefits obtained are much greater. Teachers play an important role as facilitators who guide students through the learning process, provide constructive feedback, and ensure that each student can contribute optimally. With the right approach, Project-based learning not only improves academic learning outcomes but also prepares vocational high school students to enter the professional world with relevant and ready-to-use skills. Therefore, Project based learning is a method that is very suitable to be implemented widely in vocational education, because apart from supporting the development of knowledge, it also equips students with the practical skills needed in their careers.

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