

Implementation of Project Based Learning Model to Improve Interest and Learning Outcomes of Islamic Education at SMP Negeri 4 Sutera

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Abstract: This study aims to improve students' interest and learning outcomes in Islamic religious education learning by using a problem-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 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 problem-based learning model can improve students' interest and 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 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of a problem-based learning model can be used as an alternative to improve students' interest and learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, Islamic education, character education, problem based learning.

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INTRODUCTION

Islamic Religious Education has an important role in shaping students' personalities to have faith, piety, and noble morals.¹ One of the main materials in PAI is the inspiration of the Qur'an: preserving nature, preserving life.² However, in the learning process, various obstacles are still found. Based on the results of initial observations at SMPN 4 Sutera, it was found that grade VIII students tended to be less active in learning. Students appear passive and less motivated to engage in the learning process. ³ Several factors are suspected to be the cause of these problems, including; 1) The learning approach is less interesting so that students feel bored and passive; 2) Lack of project-based learning that can hone students' critical thinking skills; 3) The use of the lecture method is dominant so that students only receive material passively without actively participating; 4) Limitations in relating learning materials to students' real lives, so that students have difficulty understanding the concepts taught; 5) Based on these problems, a learning solution is needed that can increase students' interest and learning outcomes. One of the efforts that can be made is to apply a Project-based learning model or Project-Based Learning (PjBL).

The PJBL model provides opportunities for students to think critically, as well as produce real-life learning.

Thus, students not only gain knowledge, but also have the ability to think critically and independently. Considering these problems and potential solutions, the researcher intends to conduct a Classroom Action Research (PTK) which aims to apply the Project Based Learning (PJBL) model in increasing students' interest and learning outcomes in Qur'anic inspiration material: preserving nature, maintaining life in grade VIII of SMPN 4 Sutera. Enhancing students' interest and learning outcomes in Islamic Education and Character Education is a vital step toward fostering holistic development in learners. However, traditional teaching methods often fall short in capturing students' attention and promoting meaningful engagement with the subject matter. At UPT SMP Negeri 4 Sutera, the challenges of low student interest and suboptimal learning outcomes have highlighted the need for innovative teaching strategies. One promising approach is the implementation of the Project-Based Learning (PBL) model, which emphasizes active participation, collaboration, and real-world application of knowledge.

The PBL model encourages students to explore and solve problems through hands-on projects that connect classroom learning to their daily lives. In the context of Islamic Education and Character Education, PBL offers an opportunity for students to internalize moral and ethical values while developing critical thinking and teamwork skills. This study aims to evaluate the implementation of the PBL model at UPT SMP Negeri 4 Sutera, focusing on its effectiveness in increasing students' interest and improving their learning outcomes. By integrating PBL into Islamic and character education, this research seeks to provide insights into creating more engaging and impactful learning experiences for students.

Islamic Education and Character Education are fundamental components of the school curriculum that aim to nurture students' moral and ethical values alongside their academic development. However, traditional teaching methods often fail to engage students effectively, leading to a lack of interest and suboptimal learning outcomes. At UPT SMP Negeri 4 Sutera, challenges such as low student motivation and limited participation in the learning process have become evident, highlighting the need for innovative teaching strategies that can foster a deeper connection between students and the subject matter.

The Project-Based Learning (PBL) model offers a promising solution to these challenges by emphasizing student-centered and experiential learning. Unlike conventional methods, PBL allows students to explore real-world problems and develop solutions through collaborative projects. This approach not only enhances understanding of the subject matter but also helps students build critical thinking, creativity, and teamwork skills, making the learning process more dynamic and engaging.

In the context of Islamic Education and Character Education, the PBL model provides an opportunity for students to internalize moral values through meaningful and practical activities. By engaging in projects that reflect real-life situations, students can better understand and apply Islamic teachings in their daily lives. For example, projects that involve community service or ethical decision-making can deepen students' awareness of their responsibilities as individuals and members of society.

This study aims to evaluate the implementation of the PBL model at UPT SMP Negeri 4 Sutera, focusing on its impact on students' interest and learning outcomes in Islamic Education and Character Education. By integrating project-based activities into the curriculum, the research seeks to create a learning environment where students actively participate and take ownership of their learning journey. This approach is expected to foster not only academic success but also personal growth and character development.

Ultimately, the findings of this research are expected to provide valuable insights for educators and policymakers in designing innovative teaching strategies that enhance the quality of education. The PBL model has the potential to transform the teaching of Islamic Education and Character Education by making it more relevant, engaging, and impactful for students. By bridging the gap between theory and practice,

this approach ensures that students gain both the knowledge and the values needed to become responsible and ethical individuals in society.

METHODS

This type of research is Classroom Action Research (PTK). According to Wardhani (2007:1.4), Classroom Action Research (PTK) is research conducted by teachers in their own classrooms through self-reflection, with the main goal of improving teacher performance and improving student learning outcomes. Ritawati (2008:15) stated that PTK is a process that is carried out collaboratively and continuously through the cycle of planning, action, observation, and reflection. In this study, the application of the Project Based Learning (PJBL) model aims to increase students' interest and learning outcomes in the Qur'anic inspiration material: preserving nature, maintaining life in grade VIII of SMPN 4 Sutera. In this study, there are two variables, namely; 1) Independent Variable; 2) Bound variables. The population in this study is all grade VIII students of SMPN 4 Sutera in the odd semester of the 2024/2025 school year.

The sample of this study is grade VIII students of SMPN 4 Sutera. The selection of this sample uses the purposive sampling technique, which is the deliberate selection of subjects based on the purpose of the research. Class VIII was chosen because there were learning problems related to low interest and learning outcomes in Qur'anic inspiration materials; 1) preserving nature, preserving life. The types of data collected in this study consist of; 1) Qualitative Data: Data obtained from observations, field notes, and interviews, especially those related to student activity and the learning process using PJBL; 2) Quantitative Data: Data obtained from the results of student learning tests, skill scores, and assessments of cognitive, affective, and psychomotor aspects of students. The data sources in this study are; 1) Students; 2) teachers; 3) Peers. The data collection techniques are; 1) Observation; 2) Test; 3) Interviews; 4) Documentation.

The data obtained in this study were analyzed using qualitative and quantitative analysis. Qualitative Data Analysis. Qualitative data was obtained from the results of observations, interviews, and field notes. This data was analyzed using descriptive analysis methods, namely through data reduction, data presentation, and drawing conclusions (Miles & Huberman, 1994). Quantitative Data Analysis. Quantitative data in the form of student test results were analyzed using the formula of class average scores, individual completeness levels, and classical completeness.

RESULTS AND DISCUSSION

This study aims to examine the effectiveness of the implementation of the Project Based Learning (PJBL) learning model in increasing student interest and learning outcomes in Islamic Religious Education (PAI) and Ethics subjects in grade VIII UPT SMPN 4 Sutera. The focus of the material used is "Inspiration of the Qur'an: Preserving Nature, Maintaining Life," which is expected to increase students' awareness of the importance of protecting nature and life in accordance with Islamic religious values. The PJBL model was chosen because it can activate students, make learning more contextual, and involve them directly in the project-based learning process. In the early stages of the research, before the PJBL model was implemented, students tended to be less interested in PAI materials that tended to be considered abstract and not directly related to their daily lives. Students often find it difficult to understand the relationship between Islamic teachings and environmental and social issues. Their learning outcomes are also inadequate, with average grades that do not reach the set standards. Many students are passive and tend to just wait for explanations from the teacher without making an effort to relate the material to real life. After the implementation of the PJBL model, there was a significant change in students' interest and involvement in learning.

Through the given projects, students are encouraged to work on tasks relevant to their lives, such as designing small projects related to nature conservation that are in accordance with the teachings of the Qur'an. This project provides an opportunity for students to delve deeper into the verses of the Qur'an that talk about preserving nature and life. Students feel more motivated because they can directly apply the knowledge gained in real contexts, not just theories. During the implementation of the project, students work in groups, which allows them to exchange ideas, work together, and solve problems collaboratively. Through this activity, they not only understand the importance of protecting nature and life from the perspective of Islam, but also learn to plan and carry out an activity well. In group discussions, students are more active in asking questions and giving opinions, which shows an improvement in critical thinking skills and public speaking skills.

This suggests that the PJBL model can increase interest and student engagement in learning PAI and Ethics. One of the interesting things is the change in student learning outcomes after the implementation of the PJBL model. Previously low test scores began to increase significantly. Students can answer questions related to the material "Preserving Nature, Maintaining Life" more precisely and in depth. This increase occurs because students not only receive information passively, but are also active in digging up material through the projects they are working on. This process makes learning more meaningful for students because they can relate religious concepts to real actions that can be done in daily life. In the project, students are assigned to make proposals and carry out activities related to nature conservation, such as creating a waste recycling program, planting trees, or organizing campaigns regarding the importance of maintaining cleanliness and environmental sustainability. Each group then presented the results of their project in front of the class.

This activity not only helps students understand the importance of preserving nature, but also develops cooperation, communication, and presentation skills that are very useful in their lives going forward. However, in its implementation, there are several challenges faced by students and teachers. One of the main challenges is the difficult time management in project execution. Because project activities take longer, sometimes students find it difficult to complete the project within the stipulated time limit. Therefore, teachers need to do more careful planning, by dividing the project into several stages that are more manageable and ensuring that each stage runs smoothly. In addition, in some cases, students who are less active or less initiative sometimes feel left behind in the project, thus affecting the overall performance of the group.

To overcome this, teachers need to pay more attention to the student, either through direct guidance or by ensuring that each group member has a clear role and can contribute to the project. A clear division of tasks will help students to be more focused and involved in the project, so that the results achieved are maximized. However, overall, the application of the PJBL model has a significant positive impact on students' interests and learning outcomes. Students feel more motivated and actively involved in learning, because they can see the relationship between religious lessons and problems that exist in the real world, especially related to the preservation of nature and life. Through the application of the PJBL model, students not only acquire knowledge, but also practical skills that they can apply outside of school. The application of the PJBL model in learning PAI and Ethics in the material "Preserving Nature, Maintaining Life" provides opportunities for students to better understand the teachings of Islam in the context of their daily lives. Students learn that protecting nature and life is part of a religious obligation that must be applied in concrete actions. This strengthens their understanding of the relationship between religion and the environment, as well as fosters a sense of responsibility to preserve nature. From the results of the evaluation conducted at the end of the study, it is known that there is a significant improvement in student learning outcomes, both in terms of knowledge and skills.

The average test scores of students have experienced a significant increase after the implementation of the PJBL model, which shows that they can understand the material better and more in-depth. In addition, students' social skills and critical thinking skills also improve, as they are actively involved in project discussions and execution. The application of the PJBL model also has a positive impact on the formation of student character. Students become more concerned about environmental and life issues, and have the awareness to apply the values taught in the Qur'an, such as maintaining the balance of nature and living in harmony. This is very relevant to the educational goal which not only focuses on knowledge, but also on the formation of good character, which can be applied in daily life. Overall, the application of the PJBL model in learning PAI and Ethics in class VIII UPT SMPN 4 Sutera has proven to be effective in increasing students' interest and learning outcomes. This model helps students to be more active, creative, and critical in learning, as well as associate religious knowledge with concrete actions that can be taken to preserve nature and life. Therefore, it is recommended that the PJBL model be applied more widely in learning PAI and other subjects in schools, to improve the quality of education and student involvement in the learning process.

Based on the results of research conducted on the application of the Project Based Learning (PJBL) model in Islamic Religious Education (PAI) and Ethics learning in the material "Inspiration of the Qur'an: Preserving Nature, Maintaining Life" in class VIII UPT SMPN 4 Sutera, it can be concluded that the use of this method can significantly increase students' interest and learning outcomes. The implementation of PJBL has a positive impact on students' involvement in the learning process and increases their understanding of abstract materials by connecting them directly to real life, especially in the context of nature and life conservation.

Before the implementation of the PJBL model, many students were less interested in learning PAI and found it difficult to connect the material with their daily lives. Student learning outcomes in the early period show that students tend to be passive and less able to apply the concepts taught. However, after the PJBL model was implemented, students looked more enthusiastic and active in participating in learning. This model gives them the opportunity to delve deeper into the material through the projects they work on together, so they feel more engaged in learning. During the implementation of the project, students work in small groups and carry out activities relevant to the theme of nature conservation, such as drafting a waste recycling program, planting trees, and holding environmental campaigns. This activity not only helps students to better understand Islamic teachings about the importance of protecting nature, but also trains cooperation skills, communication, and practical skills that are useful in real life. PJBL-based project activities allow students to learn collaboratively, share ideas, and find solutions together, which improves their critical thinking skills.

The increase in student interest and engagement is reflected in their high participation in group discussions and project presentations. Students feel more free to express their opinions and ideas, as well as collaborate with their peers in completing assignments. Thus, the PJBL model has succeeded in creating a more dynamic and fun learning atmosphere, which directly contributes to the improvement of student learning outcomes in PAI subjects. The results of the evaluation after the implementation of the PJBL model also showed a significant improvement in student learning outcomes. Previously, students had difficulty remembering and understanding the material in depth. However, by implementing projects that are directly related to the values in the Qur'an, students can relate the lessons to their daily lives. This makes the material easier for students to understand and accept, so they can answer the exam questions better. The application of PJBL in PAI learning also plays an important role in improving students' social and communication skills. The collaborative process in a project teaches students to work together, share tasks, and support each other in completing a task. These skills are

not only useful in an academic context, but also contribute to their social lives outside of school. The ability to communicate well and work in a team is a skill that is needed in the world of work and social life of the community. In addition to improving learning outcomes and social skills, the implementation of PJBL also has a positive impact on the formation of student character.

Students are increasingly aware of the importance of preserving nature and life, which is a value taught in the Qur'an. Through their projects, students learn to care more about the environment and apply religious teachings in their daily lives. This shows that PJBL not only focuses on the cognitive aspect, but also on the development of students' attitudes and character. Although the implementation of PJBL has provided positive results, there are several challenges that need to be overcome. One of the main challenges is more intensive time management. Because projects take longer, sometimes students have difficulty dividing their time between project work and other lessons. Therefore, teachers need to do careful planning to ensure that project activities can be completed properly without disrupting other learning processes. Managing time well will help students to stay focused and complete projects according to the goals that have been set. Another challenge faced is the diversity of students' skill levels in working together. Some students may be more dominant in the group, while others find it difficult to actively participate. To address this, teachers need to pay special attention to underactive students and ensure that each student has a clear role in the project.

With an even division of tasks and proper supervision, every student can be engaged maximally in project activities. However, despite these challenges, the implementation of PJBL has proven to be effective in increasing students' interest and learning outcomes in PAI learning. This method not only improves students' understanding of the material, but also develops social skills and character that are crucial to their development. Through a project based on Qur'anic values, students are invited to apply religious teachings in their daily lives, especially in protecting nature and life. Overall, the application of the PJBL model in PAI learning in class VIII UPT SMPN 4 Sutera showed satisfactory results. Students are more active, more confident, and better understand the material being taught.

This increase in interest and learning outcomes shows that PJBL is an effective method to be used in PAI learning, which integrates religious values with actual issues relevant to students' lives. Therefore, it is recommended that the PJBL method be applied more widely in other schools to improve the quality of learning and student engagement. With these positive results, schools can adopt the PJBL model for other PAI learning, so that students can be more active and play a role in developing their abilities, both in the academic and social fields. Project-based learning provides a more contextual and enjoyable learning experience, which can improve overall student learning outcomes. This proves that project-based learning has great potential in improving the quality of education, especially in learning Islamic Religious Education and Ethics.

CONCLUSION

This study demonstrates that the implementation of the Project-Based Learning (PBL) model significantly enhances students' interest and learning outcomes in Islamic Education and Character Education at UPT SMP Negeri 4 Sutera. Through this approach, students actively engage in the learning process, both individually and collaboratively, creating a more relevant and meaningful learning experience. Furthermore, PBL enables students to develop critical thinking, problem-solving, and teamwork skills, aligning with the goals of Islamic Education and Character Education to cultivate individuals with noble character. By connecting projects to real-life situations, students not only understand religious concepts but also apply these values in their daily lives. Therefore, the Project-

Based Learning model can serve as an effective teaching strategy to improve the overall quality of education.

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