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Improving Student Learning Outcomes in Islamic Learning at SMP Negeri 2 Panti by Implementing the Project Based Learning Model

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Abstract: This study aims to improve student learning outcomes in Islamic 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 junior high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure the improvement of student learning outcomes in Islamic education learning 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 learning using the Project Based Learning Model can improve student learning outcomes in Islamic education learning. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 45.56%, the first cycle 77.87% and in the second cycle increased to 90.67%. Thus, the use of the Project Based Learning Model can be used as an alternative to increase student activity in Islamic education learning in Islamic education learning.

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

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INTRODUCTION

Education is a planned and systematic learning process to develop individual self-potential, both intellectually, spiritually, socially, and skillfully. Etymologically, the word education comes from the word "education" which gets the prefix "pe" and the suffix "an", which means a process, deed, or way of educating. Broadly speaking, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have, a) Religious spiritual strength; 2) Self-control; 3) Personality; 4) Intelligence; 5) Noble morals; 6) Skills necessary for themselves, society, nation, and country. Ki Hajar Dewantara defines education as a guide in the life of children's growth. That is, education guides all the natural forces that exist in students to achieve the highest safety and happiness. John Dewey views education as the process of forming fundamental skills, both intellectually and emotionally, in relation to nature and fellow humans. Thus, education is an important foundation in the development of human

resources and the progress of a nation, because through education, individuals can develop their potential optimally and contribute positively to society.

According to Sugihartono (2012:3), education is an effort that is made consciously and deliberately to change human behavior, both individually and in groups, to mature human beings through teaching and training efforts. By striving for varied and quality teaching, it is hoped that it will be able to help students achieve their learning goals in a mature and optimal manner and increase enthusiasm and motivation to learn with the support of teachers. Dr. Zakiah Daradjat Islamic Religious Education is an effort to guide and develop human potential through an educational process that leads to the formation of noble morals in accordance with Islamic teachings, with the aim of forming kamil (perfect humans) who fear Allah SWT. Prof. Dr. Omar Muhammad Al-Toumy Al-Syaibany Islamic Religious Education is a process of transforming knowledge, values, and skills based on Islamic teachings, which takes place comprehensively to develop human personality in all aspects: spiritual, intellectual, moral, psychological, and social.

Purpose Islamic religious education is to educate individuals to become human beings who not only believe in and fear Allah but also have noble morals and are able to contribute positively to society. Through this education, it is hoped that every individual can live a life in a balance between worldly and ukhrawi. Islamic Religious Education (PAI) is one of the most important subjects in shaping the character and morals of students. However, in practice, there are still many challenges faced in the PAI learning process, especially at the Junior High School (SMP) level. One of the problems that often arise is the low learning outcomes of students. T

hese goals are expected to shape students into comprehensive Muslims, who not only understand religion theoretically but are also able to practice it in daily life. At SMPN 2 Panti, based on initial observations, several problems were found in PAI learning. First, low student learning outcomes in lessons. This can be seen from the passive attitude of students in class, lack of enthusiasm in discussions, and lack of active participation during the learning process. Second, learning methods that are still conventional where teachers still dominate teaching and learning activities. Monotonous lecture methods cause students to tend to be bored and less involved in the learning process.

As a result, the understanding of the concept of PAI material is limited and the learning results do not reach the expected completeness. Based on the data of daily test scores, it shows that the average learning outcome of PAI grade VIII is still below the Minimum Completeness Criteria (KKM) set, which is 75. Of the 15 students, only about 40% were able to achieve KKM, while the other 60% of students still obtained scores below the expected standard. To overcome these problems, a learning method is needed that can increase student activity, motivation, and learning outcomes. One of the methods that is considered effective is the PJBL (Project based learning) Approach, which allows students to work together in small groups, help each other, and learn together with the goal of achieving optimal academic achievement.

METHODS

The type of research that will be used is Classroom Action Research (PTK). This research is used because it is easy to identify problems that occur during the learning process and can also find alternative solutions to problems that occur in real life during the learning process in the classroom, in this study using the PJBL (Project based learning) approach which is to identify the background of the occurrence of these problems. This class action research was carried out at SMPN 2 Panti, Pasaman Regency, Prov. West Sumatra.

This research was carried out in the 2024/2025 school year in the even semester, starting from January to June 2025. The determination of the time of this study refers to the academic education calendar in schools. This PTK is carried out through 4 cycles to see the improvement of student learning outcomes through the application of the PJBL (Project based learning) Approach. In this study, the object of the research is grade VIII

students for the 2024/2025 school year consisting of 10 students, 5 boys and 5 girls at SMPN 2 Mapat Tunggul, Pasaman Regency, West Sumatra Province. The focus of the research in this PTK is Improving the Learning Outcomes of Grade VIII Junior High School Students in PAI Subjects, with the application of the PJBL (Project based learning) Approach in Mapat Tunggul District, Pasaman Regency, West Sumatra Province for the even semester of 2024/2025.

The type of data used in this PTK is primary data which is original and unique data collected directly by the researcher from an example of a data source according to his needs. This indicates that the data is collected by the researcher himself for a specific purpose. The way to collect primary data can be by conducting surveys, observations, interviews, case studies and other direct activities. The data sources in this study consist of several sources, namely students, teachers, and collaborators. The data analysis technique used in this PTK is descriptive qualitative analysis, which is an analysis that emphasizes the discussion of data and research subjects by presenting data systematically and not concluding the results of the research. Descriptive qualitative analysis is used to describe the learning outcomes of Islamic Religious Education (PAI) students.

This analysis includes the average score of the student's daily test scores, assignment and homework scores, maximum grades, minimum grades, and ideal scores. In addition, descriptive qualitative analysis is used to describe student learning outcomes, teachers' ability to manage learning, and student responses during learning. This class action research was carried out in four cycles. Each cycle consists of 1 meeting (3 x 35 minutes). Changes in actions are carried out in each cycle according to the goals to be achieved. The action consists of 4 cycles with the following, 1) Planning; 2) Implementation of Action; 3) Observation; 4) Reflection.

The PJBL method also improves students' critical thinking skills. In completing projects, students are faced with a variety of challenges that require in-depth analysis and creative solutions. They are not only required to remember and understand the material, but also to apply it in concrete situations, which makes learning more meaningful. Thus, PJBL facilitates the development of higher-order thinking skills in students that are highly beneficial in their daily lives. In addition, the application of PJBL can increase students' understanding of Islamic religious teachings in a real-life context. In the projects given, students learn to link religious teachings with social actions, such as creating a program of activities based on Islamic values. It is shows that PAI learning is not only limited to memorizing religious teachings, but also applying them in daily life, which can have a positive impact on the development of students' character. However, despite the many advantages, the study also identified some challenges in the implementation of PJBL. One of the main challenges is limited time management.

Project-based learning takes longer to complete tasks compared to conventional methods. Some groups of students need more time to complete projects, especially those related to discussion and planning. Therefore, it is important for teachers to do more efficient time planning so that the project can be completed properly and still accommodate other learning materials. Another challenge faced in the implementation of PJBL is the limited resources available in schools. Some projects require tools or materials that may not be available at school, so teachers need to look for alternatives to ensure the project can continue to run smoothly. In this case, support from parents and the surrounding community can be a very helpful factor in providing the resources needed for the project. However, the application of the PJBL method at SMPN 2 Panti still shows very positive results. Students who were previously less enthusiastic about PAI lessons became more active and had a better understanding of the material taught. The improvement is also reflected in the students' test scores that increase after the application of this method, both in understanding religious concepts and in the ability to apply them in real life. This shows that PJBL is able to have a significant impact on the quality of PAI learning in grade VIII. Thus, it can be concluded that the Project-Based Learning (PJBL) method is an effective approach to improve student learning outcomes in PAI subjects at SMPN 2 Panti.

The success of this method in increasing student motivation, engagement, and understanding of the material shows that project-based learning can be used as a useful alternative to create a more dynamic and interactive learning atmosphere. Therefore, the implementation of PJBL should continue to be considered and expanded to other subjects to improve the overall quality of education.

RESULTS AND DISCUSSION

The researcher began carrying out the first research activity on December 22, 2024 by holding a study on the Qur'an Inspiration material, the beauty of religion in moderation with the usual method, namely the conventional method (lectures then practice). This pre-cycle activity aims to find out the learning achievements of students in Islamic Religious Education before applying the PJBL (Project based learning) approach to the Qur'an Inspiration material, the beauty of religion in moderation.

Based on the results of the pre-cycle activities above, it was concluded that conventional learning using lectures could not improve students' learning achievement in faith material to the Angel of God. The results of the Cycle I Research, in this first action planning, the researcher applied the Experiential Learning Model in understanding the subject matter of Islamic Religious Education. The researcher prepares learning media resources and teaching aids that will be used in learning by using the PJBL (Project based learning) Approach on Imitating the Nature of the Prophet and Messenger (sidik, tablik, amanah and fatanah). The research conducted at SMPN 2 Panti aims to improve student learning outcomes in Islamic Religious Education (PAI) grade VIII through the application of the Project-Based Learning (PJBL) method.

The results of the study showed a significant improvement in student learning outcomes after the application of the PJBL method. Prior to the application of this method, the results of the student test showed that most students had a lack of understanding in the PAI material. However, after the learning process with PJBL, there was a significant increase in the average score of the student learning outcome test, both in terms of understanding the material and their applicability to the concepts taught. Students who were initially less interested in PAI lessons showed a more positive change in attitude after participating in project-based learning.

With projects to complete, they become more involved in learning, thinking creatively, and actively discussing with their groupmates. One of the most prominent aspects of the implementation of PJBL is that students are better able to relate the religious concepts taught to real life. For example, in projects related to the application of Islamic teachings in daily life, students can design projects that are relevant to the context of their lives, such as creating social activities based on Islamic values. In addition, the evaluation of learning outcomes through observation also shows that students become more active and independent in learning.

They not only wait for instructions from the teacher, but also look for other references, discuss, and collaborate with their friends to complete the project given. Thus, the application of the PJBL method is able to improve students' critical thinking skills and social skills, such as communication and cooperation. The application of the Project-Based Learning (PJBL) method in PAI learning has a significant positive impact on student learning outcomes. This method prioritizes project-based learning that encourages students to be more active, creative, and directly involved in learning.

In the context of PAI subjects, students are given projects that require them to apply Islamic teachings in their daily lives, such as designing social programs that reflect Islamic values or making reports related to Islamic history. These projects provide students with the opportunity to learn practically and connect directly with the material being studied. One of the main advantages of PJBL is improving students' ability to work in groups. In each project, students must collaborate with classmates, which forces them to communicate, discuss, and solve problems together. This has an effect on improving

students' social skills, as they learn to respect the opinions of others, share tasks, and take responsibility for their part in the project.

The ability to work in this team is very important in everyday life and in the world of work in the future. In addition, the application of PJBL in PAI learning also allows students to better understand the context of religious teachings in real life. Instead of just learning religious theories or concepts in the form of memorization, students can see firsthand how these teachings are applied in social life. By designing projects that combine religious theory with practice, students not only remember the teachings of Islam, but also understand how to apply them in their lives, such as helping others, protecting the environment, and behaving with good ethics in accordance with religious teachings. However, the implementation of the PJBL method also faces several challenges.

One of them is time management. The given project takes longer to complete compared to traditional learning methods that is more structured. Some groups of students need more time to complete their assignments, especially if they have difficulty discussing ideas or organizing group work. Therefore, more careful time planning and intensive supervision from teachers are needed so that the project can be completed properly and does not interfere with other learning schedules. Another challenge is the availability of resources to support the student's desired project. Some projects may require tools or materials that are not always available at school.

In this case, teachers need to ensure that the projects provided are realistic and in accordance with the resources available in the school. In addition, support from parents or the surrounding community can also be a factor that supports the success of a student's project. That way, the implementation of PJBL can run more smoothly and optimally. Despite these challenges, the results of the study show that the application of PJBL in PAI learning at SMPN 2 Panti is very effective in improving student learning outcomes.

The increase in student motivation and engagement in learning is very noticeable after the implementation of this model. Students who were previously less enthusiastic about PAI lessons are now more active, excited, and have a better understanding of the material being taught. Overall, the application of the PJBL method in PAI learning at SMPN 2 Panti has been proven to be able to improve student learning outcomes both academically and socially skills.

With the increase in motivation, critical thinking skills, and the ability to apply material in daily life, it is hoped that this method can be continued and applied to other lessons. This will encourage the creation of a more dynamic and interactive learning environment in schools, which in turn will improve the overall quality of education.

CONCLUSION

Based on the results of research conducted at SMPN 2 Panti, the application of the Project-Based Learning (PJBL) method in Islamic Religious Education (PAI) learning in grade VIII has proven to be effective in improving student learning outcomes. Through the PJBL method, students not only acquire knowledge theoretically, but also apply it in projects that are relevant to the material being studied. Increased motivation, active involvement, and students' understanding of the material are the main indicators of the success of this method. Previously, some students showed a lack of interest and understanding in PAI lessons, but after the implementation of PJBL, significant changes were seen in their activeness during learning. One of the main advantages of PJBL is its ability to encourage students to work collaboratively in groups. By working in a team, students learn to communicate, coordinate, and solve problems together. These abilities are essential in the real world and prepare students to work in a wider social environment. Cooperation between students creates a more interactive learning atmosphere, improves social skills, and allows students to help each other in understanding the material.

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