

## Efforts to Improve Islamic Education Learning Outcomes through Project Based Learning Models for Students at SMP Negeri 1 Rao

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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 47.56%, the first cycle 79.57% and in the second cycle increased to 88.67%. 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 models, learning outcomes, islamic education.

**Received** February 5, 2024; **Accepted** April 25, 2024; **Published** June 30, 2024

**Citation:** Aminah, S. (2024). Efforts to Improve Islamic Education Learning Outcomes through Project Based Learning Models for Students at SMP Negeri 1 Rao. *AL FARABI: Journal of Educational Research*. 1(1). 51–57.

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### INTRODUCTION

The success of the learning process as an educational process in a school is influenced by many factors. The factors in question are for example teachers, students, curriculum, social environment, and others. But of these factors, teachers and students are the most important factors. The importance of the teacher and student factor can be traced through understanding the nature of learning, namely as a conscious effort of teachers to help students to learn with the needs of their interests. The Word of Allah swt which means: "Call (humans) to the way of your Lord with wisdom and good lessons". (Q. S An-Nahl, 16: 125). Teachers as the main element responsible for the implementation and development of the teaching and learning process, are expected to improve the quality of the teaching and learning process, the teaching and learning process is the core of the science transformation activity from teachers to students.

At SMPN 1 Rao, there are still many teachers who have difficulties in using the right learning strategies to achieve the expected teaching and learning goals. Because teachers are required to pursue quite a lot of material targets and must be completed every

semester. In the subject of Islamic Religious Education, which requires a wide variety of methods, media, and learning resources, this is not spared. Because the subject of Islamic Religious Education contains material that requires direct practice (practice). Through practice (practice) students will gain new experience and knowledge. The success of teaching Islamic Religious Education also depends on the success of students in the teaching and learning process, teachers have a very strategic position in improving student achievement in the use of appropriate learning strategies.

In line with the development of the world of education, it was found that sebuah pendekatan pengajaran yang disebut dengan Quantum Teaching as one of the learning models that allow students to learn optimally. In fact, this learning model has not been widely applied in the educational process in Indonesia. In addition to the relatively new model and not widely known by the education community in Indonesia, most teachers prefer to teach with the conventional model, namely the teacher-centred instruction model. Based on the background description above, it is necessary for a teacher to take action to find and apply an alternative learning model that is able to increase students' understanding of PAI concepts through research entitled: "Efforts to Improve the Learning Outcomes of Islamic Religious Education Through a Project Based Learning Model in Grade VII Students of SMP 1 Rao".

## **METHODS**

This research is a classroom action research (PTK), which aims to improve the learning process in the classroom through action cycles that involve planning, implementation, observation, and reflection. The variables in this study are; 1) Independent Variables: Quantum Teaching learning method; 2) Bound Variable: The quality of Islamic Religious Education learning (measured through the improvement of student learning outcomes, student activities, and activeness in learning). The subjects of this study were taken from 25 students in grade 7.5. With details of 13 women and 12 men. The types of data in this study are; 1) Quantitative data (test results or student scores); 2) Qualitative data (observation and interviews). The data sources in this study are; 1) Primary: Results of direct observation in class, student test results, and interviews with teachers and students; 2) Secondary: Documents such as a list of previous grades or a learning syllabus of Data Collection Techniques; 1) Observation of student and teacher activities during learning; 2) Student learning outcome test; 3) Interviews with students and teachers; 4) Supporting documentation. This study uses a qualitative approach with the type of classroom action research (PTK).

This study aims to improve the learning outcomes of Islamic Religious Education (PAI) through the application of the Project Based Learning (PBL) learning model in grade VII.5 students of SMPN 1 Rao. This research was carried out in three cycles, each of which consisted of planning, implementation, observation, and reflection. Each cycle will end with an evaluation to find out if there is an improvement in student learning outcomes after the implementation of the PBL model. The subject of this study is 30 students in grade VII.5 of SMPN 1 Rao, consisting of 15 male students and 15 female students. The selection of class VII.5 was carried out because based on initial observations, the learning outcomes of PAI students were still low, and there was a gap between the expected results and the results achieved. This research focuses on developing students' skills in working on projects related to PAI materials, such as making short videos on the application of religious teachings in daily life or the preparation of reports based on scientific studies. The data collection techniques used in this study are observation, interviews, and learning outcome tests.

Observation is carried out to monitor students' activities during the PBL learning process, whether they are active in discussing, collaborating, and working on projects. Interviews were conducted with students and teachers to explore their perceptions regarding the application of the PBL model in PAI learning. Learning outcome tests are

given at the end of each cycle to measure the extent of students' academic understanding and achievement towards the material that has been studied. In this study, the PBL learning model is applied by providing projects that are relevant to students' lives and the PAI materials taught. Students will be divided into group to work on the project, which includes research, group discussions, and presentations of project results. Teachers act as facilitators who provide guidance and direction, but give students the freedom to innovate and find solutions to given problems.

Each cycle will be evaluated based on the achievement of test results, the level of student participation, and the quality of the resulting project. Data analysis was carried out qualitatively and quantitatively. Qualitative data comes from the results of observations and interviews which are then analyzed to see changes in students' attitudes and involvement in learning. Meanwhile, quantitative data was obtained from the results of tests conducted after each cycle to determine the improvement of student learning outcomes. If the results of the study show a significant improvement, then the application of the PBL model is considered effective in improving the learning outcomes of Islamic Religious Education in grade VII.5 students of SMPN 1 Rao.

## **RESULTS AND DISCUSSION**

In the initial condition, there was a lack of students' understanding of the material *Pie Wants to Emulate the Obedience of the Angels of Allah SWT Multicultural*. According to observers, there are several things that cause this to happen. First, students do not focus on filling out the LKPD so that there are certain parts of the LKPD content that are not filled in perfectly. Second, students do a lot of things outside the context of learning, such as playing with their group mates. Third, one or two groups are not able to answer the questions given by the teacher during the evaluation at the end of the lesson. From the findings of these shortcomings, the researcher made a new strategy to reduce the cause of the lack of understanding of the students mentioned above, which will then be applied to cycle I. For the first problem, the researcher assigned three students in each group to write the results of the activity so that all LKPDs were filled. In this way, the data collected becomes complete so that students better understand the new grouping material, in order to reduce students who play with each other with their friends. While the third problem, the researcher gave a more detailed explanation of the PAI Faith in the Angels of Allah Swt., especially for questions that were difficult or could not be answered by the group in the discussion.

Besides that, for this third problem, the explanation is assisted by observers. During the learning activities, the researcher acts as an observer who is in charge of observing learning activities about the material of Faith in Malikat-Angels of Allah, on the observation sheet that has been prepared before carrying out the research activities. This is done to find out this teaching and learning activity, teachers use the Quantum Learning Modelaching increase of students in learning material Faith to Malikat Allah. This study aims to improve the learning outcomes of Islamic Religious Education (PAI) in grade VII.5 students of SMPN 1 Rao through the application of the Project Based Learning (PBL) learning model. This research was carried out in three cycles, with each cycle consisting of planning, implementation, observation, and evaluation. Each cycle aims to look at changes in student learning outcomes, their involvement in the learning process, and their ability to work together in groups. In the first cycle, before the implementation of PBL, the initial test results showed that the average score of students in PAI was still relatively low, namely 68. This is reflected in the observation results that show that students are less actively involved in learning and more dependent on explanations from teachers. For the first cycle, the project given is the creation of a paper that connects Islamic religious teachings with daily behavior. Although there were several obstacles, such as the lack of students' skills in writing systematic reports, the final test results in the first cycle showed an improvement, with the average score of students rising to 72. In the second cycle, the



implementation of PBL is implemented by providing a more applicable and collaborative project. This project is in the form of making a short video with the theme of applying religious teachings in social life.

The project involves group work, where students are required to discuss and present their findings. Observations during the second cycle showed that students were increasingly active in discussing, sharing ideas, and working together in groups. The involvement of students in this activity increased, they were more confident in presenting the results of their projects. The test results in the second cycle showed an increase in the average score to 78, showing better results compared to the first cycle. In the third cycle, the projects given are more complex and require students to think critically and analyze topics more deeply. Students are given the task of making group presentations on social problems that can be solved by applying Islamic religious values, such as concern for the environment or social problems in the community.

This project involves problem analysis, finding solutions based on religious teachings, and presenting the results of discussions. During the third cycle, students' activities are more active and they are more daring to express their opinions. Group presentations became more structured and students demonstrated a deeper understanding of the application of religious teachings in their social lives. The average score of students in the third cycle increased significantly to 85, which indicates excellent achievement in the learning outcomes. Based on the results of the research conducted, the application of the Project Based Learning (PBL) learning model has succeeded in improving PAI learning outcomes in grade VII.5 students of SMPN 1 Rao. The PBL model changes the way students learn, who were previously more passive, to more active and engaged in every stage of learning.

In the first cycle, despite the improvement, the results obtained are still limited because the given projects are not challenging enough and only rely on individual tasks such as papers. This may make students less familiar with the collaborative approach which is one of the advantages of PBL. In the second cycle, the implementation of collaboration-based projects, such as the creation of short videos, has been proven to be able to increase student engagement. Collaboration in groups allows students to exchange ideas and enrich their understanding of the application of religious teachings in real life. This cycle also shows that the PBL model can improve students' social skills, such as the ability to speak in public and work in a team. Higher involvement in projects makes students more motivated and engaged in learning, which is reflected in the increase in their grade points.

The implementation of more complex projects in the third cycle, such as group presentations on social issues, has a significant impact on improving student learning outcomes. Students not only understand the theory of religious teachings, but can also relate them to the social problems around them. The project requires students to think critically, analyze, and find solutions based on religious teachings. This process spurs students to delve deeper into the topics they are studying and encourages them to better present their ideas. This indicates that the application of more challenging PBL can result in a deeper understanding and develop students' critical thinking and communication skills. In addition, the observation results showed a positive change in the way students interacted with each other. In the first cycle, only a small percentage of students are active in discussions. However, in the second and third cycles, almost all students are actively involved in each group activity. Students become more confident in delivering opinions and learn to work together to solve problems. This increase shows that PBL not only improves students' academic outcomes, but also develops social and cooperative skills that are critical to their lives outside of school.

One of the important findings in this study is that the application of the PBL model can make PAI learning more interesting and relevant to students' daily lives. Project-centered learning allows students to relate the material they learn to the problems that surround them, so learning doesn't feel monotonous and more meaningful. Thus, the PBL

model can be an effective alternative in improving the quality of PAI learning, especially in terms of student motivation and understanding of the material being taught. Nevertheless, although the results of the study show significant improvements, some challenges still need to be overcome. One of the main obstacles faced is time management. The given project takes a long time to complete, and not all students can complete the assignment on time. Therefore, there needs to be more careful time planning so that students can work on projects well without feeling rushed.

In addition, despite the increased collaboration between students, some groups still struggle to divide tasks effectively. For this reason, teachers need to provide clearer directions regarding the division of tasks in groups. Overall, this study shows that the application of the Project Based Learning (PBL) model is very effective in improving the learning outcomes of Islamic Religious Education in grade VII.5 students of SMPN 1 Rao. PBL is able to improve students' understanding of PAI materials, as well as develop their social and communication skills. Therefore, it is suggested that the PBL model be applied more widely to PAI learning in other schools, with adjustments to the characteristics of students and the materials taught. The implementation of good PBL can result in more active, creative, and meaningful learning.

## **CONCLUSION**

Based on the results of evaluation and reflection after taking actions in several cycles, it can be concluded that the Project Based Learning model can improve the learning outcomes of students on the subject of faith in angels in grade VII.5 students at SMPN 1 Rao can be concluded as follows; 1) The application of the Project Based Learning model applied in two cycles. In the first cycle, the results of individual student completeness reached 84%. So the research continued to cycle II, in this cycle it was seen that there was an increase in student activity in the classroom and in group work activities, this was also marked by student learning outcomes as seen from the evaluation questions at the end of the lesson on the material that had been delivered, namely 97% for overall student achievement; 2) Learning that takes place with the Project Based Learning model is one of the learning models that is able to deliver students in increasing students' interest in learning and will have a big impact on student learning outcomes. Based on the results of the research that has been carried out, it can be concluded that the application of the Project Based Learning (PBL) learning model has succeeded in improving the learning outcomes of Islamic Religious Education (PAI) in grade VII.5 students of SMPN 1 Rao. The implementation of PBL has a positive impact in terms of students' understanding of PAI materials, their involvement in learning, and the development of social and communication skills. In each cycle, there was a significant increase in test results and student participation, which showed the effectiveness of the PBL model in achieving learning goals. The implementation of PBL makes learning more active and meaningful for students. Through projects involving collaboration and problem-solving, students not only learn religious theories, but are also able to relate PAI concepts to everyday life. PBL encourages students to think critically, analyze, and apply their knowledge in a more tangible context, which in turn improves their understanding of the material being taught. In addition, the PBL model has also been shown to improve students' social skills, such as the ability to work together in groups, communicate well, and manage tasks efficiently. In each cycle, it can be seen that students are increasingly active in discussing, expressing opinions, and collaborating with their friends. This shows that PBL not only has an impact on the academic aspect, but also on the social aspect which is very important for student development. Nevertheless, the study also identified several challenges that need to be considered in the implementation of PBL, such as more effective time management and a clearer division of tasks within groups. Teachers need to provide more detailed directions to help students manage the time and tasks given so that the project can be completed optimally. With improvements in this field, learning outcomes can be more optimal.

Overall, it can be concluded that the application of Project Based Learning (PBL) in PAI learning at SMPN 1 Rao has given very positive results. The PBL model is proven to improve student learning outcomes, enrich their learning experience, and develop skills necessary for daily life. Therefore, PBL can be used as an effective alternative in improving the quality of education in other schools.

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