

Efforts To Improve Understanding of Islamic Religious Education Using Project Based Learning Method at MTs Al Washliyah 48 Binjai Pepper Garden

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ABSTRAK

Pembelajaran Berbasis Proyek (Project Based Learning) merupakan model pembelajaran yang menggunakan proyek atau kegiatan sebagai media. Dalam pembelajaran berbasis proyek, siswa terlibat dalam proyek nyata yang relevan dengan materi pembelajaran agama Islam terkhusus pada materi fiqih. Hal ini meningkatkan pemahaman siswa dalam belajar, serta memungkinkan mereka untuk menerapkan pengetahuan agama Islam dalam kehidupan sehari-hari. Pembelajaran berbasis proyek dapat meningkatkan keterampilan sosial siswa, seperti kerjasama dalam kelompok, komunikasi, dan pemecahan masalah. Guru sebagai fasilitator memberikan tugas kepada peserta didik untuk mengembangkan potensinya. Selain itu, siswa juga mengembangkan pemahaman yang lebih mendalam tentang nilai-nilai agama Islam melalui pengalaman langsung dalam proyek proyek yang mereka kerjakan dalam kegiatan belajar mengajar. Metodologi penelitian ini menggunakan pendekatan kualitatif, pengumpulan data melalui observasi, wawancara, dan studi dokumen, analisis data secara kualitatif, serta interpretasi dan penyajian temuan. Hasil penelitian menunjukkan bahwa, model Pembelajaran Project Based Learning memberikan kontribusi dalam peningkatan pemahaman siswa pada konsep pendidikan agama islam terutama pada materi fiqih di MTs Al washliyah Kebun lada Binjai.

Keyword: Pendidikan Agama Islam; Pembelajaran Berbasis Proyek; Peningkatan Pemahaman

ABSTRACT

Project Based Learning (Project Based Learning) is a learning model that uses projects or activities as media. In project-based learning, students are involved in real projects that are relevant to Islamic learning material, especially fiqh material. This increases students' understanding of learning, and allows them to apply Islamic religious knowledge in daily life. Project-based learning can improve students' social skills, such as cooperation in groups, communication, and problem solving. Teachers as facilitators give assignments to students to develop their potential. Apart from that, students also develop a deeper understanding of Islamic religious values through direct experience in the projects they work on in teaching and learning activities. This research methodology uses a qualitative approach, collecting data through observation, interviews and document study, qualitative data analysis, as well as interpretation and presentation of findings. The results of the research show that the Project Based Learning model contributes to increasing students' understanding of the concept of Islamic religious education, especially in fiqh material at MTs Al Washliyah Kebun Lada Binjai.

Keyword: Islamic Religious Education; Project Based Learning; Improving Understanding

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1. INTRODUCTION

Education is a very important thing in human life, because with education humans will be able to develop their potential. The abilities possessed by humans are able to interact with their environment, both

the physical environment and the social environment, placing roles, positions, duties and responsibilities as social creatures. However, the correct choice of learning methods and approaches not only makes the learning process interesting but also provides space for students to be creative and actively involved throughout the learning process. Education is a very important thing in human life, because with education humans will be able to develop their potential.

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Education is the beginning of laying the foundation for the values of human cultural civilization in the world, and aims to shape human personality as individuals and social creatures who dedicate themselves to the Creator, Allah SWT (Nur Asiyah, 20019). Education is an effort to provide information and form personal and social life skills in the lives of children who are experiencing development to maturity (Fuad Ihsan, 2021).

Talking about the project based learning method is an application of active learning. In simple terms, project based learning is defined as teaching that tries to link technology with everyday life problems that are familiar to students, or with school projects. The project based learning learning model has enormous potential to create a more interesting and useful learning experience for students (Santyasa, 2019). In this project-based learning, students are encouraged to be more active in learning.

Students still think that learning Islamic religious education is a side subject without requiring special time to study and study it. This view has given rise to a number of negative consequences in positioning Islamic Religious Education, including firstly, it will weaken students' enthusiasm for learning and teachers' teaching. Second, the impact of this problem has an impact on the implementation of learning strategies and methods which are certainly haphazard. Thirdly, students will feel bored with PAI learning so that this learning activity will be in vain. Therefore, appropriate learning solutions are needed to increase students' enthusiasm and activeness in learning Islamic Religious Education.

Teachers must be prepared as facilitators who must be able to present effective and efficient learning that is enjoyable and creates a sense of responsibility for students (Satriyadi, 2023). Islamic Religious Education Learning Materials are complex, so teachers can apply various methods tailored to the needs and goals to be achieved. When viewed from the objective aspect which leads to three domains, namely the cognitive, affective and psychomotor domains, one learning model that can be used is the project based learning model. This learning model trains and develops the ability to solve problems that are oriented towards authentic problems from students' actual lives, to stimulate high-level thinking abilities. This condition that must be maintained is a conducive, open, negotiated, democratic atmosphere, a comfortable and pleasant atmosphere so that students can think optimally (Ngalimun, 2021).

The implementation of project-based learning (PjBL) in Islamic Religious Education (PAI) faces a number of problems that affect its effectiveness. One of the main problems is the lack of readiness and understanding of educators towards Project-based Learning methods which often still depend on traditional teaching approaches. This hinders educators in designing and implementing projects that are in accordance with the PAI curriculum and students' needs. Apart from that, limited time and resources are often obstacles in implementing Project-based Learning projects considering that this method requires more time and adequate material support. Lack of support from schools and parents also adds complexity to implementing Project-based Learning, which often requires wider collaboration and involvement. Evaluation of learning outcomes in the context of Project-based Learning is also a challenge, because it requires a more holistic assessment, which includes not only the final results, but also the processes and skills developed during the project.

Another problem that often arises is the implementation of Project-based Learning in Islamic Religious Education Learning, the lack of integration of religious values in projects, which can lead to shallow understanding or less relevance for students in applying Islamic values in real life. Based on the explanation above, researchers are interested in conducting research with the title "Efforts to Increase Understanding of Islamic Religious Education Using Project Based Learning Methods at Mts Al Washliyah 48 Kebun Lada Binjai".

2. RESEARCH METHOD

The research method used in this study is descriptive qualitative research, which aims to understand and describe the implementation of project-based learning in the context of Islamic Religious Education (PAI) learning (Akhyar, 2024). This research focuses on an in-depth exploration of the experiences and views of educators and students regarding the implementation of Project-based Learning. Data was collected through

semi-structured interviews, participant observation, and analysis of curriculum documents and learning plans. Semi-structured interviews were conducted with educators to explore their understanding of Project-based Learning, challenges faced, and strategies applied in integrating religious values with the projects carried out.

Participatory observation is carried out in the classroom to observe interactions between educators and students, group dynamics, and the project implementation process. Document analysis was carried out to understand how Project-based Learning was designed and implemented in PAI learning plans. The collected data was analyzed using a thematic analysis approach. The author took a descriptive qualitative method in this research so that this method was used because all the information, explanations and verbal data needed by the author to compile this research were conveyed orally. By using qualitative methods, researchers can learn more deeply about issues that arise in the real world, where research is conducted.

3. RESULTS AND DISCUSSION

The project-based learning model is a teaching method that encourages students to gain new knowledge based on experience through real activities (Wahyuni & Fitriana, 2021). By using the project based learning (PjBL) learning model, participants are taught to explore content (material) using various methods that are meaningful to themselves, and carry out experiments collaboratively. As is known, Project Based Learning is a learning model that exposes students to practical problems through learning stimuli. In this Project Based Learning learning, students are trained to:

- a) Responsible for what is his responsibility. Shella Oktaviana.N, Implementation of the Project Based Learning Model
- b) Assess the work plan and work according to the plan that has been made.
- c) Competent in a healthy manner.
- d) Apply or seek knowledge that has been learned (Junita, 2023).

Based on data collection obtained from MTs Al Washliyah Kebun Lada through interviews with PAI teachers, especially fiqh. Besides that, the author uses observation, interviews and documentation methods as supporting methods to complete the data that the author obtained. With a qualitative descriptive approach, this research will place greater emphasis on in-depth description and analysis of the implementation of the Project Based Learning Model in Increasing Students' Learning Independence in PAI Subjects, especially fiqh at MTs Al Washliyah Kebun Pepper. Based on the results of data mining in the field, it is known that the teacher has implemented the Project Based Learning model in PAI subjects for fiqh specifications. Regarding the implementation of this model and its impact on increasing students' understanding of learning, the researchers will explain it in the following points.

A. *Increasing students' understanding of Islamic religious education material with the Project Based Learning Model*

The use of the Project Based Learning (PjBL) learning model in Islamic Religious Education (PAI) subjects at MTs Al Washliyah Kebun Lada has proven effective in increasing students' understanding of learning through a structured approach.

1. The first stage is introduction, this approach begins with an introductory stage which creates a conducive atmosphere with class conditioning and group greetings, which helps students focus and be ready to learn. Religious values are introduced through basmalah reading, in accordance with the PAI learning context, especially fiqh material, while explaining the purpose of the material to provide direction and motivation to students.
2. The second stage is the core activity, at the core activity stage the teacher gives a brief explanation of the material, such as believing in the prophets and apostles of Allah, as well as starting a discussion about the project to be implemented. Students are involved in preparing projects collaboratively with teachers, using interactive presentation media such as slides or videos to develop their creativity and deepen their understanding of the characteristics of Rasul in the context of digital life.
3. Furthermore, the process of preparing this project involves continuous evaluation from the teacher to ensure alignment between classroom learning and projects outside the classroom. Teachers provide guidance as needed to facilitate student-centered learning, encouraging their independence in learning.
4. The final stage includes an assessment of students' understanding of PAI material and their ability to apply this knowledge in projects. This evaluation provides feedback to students and supports the holistic development of their abilities. This approach not only uses technology and learning media effectively, but also integrates online resources to support student exploration in PAI learning specifically fiqh, such as videos, simulations, and online platforms for collaboration and research.

Teachers' efforts to increase student learning independence in PAI subjects, especially fiqh material, through the Project Based Learning learning model follow several structured stages. that is:

- a. Identify a Topic or Theme

The topic or theme identification stage begins with the teacher's approach to introducing the project to students. The teacher explains the project context and the objectives of this learning activity, synchronizing it with the PAI curriculum being studied. This explanation not only links the project to PAI material, specifically fiqh, but also gives students a clear understanding of how the project will help them understand and apply the religious values studied.

b. Project Planning

Second, the project planning stage involves collaboration between students and teachers. Together they set specific goals to be achieved through this project, plan concrete steps to be taken, and set an appropriate time schedule for completing the project. Students are encouraged to conduct independent investigation and in-depth study to understand PAI topics relevant to their projects. They use various sources of information such as textbooks, the internet, and may also conduct interviews with experts to gain a broader and deeper perspective.

c. Project Implementation

Third, the project implementation stage is the main focus point where students work independently or in groups to create products or artifacts that demonstrate their understanding of PAI fiqh specific material. This product can be a multimedia presentation, poster, video, or other creative media that visualizes students' understanding of the religious values being studied. During this process, students not only implement their knowledge, but also develop collaboration, problem solving, and critical thinking skills.

d. Presentation of Project Results

The final stage is the presentation of the project results, where students have the opportunity to share the results of their work with the class or community. Through these presentations, students not only hone their communication skills but also broaden their experience in conveying their ideas and knowledge effectively. Presentations also encourage in-depth reflection on their own learning process as well as providing feedback from peers or teachers to improve the quality of their final product.

The results of the interview with Andika Prayono (teacher of Islamic jurisprudence at MTs Al Washliyah Kebun Lada), revealed that:

Very effective use of technology and learning media in supporting the implementation of the project based learning model in the PAI learning context. One of the main aspects discussed is the use of interactive presentation media, such as slides and learning videos, which teachers use to introduce PAI concepts to fiqh material in a visual and interesting way. This technique not only facilitates better understanding of the material, but also sparks student interest through the use of open-ended questions and case studies in presentations.



Figure 1. Interview activity with Pai teachers, especially Fiqh at MTs Al Washliyah Lada Gardens

Overall, teachers do have a crucial role in developing project-based learning models with the aim of increasing students' understanding of learning in schools. From the literature review, it is clear that the teacher's role in the Project-based Learning method is not limited to aspects of the formal curriculum, but covers broader dimensions, including learning design, guidance during project implementation, class management, evaluation, professional development, and being a good role model (Damayanti, 2024).

The application of the project based learning (PjBL) learning model can be applied to all subjects which are adapted to the existing sub-materials. Through Project Based Learning (PjBL), students will be faced with a problem or given a project related to the material and then students will be asked to solve or create a project/activity based on questions and problems which is then continued with the process of searching, investigating and discovering for themselves so that students gain complete knowledge by using ideas or new ideas.

4. CONCLUSION

From the research results, it can be concluded that teacher readiness is a key aspect that influences the success of Project-based Learning (PjBL). Although many teachers show enthusiasm, they face difficulties in implementing Project-based Learning effectively, especially related to understanding concepts, pedagogical skills, limited resources, and administrative support. The steps that can be taken in Project-based Learning are:

1. Continuous training and increasing access to resources and facilities are critical to overcoming this problem.
2. The impact of Project-based Learning on students' understanding at MTs Al Washliyah Kebun Lada shows positive results in cognitive, affective and psychomotor aspects. This method succeeded in increasing understanding of religious concepts, critical thinking skills, as well as student motivation and involvement.
3. Project-based Learning also strengthens students' social and communication skills through active interaction in projects. However, challenges such as limited facilities and time as well as the need for professional development for teachers still need to be overcome.
4. Implementation of Project-based Learning has proven effective in developing 21st century skills such as Implementation of Project-Based Learning (PjBL) in Islamic Religious Education Learning, critical thinking, creativity, collaboration and communication.
5. Designed projects allow students to engage in real problem solving, innovate, and work together in teams, despite obstacles such as limited resources and time. To maximize the potential of Project-based Learning, proper support from school administration and teacher capacity building is necessary. Overall, despite various challenges.

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