IMPLEMENTATION OF PROJECT-BASED LEARNING MODEL IN ISLAMIC RELIGIOUS EDUCATION FOR GRADE X AT MUHAMMADIYAH SENIOR HIGH SCHOOL 1 SURAKARTA

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Abstract

A learning model is an approach to change learners' behavior adaptively or generatively, which is strongly related to learners' learning styles and teachers' teaching styles. One prominent learning model is Project-Based Learning (project based learning), where students actively participate in real projects to solve real-world problems independently. This research focuses on the implementation of project based learning in Islamic Religious Education (PAI), which aims to develop learners' religious values and character. This research uses a phenomenological approach to describe the situation in the field and understand individual experiences in the context of everyday life. Through direct data collection in the field, this study reveals how project based learning in Islamic Education affects the development of students' social skills, creativity, and concept understanding. The results show that project based learning not only improves students' academic understanding, but also builds inclusive character and effective communication skills in group collaboration. In conclusion, project based learning in Islamic Religious Education makes a positive contribution to education by combining religious values with project-based learning. By going in-depth, this study hopes to provide useful insights for future educational development, particularly in the context of relevant and empowering religious teaching.

Keywords: Learning; Islamic religious education; Project based learning.

INTRODUCTION

In the era of modern education, adaptive and innovative approaches are needed to face the challenges of globalization. Education does not only aim to transfer knowledge, but also to develop students' critical and creative thinking skills (Hakim, 2023). In this context, the project-based learning model becomes one of the relevant approaches to increase students' involvement in the teaching and learning process.

Islamic Religious Education has an important role in shaping students' personalities with character (Imamah, Pujianti, & Apriansyah, 2021). Through the application of appropriate learning methods, Islamic Religious Education can be an effective means to instill essential moral and ethical values. By integrating project-based learning, it is expected that students will not only understand the material theoretically but also be able to apply the values in their daily lives (Mulyadi, Maharani, Wulandari, & Amelia, 2023).

A learning model is an approach aimed at adaptively or generatively changing student behavior (Zaky, Ritonga, & Harahap, 2024). The behavior of the learning model is closely related to the students' learning styles and the teachers' teaching styles. Various learning style models have their own principles and theories of knowledge (Chantika, Hanim, & Hasanah, 2024). Experts have developed learning models based on principles of sociology theory, psychology, systems analysis, and other theories (Hadzami & Maknun, 2022).

Islamic education is a method of instilling Islamic knowledge and values in students through a process of teaching, observation, guidance, character building, and the pursuit of a

perfect life both in this world and the hereafter (Latifah, 2023). Islamic Religious Education aims to develop and encourage students to embrace religious values and noble character, thus forming noble character and behavior (Arlina et al., 2023).

The objectives of Islamic Religious Education are based on the values found in the Qur'an and Hadith, which include faith in Allah Swt, obedience, and submission to His commands and prohibitions. These principles are practiced daily as a means to cultivate individuals with noble character, who can apply these values in their daily lives (Asbar & Setiawan, 2022). Currently, the approach to Islamic education involves a process to achieve common goals by relying on the foundational models practiced by the Prophet. These values are applied in daily life to achieve common goals and enhance our behavior and quality of life (Karim, 2024).

Improving the quality of education is seen from the progress of this nation's future. The quality of schools plays a significant role in producing qualified and competitive graduates (Siahaan, Fadilla, Sagala, Hayati, & Tarigan, 2022). These graduates should be able to compete academically and non-academically to achieve high performance. Schools that grow do not remain stagnant but develop according to established quality guidelines in terms of input, process, and output (Lubis, Ependi, Harahap, & Lubis, 2022). The learning model for Grade X at Muhammadiyah Senior High School 1 Surakarta is the Project-Based Learning model. This approach emphasizes problem-solving as a means to teach specific learning concepts or knowledge.

A model is a three-dimensional representation of a real object. A learning model is a plan or a pattern used as a guide in planning classroom learning or learning in tutorials (Komalasari, Sumayana, & Sutisna, 2022). Project-based learning is a learning approach that gives learners the freedom to plan learning activities, carry out projects collaboratively, and ultimately produce work products that can be presented to others. "The learning model is basically a form of learning that is illustrated from start to finish which is presented characteristically by the teacher including approaches, strategies, methods, techniques and even learning tactics that have been assembled into a unified whole" (Rahman, 2022).

Learning models are not born to develop by themselves, but have certain theoretical foundations. The learning theory that underlies the project-based learning model is

1. Theoretical PjBL Support Project-based learning is also supported by constructivistic learning theory based on the idea that students build their own knowledge in the context of their own experience.
2. Empirical PjBL Support The application of PjBL has shown that the model is able to make students experience a meaningful learning process, which is learning developed based on the notion of constructivism (Asra, Rifai, & Abd. Azis, 2020).

Project-based learning has several principles, namely:

1. Centralizing Principle. Asserts that project-based learning is the essence of the curriculum. This model is the center of the learning strategy, where learners experience and learn the core concepts of a discipline through projects.
2. Driving principle. Project work focuses on "questions or problems" that can encourage learners to strive to obtain the main concepts or principles of a particular field. So this project work can be an external motivation that is able to upload learners to foster their independence in doing learning tasks.
3. Principle of constructive. Investigation It is what leads to achieving goals, which contains inquiry activities, concept building, and resolution. The investigation contains the process of design, decision making, problem finding, problem solving, discovery and model building.
4. Principle of autonomy. Can be interpreted as the independence of learners in carrying out the learning process, which is free to make their own choices, work with minimal supervision and take responsibility. In this case the teacher is only a facilitator to encourage the growth of learner independence.

5. Realistic principle. The project is something real, not like in school. Project-based learning should be able to give learners a realistic feeling, including in choosing topics, tasks, work context roles, work collaboration, products, customers, and product standards (Asra et al., 2020).

RESEARCH METHOD

This type of research is field research, conducted outside or in the field. This research describes the situation in the field and is often referred to as phenomenological research, as it aims to reveal unique and distinctive phenomena occurring in the field by individuals (Sugiyono, 2022). Phenomenology is an effort to understand an individual's experience of an ongoing phenomenon through in-depth research in the context of daily life. Therefore, this research is conducted directly in the field to gather data and various information as the object of study desired by the researcher. The aim is to thoroughly investigate the implementation of the Islamic Religious Education learning model for Grade X at Muhammadiyah Senior High School 1 Surakarta, which uses the Project-Based Learning model, and is expected to enhance students' creativity and academic achievements.

The research location is Muhammadiyah Senior High School 1 Surakarta, located at Jl. R. M. Said No.35, Ketelan, Kec. Banjarsari, Kota Surakarta, Jawa Tengah 57131. The subjects of the research are the Islamic Religious Education teachers and Grade X students at Muhammadiyah Senior High School 1 Surakarta. This research uses data collection techniques such as observation, interviews, documentation, and triangulation. Data analysis techniques used include data reduction, data presentation, conclusion drawing, and verification. The validation techniques used in this research are as follows: first, source triangulation, which involves cross-checking data obtained from several sources. Second, technique triangulation, which involves checking data from the same source using different techniques. Third, time triangulation, which involves examining data from the same source at different times and under different conditions.

RESULT AND DISCUSSION

Political Implementation of Project Based Learning Model

Islamic Religious Education in schools has a vital role in shaping the character and morals of students. With the challenges of an increasingly complex era, innovative and applicable learning methods are urgently needed. One of the increasingly popular methods is Project-Based Learning, which focuses not only on academic aspects, but also on developing students' social and emotional skills. This study aims to explore the implementation of this model at Muhammadiyah Senior High School 1 Surakarta, as well as its impact on students' academic achievement and character development.

The research results indicate that the Project-Based Learning model implemented by Islamic Religious Education teachers at Muhammadiyah Senior High School 1 Surakarta has led to an improvement in students' academic performance. Teachers have utilized projects related to Islamic Religious Education subjects, enabling students to enhance their academic achievements. This concept is referred to as "learning by doing," a project-based educational approach. This approach trains students in problem-solving skills through specific tasks. Project-based learning provides students with experiences that involve taking on roles and responsibilities to achieve common goals (Sulaiman et al., 2024).

Project-based learning enhances students' critical thinking, creativity, and collaboration skills as they work together on tasks or projects assigned by their PAI teacher. The learning process is well-planned, requiring students to work collaboratively to complete tasks assigned by their PAI teacher. To ensure the learning process runs smoothly and achieves its objectives, several preparations and stages are necessary: preparation of learning resources, explanation of tasks/projects, group formation, and task/project execution (Saputra et al., 2023).

The Islamic Religious Education subject, using the Project-Based Learning model, fosters social attitudes among students through several stages: first, identifying the topic or theme to be discussed, which should align with the religious and moral values to be instilled in students. Second, planning the project based on the selected topic, ensuring it is well-organized and developed by the students. Third, executing the project, where students actively participate, with the teacher providing support when challenges arise. Fourth, presenting the project results, where students showcase their work through posters, videos, or presentations, highlighting the collaboration within their group (Junita, Karolina, & Idris, 2023).

Implementing Islamic Religious Education learning with the Project-Based Learning model allows students to acquire not only religious values but also improve their academic performance by applying the project in their daily lives. This learning model involves students directly in project creation and application, enhancing their creativity and academic abilities. Teachers act as facilitators, assisting students with project difficulties. This Islamic Religious Education learning approach positively impacts students by making it easier for them to understand concepts, work together, appreciate differences, take responsibility, and communicate within their groups.

The implementation of project-based learning model in learning Islamic Religious Education at Muhammadiyah Senior High School 1 Surakarta shows positive results. This model not only improves students' academic achievement, but also equips them with critical skills, collaboration, and creativity. Students can apply religious values in daily life, as well as learn to work together, appreciate differences, and communicate effectively. With the teacher's role as a facilitator, this model succeeds in creating a meaningful and sustainable learning experience, which is expected to make a positive contribution to the development of education in the future.

In addition, the teacher's role as a facilitator in this model helps create a supportive learning environment and encourages students to reach their maximum potential. By continuously improving and developing this method, it is expected that Islamic Religious Education education will not only become more relevant, but also more effective in shaping students' character and morals. Through this approach, Muhammadiyah Senior High School 1 Surakarta has demonstrated its commitment in preparing a young generation that is not only academically smart, but also has integrity and is able to contribute positively to society.

Thus, project-based learning in the context of Islamic Education is not only a solution to improve learning in schools, but also a strategy that can be adopted more widely to enrich students' learning experiences and prepare them to face an increasingly complex and diverse world.

Evaluation of Project Based Learning Model

Quality education requires a comprehensive evaluation to ensure that the learning methods applied are effective and in line with educational objectives. In the context of Islamic Religious Education, the use of Project-Based Learning model is one of the promising alternatives to increase student engagement and develop important skills, such as creativity and critical thinking. Evaluation of this model focuses not only on the end result, but also on the process of implementation, which includes collaboration and active participation of students (Chairul, 2024).

Effective evaluation in Islamic Religious Education learning with the Project-Based Learning model can help teachers to assess the extent to which students master the material and achieve the learning objectives that have been set (Ansya, Alfianita, Syahkira, & Syahrial, 2023). In addition, through continuous evaluation, teachers can provide constructive feedback, so that the quality of learning continues to improve. This is very important in shaping students' character and skills to face future challenges (Nur Efendi & Muh Ibnu Sholeh, 2023).

The evaluation of Islamic Religious Education learning using the project-based learning model assesses not only the final outcome but also the process during project execution. Several aspects need attention in evaluating Islamic Religious Education learning with the project-based learning model, including fostering students' creativity and academic performance, and measuring

the extent to which students achieve the goals set by the teacher. Teachers can evaluate students by observing their collaboration and active participation during the project.

This evaluation helps teachers continuously assess students and provide feedback to enhance the quality of academic learning. The research findings show that the quality of learning becomes more active after implementing the Project-Based Learning model. This approach is suitable for developing creativity and critical thinking in problem-solving to achieve desired objectives. Project-Based Learning emphasizes student engagement and collaboration in completing teacher-assigned projects.

The results showed that the application of the Project-Based Learning model in Islamic Religious Education learning at Muhammadiyah Senior High School 1 Surakarta had a positive impact on the quality of learning. Students become more active and involved in the learning process, and are able to develop their creativity and critical thinking skills. The evaluation conducted not only assesses the final result, but also pays attention to the collaboration process and students' participation during the project.

With a thorough evaluation, teachers can assess the effectiveness of this learning model and identify areas for improvement. This approach is expected to continue to be applied and developed to improve the quality of education, not only in PAI subjects, but also in other subjects. Through proper evaluation, the Project-Based Learning model can be an effective tool in shaping a generation that is characterized, creative, and ready to face future challenges.

Overall, the evaluation of the Project-Based Learning model in the context of Islamic Religious Education at Muhammadiyah Senior High School 1 Surakarta confirmed the importance of active and collaborative learning approaches to improve the quality of student learning. The evaluation results show that this model not only successfully increases students' engagement and academic skills, but also strengthens their character and critical thinking ability. By engaging students in real projects relevant to religious values, this approach makes a significant contribution in preparing students to face complex global challenges.

In the future, the development and implementation of Project-Based Learning models in various subjects, including PAI, can be an effective strategy in adapting education to the demands of the times. Continuous evaluation and focusing on the implementation process are key to ensuring the effectiveness of this learning method and to continuously improve the overall quality of education. Thus, efforts to strengthen the quality of education through innovative approaches such as Project-Based Learning should continue to be supported and expanded to create a more dynamic and relevant learning environment for today's and tomorrow's students.

Challenges of Project Based Learning Model

The Project-Based Learning approach is gaining popularity in education for its ability to improve student engagement and academic performance (Putri, 2023). However, implementing this model is not without its challenges. Project-Based Learning demands careful planning and adequate resources to achieve the desired results (Irawan, Zulhijrah, & Prastowo, 2023). Therefore, it is important to understand and address the various challenges that arise during the learning process so that educational goals can be optimally achieved.

This study aims to evaluate the challenges faced in the implementation of Project-Based Learning model in Islamic Religious Education subjects at Muhammadiyah Senior High School 1 Surakarta. By evaluating the obstacles, it is expected that teachers and students can find effective solutions to overcome these obstacles, so that the learning process can run more smoothly and provide better results.

While Project-Based Learning aims to improve students' academic performance, it faces several challenges during project execution. These include limited time, as Project-Based Learning requires considerable time for group formation and project development, potentially delaying the learning process. Limited resources, such as reading materials, technology, and spacious rooms,

can hinder students' project development. Collaboration difficulties, as Project-Based Learning relies heavily on students' ability to work together, and lack of collaboration can lead to unsatisfactory results. Students' misunderstanding of learning objectives can make it difficult to achieve them, reducing motivation and enthusiasm for learning. Evaluation challenges, as assessing the project outcomes can be difficult without adequate understanding and resources, affecting students' motivation and collaboration within their groups.

These challenges can impact the project outcomes, making them less than optimal. Despite these obstacles, Project-Based Learning allows students to understand and develop their academic potential (Ramadhan & Hindun, 2023). However, poor preparation and inadequate maturity in facing these challenges can hinder the learning process.

Teachers also face challenges, such as time constraints, limited supporting resources, high collaboration levels among students, and difficulty setting time limits for the learning process. These challenges require teachers to develop despite limited resources and make the best use of available school resources. Islamic Religious Education teachers can work with students to overcome these challenges and complete the projects successfully.

Although Project Based Learning has great potential to improve students' academic performance, various challenges encountered during its implementation can hinder the achievement of optimal results. Challenges such as limited time, resources, collaboration difficulties and misunderstanding of learning objectives require special attention from teachers and school authorities. With good preparation and a deep understanding of these constraints, it is hoped that the learning process can be continuously improved.

Teachers also play an important role in overcoming these challenges by developing effective strategies despite limited resources. Cooperation between teachers and students is essential to overcome the obstacles and complete the project successfully. With the right approach and good collaboration, Project Based Learning can be a powerful tool to help students understand and develop their academic potential to the fullest, as well as equip them with the skills needed to face future challenges.

Project-Based Learning presents a promising approach in education for enhancing student engagement and academic outcomes, yet its implementation is not without challenges. The success of project based learning hinges on meticulous planning and adequate resources, which are crucial for achieving desired learning outcomes effectively. Addressing these challenges is imperative to ensure that students benefit optimally from this innovative educational model. By acknowledging and mitigating these obstacles, educators can foster an environment where project based learning thrives, thereby facilitating enhanced learning experiences and meaningful educational achievements.

In the context of Islamic Religious Education at Muhammadiyah Senior High School 1 Surakarta, this study highlights specific challenges encountered during the implementation of project based learning. These challenges include constraints in time management, limited availability of essential resources like reading materials and technology, and difficulties in fostering effective collaboration among students. Overcoming these hurdles requires concerted efforts from both educators and students to cultivate a supportive learning environment conducive to project-based methodologies. Through collaborative efforts and strategic planning, educators can navigate these challenges adeptly, ensuring that project based learning not only enhances academic performance but also nurtures holistic student development in alignment with educational objectives.

CONCLUSION

In summary, The implementation of Project-Based Learning Model in Islamic Religious Education at Muhammadiyah Senior High School 1 Surakarta successfully improves students' academic achievement and develops their critical skills, creativity and cooperation. Although effective, the model faces challenges such as time constraints, resources, and collaboration among

students. Continuous evaluation is important to ensure the success of this model, in the hope that it can produce Islamic Religious Education that is more relevant and beneficial for the future of education.

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