Implementation of the PJBL Strategy in Improving PAI Learning Class 4 at SDN 3 Malangnengah

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ABSTRACT: This study aims to improve student achievement and learning activities in PAI learning in grade 4 SDN 3 through the application of Project Based Learning (PjBL) learning methods accompanied by concept maps. This research is a Classroom Action Research. The research subjects were 4th grade students of SDN 3 Malangntengah. Sources of data come from teachers and students. Data collection techniques are by test and non-test (observation, and interviews). Data analysis used descriptive qualitative analysis techniques. The results showed that the Project Based Learning (PjBL) method accompanied by a concept map in PAI learning class 4 at SDN 3 Malangnengh could improve student achievement in the cognitive aspects of student mastery.

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INTRODUCTION

Education is one of the most important aspects in efforts to improve the quality of intelligent human resources so that they can support the progress of the nation and state in the future. This is in accordance with the preamble of the 1945 Constitution which has the aim of educating the nation's life, so the enactment of Law Number 20 of 2003 concerning the National Education System. As one of the national development sectors in an effort to educate the nation's life, as for the vision of national development, namely the realization of an education system as a strong and authoritative social institution to empower all Indonesian citizens to become quality human beings so that they are able and proactively respond to the challenges of an ever-changing era. The implementation of education as mandated in Law Number 20 of 2003 concerning the National Education System is expected to realize the process of developing the quality of students as the nation's next generation (Nasional, 2003). Of the many elements of educational resources, the curriculum is one element that can make a good contribution to realizing the process of developing the quality of students (Tabroni, 2019). Improving the quality of education in Indonesia has long been carried out. Efforts made by the government are to carry out continuous curriculum renewal, starting from the 1968 curriculum to the KTSP. The curriculum currently being implemented and developed by the government is the 2013 curriculum, but in 2013 it was only implemented in a few schools. The 2013 curriculum is an effort to simplify the curriculum that is prepared to print generations to face future challenges. Students are expected to have much better attitudes, skills and knowledge competencies, be more creative, innovative and productive so that they can face various challenges and problems in the future. This curriculum replaces the Education Unit Level Curriculum (KTSP). The curriculum applied at SDN 3 Malangnegah is 2013 Curriculum (Hamalik, 2008).

Some students think that PAI is a boring subject and is even considered a burden (Imam Tabroni et al., 2021). As a result, many students are lacking and not interested in understanding and mastering the basic concepts in PAI learning materials (Imam Tabroni et al., 2022). The difficulty of students in learning PAI and less than optimal learning achievement is a problem for teachers (Tabroni et al., 2021). Therefore, a teacher must be able to present material by applying methods and models that are more attractive to students to motivate and encourage students to be more serious about learning PAI (Tabroni & Juliani, 2022). Based on the results of interviews and initial observations at SDN 3 Malangnengah, it was found that PAI learning was still teacher-centered (Teaching Centered Learning) so that students became less active and bored and resulted in low student achievement. One of the learning materials that are still difficult to understand and master for grade 4 students is the pillars of faith learning material. This can be seen when the teacher delivers the material, students tend to be passive and pay less attention to the teacher, it is difficult for students to catch feedback from the teacher when asking questions and there is no desire for students to ask the teacher about learning materials that have not been understood and do not have the courage to express ideas, ideas or opinions (Imam Tabroni et al., 2022), (Tabroni & Purnamasari, 2022). As a result of low

activity, learning achievement in grade 4 is also low. This is indicated by the daily test results of students who have a fairly low level of completeness. The complete limit for PAI lessons is 75 in order to develop thinking skills in solving problems so as to improve student achievement. The way to overcome this is by applying appropriate learning methods and models in accordance with the problems in grade 4 so that students will be motivated in learning PAI. The selection of a good learning method is a method that is in accordance with the material to be delivered, the condition of the students and the available infrastructure and learning objectives. One method that can be used is to implement Project Based Learning (PjBL) (Monette et al., 2013).

Therefore, the author intends to conduct research to improve the achievement and learning activities of PAI students in grade 4 SDN 3 Malangnengah. Implementation of Project Based Learning (PjBL) Learning Methods accompanied by Concept Maps to Improve Achievement and PAI Learning Activities.

THEORETICAL REVIEW
Project Based Learning Concept
Project-based learning is a learning model that provides an opportunity for teachers to manage learning in the classroom by involving project work (Imam Tabroni, 2022). Project-based learning is a learning method that can help students build their thinking and communication skills (Thomas, 2009), (Ledlow & Coppola, 2010). Project-Based Learning in general has the following steps: Planning (planning), Creating (implementation) and Processing (processing) (The John Adair, n.d.), (Corbin & Strauss, 2008). Project Based Learning can help students in group study, develop skills and the projects they work on are able to provide personal experiences to students and can emphasize student-centered learning activities (Ahmad, 2017). Thus, the teacher no longer acts as a learning resource but only as a facilitator, meaning that the teacher helps students learn more, the teacher also monitors student activities in the learning process. Students who are given learning using the project method have higher achievements than students who are given learning by using the project experimental method (Anggriani, 2016).

In Pohan's research, it is stated that the concept map learning strategy can make it easier for students to learn independently and can relate one concept to another (Pohan, 2013). The implementation of the Project Based Learning (PjBL) method is also accompanied by the use of concept maps. Concept maps are simple learning media and can represent all the concepts in the material. One of the purposes of concept maps is to train students to conclude concepts from the material being studied. A concept map is an image that describes the structure of the concept, namely the relationship between concepts from an image that states a meaningful relationship between the concepts of a subject matter that is connected by a conjunction. Therefore, concept maps will encourage students to connect concepts during learning, so that students will more easily understand the lesson. with the application of concept maps can make learning more interactive and active and can make it easier for students to learn (Mustafa, 2013).

METHODOLOGY

The research consisted of several stages, namely preparation, planning, implementation, observation, and reflection. The subjects in this study were 4th grade students at SDN 3 Malangnengah. The object of this research is learning activities and student achievement. Data obtained by informants, documents and learning activities through observation and observation. Data collection techniques were carried out by observation, interviews.

RESULTS

The following is the data for the grade 4 PAI learning scores before using the PJBL strategy

Table 1. Before Using PjBL

Name	KKM	Mark
Ananda Gumilang	75	78
Adityan Mauludin	75	79
Anisa Fatima	75	80
Dede Rizki	75	80
Farhan Pangestu	75	75
Galang Gumilang	75	78
Hani Khoerunnisa	75	83
Lulu Permata Sari	75	78
M. Adril Syafiq	75	80
M. Hoirul Rahman	75	78
M. Radit Permana	75	75
Nuni Halimah	75	77
Putri Ayu Ramadhan	75	79
Salma Rohmatul Lailah	75	75
Sinar Kailani Putri	75	79
Tiara Ayu Putri	75	80
Yudi Permana	75	80

Table 2. After Using PjBL

Name	KKM	Mark
Ananda Gumilang	75	80
Adityan Mauludin	75	80
Anisa Fatima	75	86
Dede Rizki	75	79
Farhan Pangestu	75	79
Galang Gumilang	75	80
Hani Khoerunnisa	75	86
Lulu Permata Sari	75	80
M. Adril Syafiq	75	84
M. Hoirul Rahman	75	80
M. Radit Permana	75	79
Nuni Halimah	75	80
Putri Ayu Ramadhan	75	82
Salma Rohmatul Lailah	75	80
Sinar Kailani Putri	75	80
Tiara Ayu Putri	75	82
Yudi Permana	75	87

DISCUSSION

Based on the results of interviews and observations, there are problems that can be concluded that in class 4 has problems, namely low achievement and learning activities. Therefore, it is necessary to make efforts to overcome these problems by applying appropriate methods. The method used is Project Based Learning (PjBL). The project learning method is in accordance with the identified problems that involve student activities in the learning process and make it easier for students to understand the subject matter, because students are expected to complete a project (Imam Tabroni & Ismiati Ismiati, 2021).

The teacher first gives apperception in the form of questions in everyday life to students related to the material. The next stage the teacher provides motivation and explains the purpose of learning. In the exploration stage, the teacher has divided students into six groups consisting of six students in each group. The teacher provides guidance in advance about the results of the product or project and assigns tasks to each group to create a concept map and provide essential questions about the congregational prayer material. The next stage of

elaboration in Project Based Learning (PjBL) syntax consists of Design a plan for the project, where the teacher accompanies students to find information about the concept of congregational prayer. The next stage is Create a Schedule, where students make a deadline (time or schedule) for completing the project, namely making a video of the practice of praying together with their group. The next stage is confirmation which consists of monitoring the student and the progress of the project and assessing the outcome. The final stage of the activity is the teacher guides students to conclude the results of their activities. The children complete the project for 1 day, and they send the product via WA to the teacher.

CONCLUSIONS AND RECOMMENDATIONS

Some students think that PAI is a boring subject and is even considered a burden. As a result, many students are lacking and not interested in understanding and mastering the basic concepts in PAI learning materials. The difficulty of students in learning PAI and less than optimal learning achievement is a problem for teachers. Therefore, a teacher must be able to present material by applying methods and models that are more attractive to students to motivate and encourage students to be more serious about learning PAI. By using the PJBL strategy, it can increase the PAI grades of 4th grade students at SDN 3 Malangnengah.

FURTHER STUDY

Every research is subject to limitations; thus, you can explain them here and briefly provide suggestions to further investigations.

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