

Islamic Religious Education Project-Based Learning Model to Improve Student Creativity

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Article Information

Abstract

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This article aims to analyze the implementation of the learning project based on PAI learning in increasing the creativity of students at school SMK Ma'rif NU Gresik. This article used a field research type of research using a descriptive qualitative approach, data collection is obtained through observation, interviews, and documentation. Furthermore, the researchers conducted the validity of the data with a credibility test model to increase persistence in research. Data analysis, namely data reduction, display, and conclusion. The subjects in this study were the head of the madrasa, Deputy Head of Curriculum, Islamic Religious Education teachers, and class students XI SMK Ma'rif NU Gresik. The results of this study are as follows; 1) The implementation of the Project Based Learning learning model in improving students' communication skills, activeness, and creativity in fiqh subjects includes learning planning which includes three stages, namely introduction, core activity, and closing; 2) The supporting factors for implementing the Project Based Learning learning model are professional teachers, positive student motivation, adequate educational facilities. The inhibiting factors are the different levels of students' abilities and the lack of time allocation.

Abstrak

Artikel ini bertujuan untuk menganalisis pelaksanaan proyek pembelajaran berbasis pembelajaran PAI dalam meningkatkan kreativitas siswa di sekolah SMK Ma'rif NU Gresik. Artikel ini menggunakan jenis penelitian penelitian lapangan dengan menggunakan pendekatan kualitatif deskriptif, pengumpulan data diperoleh melalui observasi, wawancara, dan dokumentasi. Analisis data yaitu reduksi data, display, dan penarikan kesimpulan. Subjek dalam penelitian ini adalah kepala madrasah, Wakil Kepala Bidang Kurikulum, guru Pendidikan Agama Islam, dan siswa kelas XI SMK Ma'rif NU Gresik. Hasil penelitian ini adalah sebagai berikut; 1) Penerapan model pembelajaran Project Based Learning dalam meningkatkan kemampuan komunikasi, keaktifan, dan kreativitas siswa pada mata pelajaran fikih meliputi perencanaan pembelajaran yang meliputi tiga tahap yaitu pendahuluan, kegiatan inti, dan penutup; 2) Faktor pendukung penerapan model pembelajaran Project Based Learning adalah guru yang profesional, motivasi siswa yang positif, fasilitas pendidikan yang memadai. Faktor penghambatnya adalah perbedaan tingkat kemampuan siswa dan kurangnya alokasi waktu.

INTRODUCTION

The project-based learning model is a model in learning that is designed so that students can produce a product from the learning materials obtained (Guo et al. 2020; Lasauskiene and Rauduvaite 2015). That way students play a more active role and express their creativity through the learning process that is carried out (Lubis 2020). In this case, learning is centered on the student or students and the teacher has a role as a facilitator and mediator. This is intended to minimize boredom in the learning process (Ratnasari and Saefudin 2018).

The materials contained in PAI subjects are material that is very closely related to the lives of students in their daily lives, especially to students (Abdurrohman and Syamsiar 2017; Harahap, Dahlan, and Usiono 2022; Pakpahan and Habibah 2021). Therefore, educators are required to have creativity and innovation in the delivery of material. To present effective, innovative, creative, and fun learning for students (Azmiyah and Astutik 2021; Gjefsen 2020). Therefore, the use of project-based learning models is expected to increase the creativity and quality of PAI learning, and students are expected to have the ability to understand the lessons delivered by the teacher (Lasauskiene and Rauduvaite 2015; Pete and Fogarty 2017).

This learning model is very suitable to be used to provide an increase in students' learning creativity so that students' interest in learning increases and is not easily bored (Chen and Yang 2019; Warr and West 2020). This project-based model can make the classroom atmosphere fun and students or students will be enthusiastic about the learning process because this learning model requires students to get results in the form of a product (Aftoni et al. 2021).

Based on initial observations at SMK Ma'rif NU Gresik., the facts in the field were found that there were some students who seemed less enthusiastic in participating in learning activities in class in PAI learning. Moreover, the method presented tends to be boring, such as the method of discussion, lecture, and question and answer. And also considering that PAI is a lesson that requires a lot of memorization, this makes students less enthusiastic in class. In addition, students creativity will also greatly assist the implementation process so that learning runs in an interesting way (Ilmi et al. 2021; Harahap, Dahlan, and Usiono 2022).

Based on this description, the authors wish to examine the implementation of the Project Based Learning Model on PAI Learning in Improving the Creativity of Students at SMK Ma'arif NU Gresik. The focus of the research in this study is on how to implement the project-based learning (PBL) model in PAI learning in increasing the creativity of students at SMK Ma'arif NU Gresik? What are the implications of implementing the PBL model in PAI learning in increasing the creativity of students at SMK Ma'arif NU Gresik? What are the inhibiting and supporting factors in the implementation of the PBL model in PAI learning in increasing the creativity of students at SMK Ma'arif NU Gresik?

RESEARCH METHODS

This study uses a qualitative research method that has a descriptive nature. Descriptive research is the most basic form of research. Which has the aim of describing and providing an overview of existing phenomena, these events are either natural events or those that have been engineered by humans. Qualitative research is inductive in nature where data is collected by making careful observations, including describing the context in detail followed by in-depth interviews (Creswell 2012; Sugiyono 2008).

Researchers collect data with or without help from others. At the time of research, the presence of researchers is something absolute. Therefore, researchers play an active role

and are involved as a whole in data collection at the research site. This research was conducted because the researcher wanted to know the extent of the implementation of the PBL learning model in PAI learning at SMK Ma'arif NU Gresik. Data collection techniques are interviews, documentation, and observation, while data analysis techniques follow the model (Miles and Huberman 1994) namely: data reduction, conclusion drawing, and verification.

RESULTS AND DISCUSSION

Result

Before learning Islamic Religious Education at SMK MA'ARIF NU Wringinanom Gresik, the Islamic Religious Education teacher previously made a Learning Implementation Plan (RPP), this is because the learning process will not run without this Learning Implementation Plan. Learning Islamic Religious Education subjects at SMK MA'ARIF NU Wringinanom Gresik refers to the K13 Curriculum, this is as explained by H.Mustoha, S.Pd as the Head of SMK MA'ARIF NU Wringinanom Gresik said that:

"PAI learning at SMK MA'ARIF NU Wringinanom Gresik uses the K13 Curriculum. So, the material taught also follows what is stated in the education unit level curriculum which includes subject components, time allocation, competency standards and basic competencies that must be achieved by students. on every material"

The PAI subject at SMK MA'ARIF NU Wringinanom Gresik aims to provide students with basic skills to be able to deepen their knowledge in religious laws both in the field of aqid and morality as well as in the fields of worship and muamalat so that students are able to actualize themselves in society. This is as stated by Mustofa Maa Shobirin, S.Pd, that:

"The purpose of the Jurisprudence subject at SMK MA'ARIF NU Wringinanom Gresik is to be able to deepen knowledge in religious laws both in the field of liquid and morality as well as in the field of worship and muamalat so that students are able to actualize themselves in society".

The time allocation for PAI learning at SMK MA'ARIF NU Wringinanom Gresik is 3 JP a week. This is in accordance with the statement of Lisa Faruki, S.Si as the Vice Head of Curriculum for the MA'ARIF NU Vocational High School Wringinanom Gresik who said:

"For the time allocation, PAI learning at SMK MA'ARIF NU Wringinanom Gresik according to what is stated in the curriculum structure is 3JP per week, at SMK MA'ARIF NU Wringinanom Gresik prioritizing religious-based subjects. However, it does not leave general subjects."

PAI learning at SMK MA'ARIF NU Wringinanom Gresik refers to the k13 curriculum, the material taught also follows what is stated in the curriculum. In addition, it must also meet competency standards and basic competencies for each material being taught. The following are the subject matter, competency standards, and basic competencies for PAI subjects at SMK MA'ARIF NU Wringinanom Gresik according to the curriculum used, meaning that it is in accordance with the lesson plans that he made (can be seen in the appendix).

In carrying out the PAI learning process, PAI teachers perform three stages, namely planning, implementation, and assessment. As explained by Mustofa Maa Shobirin, S.Pd:

"The PAI learning process is no different from the learning process in other subjects, namely, through the planning, implementation, and evaluation processes. Because by going through these three stages, learning can run well. The only difference is the material being taught and the models and learning methods used".

DISCUSSION

Analysis of the Implementation of Islamic Religious Education Learning with Project Based Learning Models at SMK MA'ARIF NU Wringinanom Gresik

One of the basic skills that teachers must possess is the ability to plan and implement the learning process. This ability equips teachers in carrying out their duties and responsibilities as teachers (Indawati et al. 2022; Ma'arif, Zuana, and Sirojuddin 2022). Learning and teaching occurs during the interaction between teachers and students to achieve learning objectives. As a learning and teaching process requires careful planning, namely coordinating the elements of objectives, teaching materials, teaching and learning activities, models, methods and teaching aids as well as assessment/evaluation, all of which are included in the learning strategy (Kaplan 2019; Nyborg et al. 2022).

Especially on the use of models in teaching, models are conceptual frameworks and systematic procedures in organizing learning experiences to achieve certain learning objectives, serving as guidelines for teaching designers, as well as teachers in planning and implementing teaching and learning activities. Thus, teaching and learning activities are truly purposeful activities that are systematically arranged (Fowler and Su 2018; Biwer et al. 2020).

In teaching and learning activities, learning models are needed by teachers and their use varies according to the objectives to be achieved after learning ends. In this case the learning model used by the teacher is a project-based learning model. The PBL project-based learning model is a learning model based on the principle of using tasks/projects as a starting point for the acquisition and integration of new knowledge (MacLeod and van der Veen 2020).

In project-based learning, it is a teaching approach that is built on learning activities and real tasks that provide challenges for students related to everyday life to be solved in groups. The process or effort to get a task or situation to be solved that is really real as a problem by using known rules (Warr and West 2020).

So, problem-based learning focuses more on real-life projects/tasks that are meaningful to students. As observed by researchers at SMK MA'ARIF NU Wringinanom Gresik that in PAI learning, the teacher uses several learning models, one of which is the project-based learning model, where this learning model the teacher conducts several groups by appointing a chairperson and secretary, then gives a project that has been prepared by the teacher, then each group to discuss and work on the project together, making sure each group member participates actively.

As seen in class XI when project-based learning made a mind map, in which the number of class XI students was 45 students who were divided into six groups by the PAI teacher, then each group was asked to make a chairperson and secretary, the aim was to organize project work carried out at the time. that. Based on the project-based learning model, students are active enough to work together on projects given by the teacher.

Seeing the implementation of the project-based learning model carried out by the teachers of SMK MA'ARIF NU Wringinanom Gresik in the researcher's view in accordance with the steps for implementing the project-based learning model, are as follows: 1) First of all , Students look at the pictures and exemplary stories in the reflection column. 2) The teacher together with the students determine the theme/topic of the project, namely making a Mind map that presents the order of Allah's Apostles, with the mandatory and impossible nature of Allah's Apostles. 3) The teacher facilitates students to design the steps of project completion activities and their management, for example by identifying pairs of each mandatory and impossible trait. Students present solutions to problems. 4) The teacher provides assistance to students in scheduling all the activities they have designed. 5) The

teacher facilitates and monitors students in carrying out the project design for making Mindmaps which presents the order of Allah's Apostles, with the mandatory and impossible nature of Allah's Apostles; 6) The teacher monitors the completion of the project that has been designed 7) Students prepare reports and present their work; 8) Students publish their work in the form of Mind maps in the order of Allah's Apostle Apostles. Teachers and students at the end of the learning process reflect on the activities and results of project assignments.

So it can be understood that the project-based learning model can be applied by dividing small groups in the class, meaning that it is adjusted to the number of students, if the number of students in the class is 28 children, then it can be divided into small groups of 4 (four) groups. Each group has 1 (one) chairman and 1 (one) secretary so that later the results of the discussion can be written well.

Project based learning model (project based learning) the teacher gives a project as a starting point in accordance with the material being taught, then students discuss and work on the project properly and correctly. After completion, it is hoped that each group will gain experience and knowledge from working on existing projects so that participants are able to be skilled in communicating, be active and creative in the ongoing learning

The steps in the project-based learning model in PAI learning at SMK MA'ARIF NU Wringinanom Gresik according to the researcher's view that has determined the project that must be done by all members and there is only one project, determine the group so that the topics discussed in problem-based learning can focus and there is no overlap between groups, dividing members into several groups.

Each group, its members are adjusted to their expertise and their respective fields, determine the time allotted equally to each group to discuss debating projects that must be done to be presented together in a large discussion, each group to present their work and make conclusions, project-based learning outcomes presented in large group discussions.

In general, the learning model is defined as a plan or a pattern that is used as a guide in planning learning in class or learning in tutorials. The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management.

In this PAI subject, it requires a learning model that is effective and fun so that students can quickly catch what a subject teacher is saying. So the author tries to make the application of the project-based learning model effective, because basically all the learning models are effective, it's just a matter of how teachers can optimize the learning model (Satriani 2022).

The role of the teacher here is very important to establish communication relationships with students through project-based learning models. The teacher conveys the pie lesson material and after that the teacher asks the students to make a deliberation or discussion divided into several groups to discuss and work on a lesson project that has been accepted by the teacher. According to subject teachers, the results of using this project-based learning model are better and the development of students' comprehension skills is much better and more effective. Looking at the learning outcomes, the average student can do test questions and quickly understand the material presented by the subject teacher, according to the words (Kurniasih, Haryati, and Rachmiazasi Masduki 2021), namely as follows; 1) increase students' motivation to learn to encourage their ability to do important work, and they need to be rewarded; 2) improve problem solving ability; 3) make students more active and succeed in solving complex problems; 4) enhance collaboration: 5) encourage students to develop and practice communication skills; 6) improve students' skills in managing resources; 7) provide students with experience in learning and practice in organizing projects and making allocations of time and other resources such as equipment to complete assignments; 8) providing a learning experience that involves students in a complex manner

and is designed to develop according to the real world; 9) involve students to learn to take information and show their knowledge, then implement it in the real world; 10) make the learning atmosphere fun, so that students and educators enjoy the learning process.

Teachers also conduct teaching and learning outside the classroom once every two weeks or once a month. For example, in the hall and in the multimedia room, the subject teacher invites students to learn to teach by looking at various literatures related to PAI learning. According to the teacher, this learning model is better and more effective because the students are very enthusiastic and very happy with this kind of learning model.

Based on the data above, it can be concluded that the application of the project based learning model on PAI subjects at SMK MA'ARIF NU Wringinanom Gresik is made into several groups, usually 7 groups, but can be less than 7 groups because it is adjusted to the number of students. that exist when participating in PAI learning activities in the classroom, so that this makes students happy to learn PAI, it can be seen that students have good learning motivation in participating in problem-based learning activities even though some students are busy alone, some play alone, and so on, however, PAI students and teachers remain enthusiastic about problem-based learning in the classroom.

Implications of the Implementation of PAI Learning with the Project Based Learning Model at SMK MA'ARIF NU Wringinanom Gresik. Thus, based on the results of the researcher's interview with the informants above, namely the principal and teacher, that the researcher obtained data related to the title of the study regarding the Implementation of Islamic Religious Education Learning with Project Based Learning Models, namely: 1) In Islamic Religious Education Learning With Project Based Models learning at SMK Ma'rif NU Gresik refers to K-13. 2) In PAI Learning with General Learning both refer to K-13 but what distinguishes it lies in the method, material, and methods used by the teacher in providing learning. 3) Test students both in the form of written and oral tests in order to determine their ability of these students.

Analisis Faktor Pendukung dan Penghambat Implementasi Pembelajaran PAI dengan Model Project Based Learning di SMK MA'ARIF NU Wringinanom Gresik.

The implementation of a learning model cannot be separated from strengths and weaknesses, not all learning models can run smoothly. A teacher must be able to guide, direct, and create conditions for student learning. To achieve this, he must try to reduce the lecture method and start developing other methods that can involve students actively. When the teacher is less prepared and does not master the lesson material so that the way of presentation is not clear so that students are not happy with the lesson or the teacher.

Based on the results of research through interviews and observations that researchers conducted at SMK MA'ARIF NU Wringinanom Gresik, there are several supporting and inhibiting factors in the implementation of the project-based learning model in PAI subjects at SMK MA'ARIF NU Wringinanom Gresik . The supporting factors in the implementation of the project-based learning model are:

A learning will not be successful without a teacher who can manage learning well and competently. Because the teacher is a director as well as an actor in the learning process. Therefore, based on the observations that researchers did. The learning process carried out by PAI teachers at SMK MA'ARIF NU Wringinanom Gresik can be said to be quite good in managing the class so that the implementation of project-based learning in improving communication skills, activeness and creativity of students' learning can run according to the expected goals.

Teachers are a key factor in developing student potential, professional teachers are people who have special abilities and expertise in the field of teaching, so that they are able to carry out their duties and functions as teachers with maximum abilities (Amelia et al. 2022; Boyle et al. 2021) .

Students are also a supporting factor in the implementation of the project-based learning model (project based learning) in improving students' communication skills, activeness and creativity. learning. It's all inseparable from a teacher who makes learning interesting by using the project-based learning model.

Learning is an effort to teach students, in learning students not only interact as a source of learning but also interact with other learning resources. Therefore, learning pays attention to how students learn and not what students learn.

The fulfillment of teaching materials for students such as LKS and PAI textbooks as well as other relevant books greatly assist teachers in delivering the material being taught, so that students can listen and pay attention to the material taught by the teacher well. Teaching materials are information, tools, and texts needed by teachers or instructors for planning and studying the implementation of learning. When teaching materials are made by educators, learning will be more interesting and impressive for students.

Facilities and Infrastructure Factors: Facilities and infrastructure are supporting factors in the implementation of learning, at SMK MA'ARIF NU Wringinanom Gresik there are learning facilities that can be said to have been fulfilled such as conducive classes and LCDs so that they can be comfortable in the teaching and learning process.

As for the inhibiting factors in the implementation of project based learning models (project based learning) are: Teachers can also be an inhibiting factor in the implementation of project based learning models, because not all teachers can do project based learning models. In this case, many still use lectures in the teaching and learning process. And what the researchers observed was that PAI teachers in carrying out the learning process were quite maximal.

Quality education services in a systems approach (input-process-output), positions the teacher as an essential component in the education system, especially in the learning process.

Its role is very strategic, especially in learning activities, the teacher's role as an agent of change in the learning process serves to improve the quality of education (Kango, Kartiko, and Zamawi 2021; Bahri 2022; Fadhli 2017). Students can also hinder the learning process, because each student has a different character. Based on the observations of the researchers, there were still one or two students who made noise and did not pay attention. So this can disturb their friends and also interfere with the learning process. According to Piaget, since birth students experience stages of cognitive development. Each stage of cognitive development has different characteristics. Thus learning places students as subjects not as objects. Therefore, in order for learning to achieve optimal results, teachers need to understand the characteristics of students (Hanafi and Sumitro 2019; Nainggolan and Daeli 2021).

The limited time in the learning process also sometimes becomes an obstacle in the learning process, but because it has been regulated that the allocation of learning time at SMK MA'ARIF NU Wringinanom Gresik is 2 x 45 minutes, in applying the project-based learning model, the teacher must be able to manage time well and according to the researcher this is not such a big obstacle.

CONCLUSION

The implementation of Islamic Religious Education learning with the Project Based Learning Model at SMK MA'ARIF NU Wringinanom Gresik is made into several groups, usually 7 groups, but can be less than 7 groups because it is adjusted to the number of students present when participating in Islamic Religious Education learning activities in the classroom. . So this makes students happy to learn Islamic Religious Education, it looks like students have a pretty good learning motivation in participating in debate activities even though some students are busy alone, some play alone, and so on, however, PAI students

and teachers are still enthusiastic in learning based on problems in class. The implementation of the project-based learning model in Islamic Religious Education Learning at SMK MA'ARIF NU Wringinanom Gresik is going well, but this is inseparable from the supporting and inhibiting factors faced by the madrasah.

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