Learning Islamic Education with the Project Based Learning (PjBL) Method

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Article Information	Abstract
	This study aims to analyze Islamic Education learning with project-based learning methods and identify obstacles and solutions faced in learning. The research approach used is qualitative with a phenomenological type. Data were collected through interviews, non-participatory observation, and documentation. The data analysis technique in this study follows the steps of Data Reduction, Data Presentation, and Conclusion Drawing. The study results indicate that implementing Islamic Education learning with the project-based learning method is carried out in stages based on the principles of project-based learning, determining the main questions, project planning, making an implementation schedule, creating projects, and evaluating the results. This learning emphasizes students' active involvement in completing projects relevant to the learning material to create a pleasant learning atmosphere and increase motivation, creativity, and critical thinking skills. Some obstacles to implementing the project-based learning method are immature planning, time constraints, and difficulties in managing groups of students. To overcome these obstacles, cooperation is needed from all parties, both teachers, students, and schools. Teachers, as facilitators, can provide appropriate direction for students regarding project planning, condition learning effectively, and create a supportive learning environment. Penelitian ini bertujuan untuk menganalisis pembelajaran PAI dengan metode pembelajaran berbasis proyek dan mengidentifikasi kendala dan solusi yang dihadapi dalam pembelajaran. Pendekatan penelitian yang digunakan adalah kualitati dengan jenis fenomenologis. Data dikumpulkan melalui wawancara, observasi non-partisipatif, dan dokumentasi. Teknik analisis data dalam penelitian ini mengikuti langkah-langkah Reduksi Data, Penyajian Data, dan Penarikan Kesimpulan. Hasil penelitian menunjukkan

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bahwa, pelaksanaan pembelajaran PAI dengan metode project based learning dilakukan secara bertahap sesuai dengan prinsip-prinsip pembelajaran berbasis proyek, menentukan soal pokok, perencanaan proyek, membuat jadwal pelaksanaan, membuat proyek, dan mengevaluasi hasil. Pembelajaran ini menekankan pada keterlibatan aktif peserta didik dalam menyelesaikan proyek yang relevan dengan materi pembelajaran, sehingga mampu menciptakan suasana belajar yang menyenangkan, meningkatkan motivasi, kreativitas, dan keterampilan berpikir kritis. Beberapa kendala pada saat pelaksanaan metode project based learning yaitu, perencanaan yang belum matang, keterbatasan waktu, dan kesulitan dalam mengelola kelompok peserta didik. Untuk mengatasi berbagai kendala tersebut, diperlukan kerjasama dari semua pihak, baik guru, peserta didik, maupun sekolah. Bagi guru, sebagai fasilitator, guru dapat memberikan arahan yang tepat bagi peserta didik terkait perencanaan proyek, guru dapat mengondisikan pembelajaran secara efektif, dan menciptakan lingkungan belajar yang mendukung.

I.   INTRODUCTION

Education is a continuous process that aims to improve students' knowledge and skills in various fields (Naufal & Maksum, 2024). Islamic Education aims to strengthen students' faith, appreciation, and application of Islamic teachings to become Muslim individuals with faith and high moral standards in their personal lives, communities, countries, and states, fearing Allah SWT. PAI is used at various levels of Education, from elementary to high school, and is adjusted to the student's ability. The presence of PAI is expected to positively impact students' character and reduce various forms of deviations that are increasingly widespread. In addition, PAI must be able to instil awareness in every child about the importance of having noble morals that reflect faith and piety to Allah SWT. The success of Education is marked by changes in human behaviour for the better (Utomo, 2020).

According to Chapter I Article 2 of Government Regulation No. 55 of 2007, Religious Education provides students with knowledge, attitudes, personalities, and skills in practising their religious teachings. Religious education must be carried out through courses or lectures on all paths, levels, and types of education. Meanwhile, according to Zakiyah Daradjat, Islamic Education aims to guide and grow students to understand Islam's teachings consistently. Islamic

Education seeks to guide and nurture students to understand Islam's teachings consistently. Furthermore, the teachings aim to help students practice in life and make Islam a guideline for life (Hamim et al., 2022).

Student activity in the learning process is one of the essential factors that show the success of Education. The use of conventional learning methods, such as monotonous lectures in every lesson, especially in PAI subjects, can cause boredom in students, even though PAI lessons should be fun. This impacts the lack of development of student activities in learning because teachers do not use effective and varied methods. One of the consequences is the limited direct interaction between students and teachers, which causes students to lack confidence and dare to express their opinions because they are rarely allowed to discuss or express their views (Hardianti et al., 2018).

The Project Based Learning (PjBL) learning model is a learning method that lasts for an extended period, in which students are involved in creating projects to solve problems that exist in their lives. This learning focuses on improving students' problem-solving ability by working on projects that produce something and can encourage creativity (Sari & Angreni, 2018).

The Project Based Learning (PjBL) learning model can develop students' potential and train them to use their knowledge and skills to solve problems. The main concepts of PjBL include problem identification, selection of relevant information, data analysis, decision-making, and evaluation. In PjBL, students are given real problems that must be solved individually and in groups. Students must search for information, analyze data, and make informed decisions during problem-solving. In this way, students learn theories and concepts and hone skills in dealing with real-world situations. Therefore, PjBL can assist students in developing skills in problem-solving, creativity, and cooperation in a structured and supportive environment.

In addition, this method can also help students develop independent learning skills and take responsibility for the learning process. In PjBL, students must take full responsibility for their Education, seek information independently, and solve problems with their chosen methods. This provides an opportunity for

177 JIE *(Journal of Islamic Education)*
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students to improve their independence and lifelong learning skills, which is one of the main goals of the Independent Learning Curriculum that is currently in use (Ridwan & Satriawan, 2024).

Another previous study titled The Application of the Project Based Learning (PjBL) Learning Model to Improve Student Learning Outcomes in Islamic Education Subjects at SMP Negeri 7 Tangerang City showed that this model effectively improved student learning outcomes.

During Islamic Education, special emphasis should be placed on the moral aspects of human beings as social and pious beings. In Islamic Education learning, the project-based learning model can be successful if applied correctly, providing opportunities for students to solve problems and improve their problem-solving abilities. The hands-on experience provided to students will benefit them, helping them overcome difficulties in Islamic Education subjects and enhancing their learning outcomes (Wahyuni & Fitriana, 2021). Hereby, the research discusses the implementation of PAI learning with project-based learning methods, obstacles, and solutions in learning using metode Project Learning, which is limited to SMP N 1 Gatak.

II. METHOD

This research is a qualitative descriptive study with a phenomenological approach. Descriptive research aims to describe a particular phenomenon or population from the perspective of an individual, organization, or institution and explain aspects relevant to the observed phenomenon (Rehani & Mustofa, 2023). Meanwhile, the phenomenological approach aims to understand reality through a deeper understanding of the human mind and behaviour (Nasir et al., 2023). The data in this study are in the form of words or illustrations, not numbers. Primary data were obtained through observation, interviews, and documentation. Observations were made to observe the PAI learning process at SMP Negeri 1 Gatak conceptually and systematically, then the results were recorded on the observation sheet. Interviews were conducted with the principal, PAI teachers, and several grade IX students to obtain in-depth information related to the

research. At the same time, secondary data were obtained from books, journals, and other relevant sources of information.

This study uses a field study method, where researchers speak directly to and observe research subjects (Maros et al., 2016). Data collection techniques include observation, which is the systematic observation of events or problems being studied. Interview: Direct dialogue between researchers and informants to exchange information. Documentation: Data collection from various written sources that support the research. After the data is collected, the data reduction stage is carried out, namely summarizing important data and eliminating less relevant information. The reduced data is then analyzed and presented as descriptive descriptions. The final step is drawing conclusions based on the results of the data analysis. To ensure data validity, several techniques are used, including source, method, and time triangulation. Source triangulation is done by comparing data from various informants. Technique triangulation is done by comparing the results of observations, interviews, and documentation. Meanwhile, time triangulation is done by collecting data in various conditions and at different times to increase the accuracy of the research results.

III.   FINDINGS AND DISCUSSION

Implementation of PAI Learning with the Project-Based Learning

Learning can be defined as imparting lessons to students using learning theories or educational principles, which are the primary basis for success (Mulyadi & Ruhiat, 2022). Islamic Education Learning is an interaction process between teachers and students to help students understand and practice Islamic teachings daily (Junita et al., 2023). In Islam, the position of a religious teacher is one level below the position of the prophet and the messenger. Teachers are always in touch with knowledge, and Islam greatly values science (Marzukhoh & Shobahiya, 2017). According to the Ministry of Religious Affairs, Islamic Education (PAI) aims to form individuals with a strong foundation of faith, deep devotion, and noble morals (Qodariah et al., 2023).

PAI learning aims to broaden students' understanding of Islamic teachings, improve skills in social interaction, manage emotions, and hone their sensitivity to

179 JIE *(Journal of Islamic Education)*
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moral and ethical values based on Islamic teachings (Budiman, 2023). Specific objectives include improving students' understanding of the teachings and practices of worship in Islam, deepening their insight into Islam's ethical and moral values and their application, encouraging a critical and reflective mindset towards the teachings of Islam, and building an attitude of tolerance by Islamic principles (Muani, 2022).

The PAI learning process generally does not go well in the classroom. This is due to a teacher-focused or teacher-centred approach to Education, where teachers are less actively involved with students in their learning process. The method used focuses more on providing information or talking. Students tend to be silent and unable to voice their opinions because of this learning model (As'ari et al., 2023).

In the learning and teaching process, a pleasant learning atmosphere can have a positive impact on increasing student motivation and discipline. High learning motivation is one of the critical factors determining students' success in achieving optimal learning outcomes (Badaring, 2022). Adequate and appropriate methods are needed in a successful learning process, including project-based learning methods. Project-based learning is learning that involves students in activities that interest them as well as those related to the learning material. These projects often include members of a group or neighbourhood and typically result in a product aimed at a specific purpose or real-world experience (Omar et al., 2021).

This project-based learning model is very important in teaching and learning activities. By implementing project-based learning, teachers can concretize learning models and methods so students become more active and motivated. With the project-based learning method, students can help with problem-solving (Sutardi, 2022; Yuliyanti et al., 2020). This is expected to have a positive impact on student behaviour and achievement, as well as have a good influence on the school and the surrounding environment (Fadillah & Sohidin, 2024). Through learning methods, students can gain a deeper understanding, develop critical thinking skills, increase motivation and active participation, and strengthen

problem-solving skills (Inayati & Ariona, 2023). In the Project Learning method, the teacher facilitates students to explore, assess, and interpret to produce products as learning outcomes (Halim et al., 2023; Wati et al., 2024).

Based on Susanti's experience in the field, this method has several drawbacks, including difficulties in controlling classroom conditions that can become noisy during the implementation of the project. The freedom given to students opens up opportunities for commotion, so teachers are needed to manage the classroom effectively. Although the time allocation has been sufficiently arranged, more time is required to achieve optimal results. In addition, the amount of equipment that must be provided also requires considerable costs. Aminullah (2017) states that the advantages of Project Learning include encouraging increased student creativity, developing critical thinking, and improving problem-solving ability. Students' creativity and problem-solving skills are practical thinking marks (Nugraha et al., 2024).

Some of the stages in PAI learning using the Project Based Learning model are as follows: The first stage is introducing and determining basic questions. At this stage, teachers can start learning by greeting students and then conditioning the classroom to create a refreshing learning atmosphere. Then, the teacher directed the students to open learning by reading the *basmalah* and several Qur'an letters together. This is one of the advantages of SMP N 1 Gatak, as you should always get used to reading the Quran before starting to learn. After that, the teacher provides trigger questions for students and conveys the material and learning objectives to be taught.

The second stage is the planning stage because the implementation plan is half of the success of learning (Salim et al., 2021). At the planning stage, learning begins with a brief explanation of the material or displaying an overview followed by a discussion of the project to be implemented. In addition, teachers also group students according to the procedure for doing projects (Anggraini & Wulandari, 2020).

Next, the third stage is to prepare a schedule. Teachers and students jointly plan the project to be carried out, namely making a summary of the material

181   JIE *(Journal of Islamic Education)*
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written on cardboard using each group of students' creativity and interesting ideas. Teachers and students also determine the schedule for implementing these activities at this stage. The fourth stage is product manufacturing, where students make projects with their respective groups (Setiawati et al., 2024). Here, teachers should monitor students' actions so that students can contact the teacher immediately if there is a problem.

The last stage is the test of results or evaluation. At this stage, teachers assess and evaluate students' learning outcomes to determine their level of understanding of the topics being studied. The teacher uses the presentation system of each group as his assessment, and after the students have made a presentation, the teacher evaluates by giving good advice to the students. This process is critical because the primary goal of this learning model is to shape students to think critically and understand the material through hands-on experience (Wigi et al., 2024).

Table 1. Sintaks project-based learning

No	PJBL Syntax	Implementation
1.	Determine the fundamental questions.	The teacher asks trigger questions about the story material of the Ottoman Empire and the project to be created.
2.	Project Planning Design	In planning this project, the teacher divided the students into groups and assigned each group to summarise the story material of the Ottoman Empire and write it on cardboard according to the student's creativity. After that, students divide the assignment into their respective groups.
3.	Create a schedule	Students and teachers jointly prepare a project schedule, namely around implementation time, so that it is agreed upon together with two meetings to complete the project.
4.	Creating a project or product creation	Students create projects by working together with their groups. With different tasks, some summarize the material, write it on coloured paper, and make decorations to make it attractive, all done together and with the teacher's supervision.

5.	Test results and evaluation	After the students have completed their projects, each group presents the results one by one, after which the teacher and students give suggestions to comment on the group work that advances the presentation and the teacher can also do the assessment.

Project-based learning in Islamic Education subjects is considered very effective by students. They love creative activities such as making concept maps and videos because they can improve their understanding of the material. The student said during the interview that "project-based learning makes the PAI learning process at SMP N 1 Gatak more interesting and not boring, it also helps in understanding the material taught by the teacher." This description shows that students feel that by using the Project Learning method, they can understand the material more deeply, primarily through activities such as summarizing. Learning becomes more meaningful because students learn by working on projects and facing their problems. It also improves students' critical thinking skills and internal motivation, allowing them to relate what they know to contexts relevant to real-life situations so that concepts or theories can be discovered during the project work process (Setiawati et al., 2024). In an interview conducted by the researcher with students, the student explained that he hoped that teachers could apply this learning model more often, with various materials that are more relevant to daily life and more educational videos.

In implementing group projects, students learn to appreciate each member's different interests and abilities. They also learn to collaborate and complete tasks together. Students also said they felt happy, enthusiastic and enjoyable for the project's learning. In addition, this project taught them a lot of positive attitudes, such as patience, caring for others, and cooperation. The project is worthwhile, impressive, extraordinary, and very good to repeat in the next lesson (Sultoni, 2022). While there are some challenges, such as students' tendency to work individually rather than collaborating with their peers, group members who have high academic ability often perform group assignments, and discussion or presentation conditions tend to be conducted by specific students only and difficulties working with less disciplined members; overall, students feel group

183 JIE *(Journal of Islamic Education)*
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work provides many benefits (Rani, 2021). Students give suggestions to the teacher, such as assisting in selecting group members, explaining the material in more detail, and assigning the recording of essential points. Students should create a video or concept map with shorter, more focused material for the next project.

The first research entitled Implementation of Islamic Education through Learning Project-based learning at Al-Azhar Islamic High School has similarities to the author's research, namely at the time of implementation with Project-based learning in schools by the implementation procedures carried out by SMP N 1 Gatak, and also the method of Project-based learning This is effective in helping students to be more active and improve students' understanding of PAI mater (Minhaji et al., 2022). Meanwhile, in the second research entitled Application of the Project-Based Learning To Increase Students' Interest in Learning PAI, there is a difference with the author's research, namely, this second study discusses or focuses more on the method of Project-based learning used to increase students' interest in learning (Hanun et al., 2023). However, from the above research, there is a similarity that focuses on learning PAI using project-based learning, which has proven effective in studying PAI.

Obstacles and Solutions of the Project-Based Learning (PjBL) Method in PAI Learning

In applying this learning model, teachers often face several challenges in the field, which results in this learning model not being implemented optimally. These challenges include: *First*, some students still cannot make learning plans, and male students usually dominate them. Teachers can solve the problem by assisting in lesson planning and monitoring during the planning process so that all students can plan their learning properly and optimally. *Second*, students are less comfortable dividing groups independently because it will cause injustice. The solution expected by students is that teachers can divide groups fairly and that students with high academics cannot be made into one group to help other students work on projects. This can be done by appointing a group leader first and then the chairman looking for his members to be made into the group.

Third, project work is still done by a group of students with high academic achievement because the student is the most prominent or quick in understanding the material, so other students only get lighter tasks or even only get tasks to decorate cardboard boxes. The solution is that the division of functions between each student in the group can be the same and help each other so that the project will be completed quickly if done together. *Fourth*, the atmosphere in the classroom during the project work was a bit noisy because they were afraid of disturbing other classes. For this reason, teachers can condition their courses so that they are not loud and noisy, and conditioning can be reprimanded in advance or warned to be calm while working on the project (Firmansyah et al., 2024).

According to Asis (2023) in his research, there are several obstacles to implementing problem-based learning. That is, a) Student students tend to be passive in the learning process, perhaps due to improper group division, so they do not group with their peers and are less familiar with other group members. b) Time, implementing Project Based Learning requires time and careful preparation. Two hours of lessons is not enough to achieve optimal results. c) Milieu, the school environment also affects the teaching and learning process. A noisy and crowded atmosphere can interfere with students' concentration.

To overcome these obstacles, students who are less active in group discussions are given the task of being moderators or representatives of project results in front of other groups. The goal is for passive students to still contribute to completing the project. To overcome time constraints, teachers send the material to be discussed at the next meeting via WhatsApp group the day before the discussion starts. This way, students can learn it first. The goal is to maximize the use of time. To overcome environmental barriers, the researchers admitted that they still have not found the right solution so that students are not disturbed by noise outside the classroom. It is undeniable that students are still affected by the noise outside, which, in the end, also makes the atmosphere in the school noisy. The results of the study can be seen in the explanation below.

185   JIE *(Journal of Islamic Education)*
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p-ISSN: 2503-5363 (print)

Table 2. The following PjBL constraints and solutions

No	Constraints	Solution
1.	Students are less able to make learning plans.	Teachers can assist in lesson planning and monitoring during the lesson planning process.
2.	Students are less comfortable when dividing groups independently.	According to students, teachers can divide groups fairly to overcome injustice during group division.
3.	A group of students with high academic achievement still carry out the project work.	When working in a group, they can help each other so that all students get clear assignments.
4.	The atmosphere in the classroom is noisy or crowded when working on a project.	The teacher gives warnings to keep the class calm, and while working on the project, the teacher monitors one group of students at a time.
5.	It took a long time.	To save time, teachers can provide material that will be taught at the next meeting so that students can learn and understand it as homework.

IV.   CONCLUSION

The implementation of PAI learning with the PjBL Method has several stages, namely, determining basic questions, project planning, making an implementation schedule, doing a project, and evaluating results. These stages are carried out systematically to encourage students to understand the material deeply. PAI learning with the PjBL method emphasizes the active involvement of students in completing projects relevant to the learning material so that they can create a fun learning atmosphere and increase motivation, creativity, and critical thinking skills. However, implementing the PjBL method faces several obstacles, such as immature planning, time constraints, and difficulty managing student groups. All parties, including teachers, students, and schools, need cooperation to overcome these obstacles. Teachers, as facilitators, can provide appropriate guidance for students regarding project planning, condition learning effectively, and create a supportive learning environment. Students will actively participate in Education, and with this, they will also learn to work together in groups and be responsible

for the tasks given. Thus, implementing this method can effectively improve the quality of Education in Islamic Education learning.

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