



Increasing Students' Learning Interest in Asmaul Husna Through Project-Based Learning (PJBL) Model With Role-Play Method in 3rd Grade of SD Negeri 0610 Pintu Padang

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Abstrac:

This study aims to explore the effectiveness of the Project-Based Learning (PjBL) model combined with the Role-Play method in increasing students' learning interest in Asmaul Husna in the 3rd grade of SD Negeri 0610 Pintu Padang. The background of this research is based on the low interest and engagement of students in learning Asmaul Husna due to conventional teaching methods that are less interactive. The implementation of PjBL allows students to actively participate in project-based learning, fostering critical thinking and creativity, while the Role-Play method enhances their understanding by allowing them to act out the values reflected in the 99 beautiful names of Allah. The results of the study indicate a significant increase in students' enthusiasm and understanding of Asmaul Husna, as well as improvements in their character development, as they learn to apply the values taught in their daily lives. This research suggests that combining PjBL with Role-Play provides an innovative and effective approach to enhancing students' learning interest in religious education, particularly in character-based lessons such as Asmaul Husna.

Keywords: Project-Based Learning (PjBL), Role-Play, Asmaul Husna, Learning Interest, Character Development, Elementary Education, Islamic Education, 3rd Grade.

INTRODUCTION

Elementary education serves as a crucial foundation for character development and the growth of children's potential. At the primary school (SD) level, students are not only expected to acquire basic knowledge but also to develop attitudes, moral values, and social skills that will guide them to the next stage of education. One important aspect of religious education is the introduction and understanding of basic religious concepts, which not only provide theoretical knowledge but also shape students' behavior and character. In the context of Islamic education, teaching Asmaul Husna, the 99 beautiful names of Allah mentioned in the Quran, is an essential part of introducing students to the qualities of the Almighty God. Asmaul Husna is not merely a set of names to be memorized, but it serves as a foundation for students to shape their character. Each name in Asmaul Husna carries deep meaning and can inspire students to apply these values in their daily lives. Therefore, it is important for educators to teach Asmaul Husna in an engaging, interactive, and relevant way that resonates with the students' lives.

However, in practice, teaching Asmaul Husna in many schools, including SD Negeri 0610 Pintu Padang, faces several challenges. One of the main issues identified is the lack of student

interest in the subject. Students often perceive the material as boring and difficult to understand, especially due to the monotonous delivery method that fails to engage them actively. This results in a low level of understanding of Asmaul Husna, and furthermore, reduces the opportunities for students to apply the values embedded in these names in their lives. Additionally, the conventional teaching methods, such as lectures or repetitive assignments, also contribute to the low student interest. In such conventional learning processes, students tend to become passive and less interactive with the learning material. This also affects the development of their character. Character education, which should be reflected in the understanding of Asmaul Husna, cannot develop optimally if students are not given the opportunity to experience and apply these values directly in their lives.

Thus, a more innovative and enjoyable approach to learning is needed, so that students can be more active, enthusiastic, and gain a deeper understanding of the Asmaul Husna material. One method that can be used is Project-Based Learning (PjBL), a project-based learning model that integrates technology to help students understand concepts in a more interactive, practical, and applicable way. Project-Based Learning (PjBL) is a learning model that focuses on project-based learning. In this model, students are given tasks or projects that require them to conduct research, collaborate, and present, enabling them to understand the material directly through experience. Through PjBL, students can learn to connect theory with practice, develop critical thinking skills, and enhance creativity. Using this model, students can more easily grasp Asmaul Husna not only as a concept to be memorized but also as values that can be applied in everyday life.

The Role Play method is a technique that can be an effective addition to the learning of Asmaul Husna. In Role Play, students take on roles that reflect the characters in Asmaul Husna or situations related to the values in Allah's names. By acting out these roles, students not only memorize but also experience and understand the meaning behind each name. This provides a more comprehensive and memorable learning experience for the students. Based on the above explanation, it is clear that the teaching of Asmaul Husna at SD Negeri 0610 Pintu Padang needs to be conducted with a more creative and innovative approach to increase student interest and understanding. Therefore, this research aims to explore the extent to which the implementation of Project-Based Learning (PjBL) with the Role Play method can enhance students' interest in learning Asmaul Husna and support character development in 3rd grade students at SD Negeri 0610 Pintu Padang. It is hoped that through this approach, students will not only gain better knowledge of Asmaul Husna but also be able to apply these values in their daily lives. The implementation of a student-centered learning model and the use of technology is expected to have a positive impact not only on increasing learning interest but also on the development of students' character, particularly in developing moral values aligned with the teachings of Asmaul Husna. Therefore, this research is highly relevant and important to be conducted at SD Negeri 0610 Pintu Padang.

METHODS

This study is a classroom action research (CAR) aimed at increasing students' learning interest and character development through the application of the Project-Based Learning (PjBL) model with the Role Play method in the Asmaul Husna material for 3rd-grade students at SD Negeri 0610 Pintu Padang. The research was conducted to provide a solution to the existing problem in the classroom, namely the low learning interest of students in understanding the concept of Asmaul Husna and the lack of character development, such as honesty and respect for others. Classroom action research (CAR) is a form of research conducted by teachers or educational practitioners to improve the quality of learning through systematic and continuous improvements within the classroom environment. This study focuses on the actions taken by the researcher to address problems in the classroom and measure the results of the applied actions.

The characteristics of Classroom Action Research (CAR) in this study are as follows: Focus on teaching practice: The research emphasizes actions taken within the classroom, aimed at improving the learning process. Participatory and reflective: The research actively involves both the researcher and students in the learning process and reflection on the outcomes achieved. Continuous cycles: The research is conducted in cycles consisting of planning, action, observation, and reflection. Each cycle will serve as an evaluation for improvements in the next cycle. Problem-based approach: The research begins by identifying real problems in the classroom, namely the low learning interest of students in Asmaul Husna and the lack of character development. By using the PjBL and Role Play methods, this research aims to explore how these learning models can be effectively applied to enhance students' understanding of Asmaul Husna and support their character development, especially in terms of honesty and respect for others. The Role Play method will also be used to provide students with direct experiences in bringing the values of Asmaul Husna and moral character to life in relevant and contextual situations.

RESULTS

In the pre-cycle stage, learning in the 3rd grade of SD Negeri 0610 Pintu Padang still employed conventional methods, mainly using a lecture-based approach. Students often appeared disengaged and uninterested in learning activities. When teaching the Asmaul Husna material, most students could only memorize the names of Allah without a deep understanding of the values contained within them. The average student score on the Asmaul Husna material was around 60, indicating that most students had not yet met the Minimum Mastery Criteria (KKM) set at 75. Furthermore, student interest in this material was also relatively low, as they tended to focus more on rote memorization without comprehending the contextual values within Asmaul Husna.

The following is a table of students' understanding of the Asmaul Husna material during the pre-cycle stage in the 3rd grade of SD Negeri 0610 Pintu Padang, prior to the application of the Project-Based Learning model with the Role Play method: Number of Students Who Passed (≥ 75): 0 students Number of Students Who Did Not Pass (< 75): 20 students Average Score: 60 (sufficient category) Classical Mastery: 0%

Pre-Cycle Conclusion: In the pre-cycle stage, the evaluation results showed that all students had not yet met the Minimum Mastery Criteria (KKM) of 75. The average student score was only 60, indicating that their understanding of the Asmaul Husna material was still not optimal. This formed the basis for implementing the Project-Based Learning model with the Role Play method in the next cycle. Based on the research results conducted during Cycle 1 and Cycle 2 in Class 3 at SD Negeri 0610 Pintu Padang, which focused on the implementation of the Project-Based Learning (PjBL) model with the Role Play method for the material on Asmaul Husna, several important findings can be discussed as follows: Increase in Students' Learning Interest During the pre-cycle stage, students' interest in the Asmaul Husna material was still low. This was reflected in the lack of student involvement in the learning process, with an average score in the "sufficient" category (60), far below the Minimum Mastery Criteria (KKM) of 75. Most students were only able to memorize the names of Allah without understanding the values contained within them.

The conventional teaching method used previously was not engaging enough for students, so their interest in the Asmaul Husna material did not develop optimally. However, after the implementation of the Project-Based Learning (PjBL) model with the Role Play method in Cycle 1 and 2, there was a significant change. Project-based learning, which gave students the opportunity to work in groups and be directly involved in the creation of role-play dramas depicting the values of Asmaul Husna, succeeded in increasing students' learning interest. In Cycle 2, all students (100%) achieved the KKM with an average score of 82, indicating a significant improvement compared to the pre-cycle results (average of 60). The application of the Role Play method provided students with direct experiences to understand and apply the values of Asmaul Husna in their daily lives. This made students more engaged, as they were not only memorizing but also directly experiencing the essence of each of Allah's names they

learned. This emotional involvement could increase their curiosity and interest in following the lessons.

Improvement in Understanding the Asmaul Husna Material During the pre-cycle stage, students' understanding of the Asmaul Husna material was still limited to memorization without deeper reflection. Most students only knew the names of Allah but were unable to relate the meanings of these names to their daily attitudes or behaviors. The students' average score during the pre-cycle stage was 60, showing that their understanding had not yet met the established KKM. After the implementation of the PjBL model and the Role Play method in Cycle 1, students began to understand the values contained in each of Allah's names. In Cycle 2, with more refined implementation and more intensive guidance, students were increasingly able to connect Allah's names with real-life actions. As a result, the students' average score increased to 82, which falls into the "good" category. This indicates that students not only memorized Allah's names but also began to understand the moral and character values contained in the Asmaul Husna, such as honesty, compassion, wisdom, and generosity.

Character Development of Students One of the key objectives of implementing Project-Based Learning and the Role Play method was to develop students' characters, especially in terms of honesty and respect for others. Through role-playing activities, students were given the opportunity to apply the values of Asmaul Husna in more real and relevant contexts to their daily lives. For example, students who portrayed the name of Allah that embodies the trait of being the Most Compassionate or the Most Wise were expected to reflect those values in their relationships with peers and teachers. In Cycle 2, students showed improvements in terms of character. They did not only focus on academic tasks but also increasingly understood the importance of having good character, such as being honest, patient, and respectful. This success was also evident from better interactions among students, where they demonstrated better cooperation in groups and appreciated their peers' opinions. Therefore, project-based learning with the Role Play method also significantly encouraged students' character development.

Challenges Faced Despite the positive results from the implementation of Project-Based Learning and the Role Play method, there were still some challenges faced during the learning process. One of these was the time required for the preparation and execution of the role play. Some student groups needed more time to understand the concepts to be portrayed in their dramas, especially when related to the values contained in the Asmaul Husna. Additionally, there were some students who struggled with communication or teamwork in groups, although this could be overcome with intensive guidance from the teacher. Furthermore, although the entire class succeeded in reaching the KKM, there were a few students who initially had difficulties understanding the material and required extra attention to achieve a better understanding. However, with adjustments in the learning process and the support provided by the teacher, these students were eventually able to overcome their difficulties. The implementation of the Project-Based Learning model with the Role Play method proved to be effective in increasing students' interest in learning, understanding the Asmaul Husna material, and developing the character of the 3rd-grade students at SD Negeri 0610 Pintu Padang. Students became more enthusiastic, able to understand and apply the values of Asmaul Husna in their daily lives, and demonstrated improvements in terms of honesty and mutual respect. This project-based learning approach successfully transformed the monotonous learning approach into a more enjoyable and meaningful experience for students.

CONCLUSION

Based on the research conducted in Class 3 at SD Negeri 0610 Pintu Padang regarding the implementation of the Project-Based Learning (PjBL) model with the Role Play method on the Asmaul Husna material, several conclusions can be drawn as follows: **Increase in Students' Learning Interest:** The implementation of the Project-Based Learning (PjBL) model with the Role Play method successfully increased students' learning interest. During the pre-cycle stage, students' learning interest was still low, with an average score of 60 (categorized as sufficient). After the implementation of PjBL in Cycle 2, all students (100%) successfully reached the Minimum Mastery Criteria (KKM) of 75, with the average score rising to 82 (categorized as

good). This indicates that project-based learning with the Role Play method can make students more interested and engaged in the learning process.

Improvement in Understanding the Asmaul Husna Material: Students' understanding of the Asmaul Husna material also significantly improved. In the pre-cycle stage, most students were only able to memorize the names of Allah without deep understanding. After the implementation of the PjBL model with the Role Play method, students were not only able to memorize but also understand the values contained in Allah's names and relate them to their daily behavior.

Development of Students' Character: Project-based learning with the Role Play method successfully supported the development of students' character, particularly in terms of honesty and respect for others. In the role-play activities, students learned to apply the values embedded in the Asmaul Husna, such as compassion, wisdom, and honesty, in their interactions with peers and teachers. Moreover, they also demonstrated better cooperation skills within their groups.

Challenges Faced: Some challenges encountered during the implementation of this learning model included the longer time required for the preparation and execution of the role play, as well as a few students who needed extra attention in understanding the material. However, with intensive guidance from the teacher, these students were able to overcome their difficulties and achieve satisfying results.

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