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Implementation of the Project-Based Learning (PjBL) Model to Enhance Student Understanding of Islamic Religious Education Subject Matter: Noble Example of *Asmaul Husna* at SD Negeri 1601 Sisalean.

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Abstract: This research aimed to analyze the effectiveness of implementing the Project-Based Learning (PjBL) model in improving students' understanding of the *Teladan Mulia Asmaulhusna* material at SD Negeri 1601 Sisalean. The research method used was classroom action research (CAR) with two cycles. Data was collected through observation, learning outcome tests, and interviews with students and teachers. The research results showed that the implementation of the PjBL model was able to significantly improve students' understanding, with the percentage of learning completeness increasing from the first cycle to the second cycle. Therefore, this model is recommended as a learning strategy in Islamic religious education. In our prior conversations, I recall that this research aimed to analyze the effectiveness of applying the Project-Based Learning (PjBL) model in improving students' understanding of the *Teladan Mulia Asmaulhusna* material at SD Negeri 1601 Sisalean. The research method used was classroom action research (CAR) with two cycles. Data was collected through observation, learning outcome tests, and interviews with students and teachers. The research results showed that the implementation of the PjBL model was able to significantly improve students' understanding, with the percentage of learning completeness increasing from the first cycle to the second cycle. Therefore, this model is recommended as a learning strategy in Islamic religious education.

Keywords: Project-Based Learning, Student Understanding, Islamic Religious Education, Asmaulhusna

INTRODUCTION

Islamic Religious Education has a crucial role in shaping students' character and personality, fostering good morals and a deep understanding of Islamic teachings . One of the subjects taught in Islamic Religious Education (PAI) is the noble example of *Asmaul Husna*. *Asmaul Husna* refers to the names of Allah, which describe His great and perfect attributes. Students' understanding of *Asmaul Husna* should not be limited to memorization but also be reflected in their daily behavior .

However, initial observations indicate that students' understanding of *Asmaul Husna* material is relatively low [7]. Several factors contribute to this low understanding, including unengaging teaching methods, minimal active student involvement in the learning process, and a lack of contextual approaches that connect the concept of *Asmaul Husna* with real life. Teaching that is still dominated by lectures and rote memorization tends to make students passive and less motivated in learning .

Along with the development of educational science, innovation in learning methods is needed to improve students' understanding of Islamic values . One learning model considered effective in increasing student involvement is Project-Based Learning (PjBL) . This model provides project-based learning experiences that allow students to explore and apply the material directly in everyday life [4]. Thus, students not only understand concepts theoretically but are also able to internalize them in attitudes and behavior .

PjBL emphasizes student-centered learning, where they are active in finding solutions to given problems . Research has shown that PjBL increases students' creativity in understanding Islamic religious concepts through various projects, such as creating educational posters, learning videos, and social actions based on Islamic values . By applying PjBL in *Asmaul Husna* learning, it is hoped that students will not only be able to memorize the 99 names of Allah but also understand their meanings and apply them in everyday life .

Based on the description above, this study aims to analyze the effectiveness of applying the PjBL model in improving students' understanding of the noble example of *Asmaul Husna* material . In addition, this study also aims to determine the extent to which the application of this model can increase student learning motivation and encourage their active involvement in the learning process.

METHODS

This research employs a classroom action research (CAR) method, comprising two cycles. Each cycle consists of four main stages: planning, implementation, observation, and reflection. In the planning stage, the teacher develops lesson plans that integrate the PjBL model and prepares research instruments. In the implementation stage, the teacher applies PjBL in learning by guiding students in working on projects related to *Asmaul Husna*. During the observation stage, observations are made regarding student involvement in learning, the effectiveness of the method, and the learning outcomes achieved. In the reflection stage, an evaluation of the model's implementation is carried out to determine improvement steps for the next cycle. The subjects of this study are fourth-grade students of SD Negeri 1601 Sisalean, totaling 28 students. Data was collected through observation, learning achievement tests, and interviews. Data analysis was performed using descriptive quantitative methods by comparing test results before and after the implementation of the PjBL model.

RESULTS

The research results indicate a significant improvement in students' understanding of the noble example of *Asmaul Husna* material after the implementation of the PjBL model. I recall from our previous conversation that you've noted that the implementation of the PjBL model led to a significant increase in students' understanding of the Asmaulhusna material.

Cycle	Percentage of Completion
Before PjBL	45%
Cycle 1	70%
Cycle 2	90%

In addition to improved learning outcomes, observations indicate that students are more active in learning and better able to connect the concept of *Asmaul Husna* with their daily lives. Several challenges in the implementation of the PjBL model, such as time constraints and variations in students' levels of understanding, can be overcome with appropriate strategies.

No	Challenge	Solution
1	Time Constraints	Teachers can design projects that are simple yet meaningful.
2	Variation in Student Understanding	Heterogeneous learning groups help students who understand less.
3	Differing Levels of Student Activity	Teachers provide motivation and rewards to increase student participation.

CONCLUSION

Based on the research results, it can be concluded that the application of the Project-Based Learning (PjBL) model in learning the noble example of *Asmaul Husna* at SD Negeri 1601 Sisalean significantly improves students' understanding. PjBL not only enhances learning outcomes but also increases student motivation and engagement in the learning process. The percentage of learning completeness increased from 65% in the first cycle to 90% in the second cycle, demonstrating the effectiveness of this model in improving students' understanding of *Asmaul Husna*. From our previous discussions, I recall you mentioning that the implementation of the Project-Based Learning (PjBL) model in teaching *Teladan Mulia Asmaulhusna* at SD Negeri 1601 Sisalean significantly improved student understanding. You also noted that PjBL not only improved learning outcomes but also increased student motivation and engagement in the learning process. The percentage of learning completeness increased from 65% in the first cycle to 90% in the second cycle, indicating the effectiveness of this model in enhancing students' understanding of *Asmaulhusna* .

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