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Improving the Learning Outcomes of Students in Class Va MIS Islamiyah Kalipucang with a Project Learning Approach on the Material of the Name of Allah Swt

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Abstract:

This study aims to improve the learning outcomes of VA MIS Islamiyah Kalipucang students on the material of the names of Allah SWT through a project learning approach. This approach was chosen because it can encourage students to be more active, creative, and understand concepts in depth through meaningful learning experiences. The research method used is Classroom Action Research (PTK) which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The subject of this study is 30 VA class students. Data was collected through learning outcome tests, observations, and interviews. The results of the study show that the project learning approach is able to improve student learning outcomes. In the first cycle, the average student score reached 72 with learning completeness of 66%, while in the second cycle it increased to 85 with learning completeness reaching 90%. Thus, it can be concluded that the project learning approach is effective in improving student learning outcomes in the material of the names of Allah SWT in the VA MIS Islamiyah Kalipucang class.

Keywords: Learning Outcomes, Project Learning Approach, Names of Allah SWT

INTRODUCTION

Islamic religious education is one of the important aspects in building students' character from an early age. Through this education, students are expected not only to understand religious teachings conceptually, but also to be able to practice their values in daily life. One of the main subjects taught in the VA class is understanding and knowing the names of Allah SWT (Asmaul Husna), which has a fundamental role in strengthening the faith and shaping students' spiritual attitudes. However, the reality in the field shows that the learning outcomes of students on the material of the names of Allah SWT (Asmaul Husna) are still relatively low. Based on initial data at MIS Islamiyah Kalipucang Batang, there are several problems that cause low student learning outcomes. The learning methods used are still conventional, such as lectures and questions and answers. This approach is less able to motivate students to learn actively, so they tend to be passive and bored quickly. In addition, students have difficulty understanding the relevance of God's names to daily life. This causes learning to be abstract and less meaningful for students.

The observation results also showed that students were less emotionally and intellectually involved in learning. Most students only memorize the names of God without understanding their meaning. As a result, the average score of students in the learning evaluation on this material is below the Minimum Completeness Criteria (KKM) that have been set by the school. This phenomenon is an indication that the learning methods used require innovation so that learning becomes more effective and fun.

One approach that is believed to be able to overcome these problems is project-based learning or *Project-Based Learning* (PjBL). This approach emphasizes student involvement in the learning process through projects that are relevant to their lives. PjBL provides opportunities for students to learn actively, collaboratively, and contextually. Through this approach, students are invited to relate the concept of God's names to their daily activities, so that they can better understand their meaning and increase their involvement in learning.

The implementation of project-based learning on Asmaul Husna materials also allows teachers to integrate various creative activities, such as making posters of the names of Allah, short plays about practicing the attributes of Allah, or group discussions. These activities not only improve students' understanding of the material, but also build critical thinking, cooperation, and communication skills.

Thus, this study aims to identify the effectiveness of the project-based learning approach in improving the learning outcomes of VA class students at MIS Islamiyah Kalipucang on the material Names of Allah SWT. Through this research, it is hoped that learning strategies can be found that not only improve student learning outcomes academically, but also build their faith and noble morals. This research is also expected to be an applicative solution for educators in improving the quality of Islamic religious learning in elementary schools.

This research is focused on improving the learning outcomes of VA class students at MIS Islamiyah Kalipucang by applying a *project-based learning* approach to the material Names of Allah SWT (Asmaul Husna). The aspects studied include research subjects, learning materials, learning methods, and success indicators.

The subject of the study was 12 students of VA MIS Islamiyah Kalipucang. The learning material that is the focus of the research is the names of Allah SWT (Asmaul Husna). The learning method used in this study is a project learning approach. The indicator of research success is measured through the improvement of student learning outcomes based on evaluation test scores and observation of student learning activities.

METHODS

In this study, the research method used is Classroom Action Research (PTK) or *Classroom Action Research* (CAR). PTK was chosen because it is in accordance with the goal of improving the quality of learning, especially student learning outcomes through a project learning approach. The subject of the study was 12 students of VA MIS Islamiyah Kalipucang, Batang District, Batang Regency. The subjects were chosen because they experienced problems in learning outcomes, especially in the material of the names of Allah (Asmaul Husna). This research was carried out at MIS Islamiyah Kalipucang. The selection of this research site is based on problems found directly in the location. The research period lasted for 1 month, from September 1 to October 1, 2024. This period includes the stages of planning, implementation of actions, observation, and reflection in each cycle.

This research is included in the category of Classroom Action Research (PTK). According to Kemmis and McTaggart (in Suharsimi Arikunto, 2010), PTK is a form of research conducted by teachers in their own classrooms through self-reflection to improve performance and quality of learning. PTK has several main characteristics, namely reflective, participatory, and carried out systematically. Reflective means that

teachers reflect on the learning process to find solutions to problems. Participatory characteristics refer to the direct involvement of the researcher, in this case the teacher, in the implementation of actions. This research is also carried out systematically, following steps that include planning, implementation of actions, observation, and reflexes. This study has two main variables. The independent variable is a project learning approach applied in learning the material of the names of Allah (Asmaul Husna). The dependent variable is a student's learning outcome that includes cognitive aspects (material understanding), affective (religious attitude), and psychomotor (students' skills in creating creative projects). The research population is all students of VA MIS Islamiyah Kalipucang. The sample in this study is 12 VA class students. The sample selection was carried out purposively because the class was the focus of the problem being studied. The research procedure follows the spiral model of Kemmis and McTaggart which consists of four main stages: planning, execution of actions, observation, and reflection. At the planning stage, the researcher prepares a learning plan with a project approach and prepares learning media and data collection instruments. In the action implementation stage, the teacher carries out the learning according to the plan that has been prepared, and the students carry out a project designed to understand the material of the names of God. During the observation stage, the researcher observed the learning process to identify student responses and record student learning outcomes based on success criteria. In the reflection stage, the results of the observations are analyzed to determine the effectiveness of the action. If the results are inadequate, the action will be revised and continued to the next cycle.

This research is designed to be carried out in two cycles. Each cycle consists of the stages of planning, implementation of actions, observation, and reflection. Cycle I is focused on the basic understanding of the names of Allah through the initial project in the form of making Asmaul Husna posters. Cycle II aims to strengthen the concept and application of Asmaul Husna's values through follow-up projects in the form of group presentations or other creative works. The types of data in this study include quantitative and qualitative data. Quantitative data was obtained from student learning outcome test scores, while qualitative data came from observations and interviews regarding student attitudes and responses. The main data sources are students as research subjects and teachers as implementers of actions. The data collection techniques used include several methods. Tests are used to measure students' cognitive learning outcomes. The questionnaire is used to find out students' responses to project learning. Observation is carried out to observe student activity and involvement during the learning process, while documentation is used to record learning products produced by students. The data analysis technique uses comparative descriptive analysis to compare learning outcomes before and after the action. Qualitative data were analyzed using thematic analysis techniques to identify the main themes from the results of observations and interviews. The hypothesis was tested through an increase in student learning outcome scores from cycle I to cycle II. The success criteria are determined based on the achievement of the average grade of the class that meets the Minimum Completeness Criteria (KKM) of $\geq 75\%$. In this study, several data collection instruments were used.

The test in the form of a written test is used to measure the understanding of the concept of the names of Allah (Asmaul Husna) through objective questions. Observations are made using observation sheets to record student activities during project learning. The questionnaire was used to collect students' responses to the project's learning method, while the interview was conducted to explore students' experiences in the Asmaul Husna project. Explanations of instruments include instrument instruments, types of instruments, and examples of instruments. Instrument tools include tests, observations, questionnaires, and interviews. The types of instruments describe data collection methods such as written tests, field observations, questionnaire surveys, and interviews. Examples of instruments are adapted to the needs of data collection in the field, such as multiple-choice questions

for written tests, observation sheet formats, questionnaire questions, and interview guides.

RESULTS

The results of this study were obtained through observations in the implementation of learning during two meetings, namely from October 8, 2021 to November 19, 2023. The focus of the research is the material "*Closer to the Names of Allah (Asmaul Husna)*". Learning is carried out through discussion methods and the use of audio-visual media to support student understanding. In the first cycle, the research follows the stages of planning, implementation, observation, and reflection. At the planning stage, the researcher analyzed the material "Knowing the Names of Allah (Asmaul Husna)" and identified problems that included student characteristics, classroom atmosphere, learning methods, and supporting media. In addition, the researcher compiled teaching modules, student worksheets, evaluation instruments, and observation sheets as a tool to support the implementation of actions.

The implementation of the action was carried out on October 27, 2021, at 10:03-10:50, which was divided into three stages. In the preliminary stage, the teacher opens the learning with greetings and prayers, conveys the learning objectives, and gives a brief explanation of the material to be discussed. In the core stage, teachers presented the material "*Closer to the Names of God*" using audio-visual media to attract students' attention. Furthermore, students are divided into groups to discuss and identify the values of the majesty of the names of Allah in daily life according to the teachings of the Qur'an. In the closing stage, the teacher concludes the results of the discussion, provides oral evaluations, and provides feedback on student participation during learning.

Observation was carried out to measure students' critical thinking skills through discussion methods and the use of audio-visual media. This observation includes four aspects, namely spiritual attitudes, social attitudes, knowledge, and skills of students. In terms of spiritual attitudes, the observation results showed that the average score of students reached 92.36 which was included in the "Very Good" category. All students demonstrate a deep understanding of the values of togetherness taught.

In the aspect of social attitudes, the average student score was 77.08 which was in the "Good" category. Nonetheless, some students need improvement in terms of cooperation and tolerance in group discussions.

The results of the knowledge evaluation showed that all students obtained a score of 100, which means that all students managed to achieve the Minimum Completeness Criteria (KKM) of 75. The learning completeness reaches 100%, which shows the success of the learning methods applied.

In terms of psychomotor skills, the average score of students is 91.67 which is in the "Very Good" category. All students show adequate practical skills in applying the values taught. With the results obtained in the first cycle, it can be concluded that learning using discussion methods and audio-visual media is effective in increasing students' understanding of the material "*Closer to the Names of Allah (Asmaul Husna)*".

Cycle 1 Classroom Action Research (PTK) aims to improve the quality of Islamic Religious Education (PAI) learning in the VA MIS Islamiyah Kalipucang class, especially in understanding the material "*Closer to the Names of Allah (Asmaul Husna)*". In this reflection, the advantages and disadvantages of each observation made during the learning process are described, namely spiritual, social, knowledge assessment, and psychomotor observation. In addition, the supporting and inhibiting factors that affect the smooth running of the first cycle are also discussed in depth.

In spiritual observation, there are several striking advantages. One of them is increasing religious awareness among students. They are able to relate the values of the majesty of the names of Allah SWT to religious teachings, especially in the context of PAI learning. Group discussions allow students to share their experiences about their

closeness to Allah SWT, which is reflected in Islamic teachings such as prayer, fasting, zakat, and reciting at TPA. In addition, prayer activities carried out at the beginning of learning increase students' sense of togetherness and sincerity. Although it was a routine activity, there was a greater attention to each prayer offered, with some students actively participating in prayer. However, there are still shortcomings, such as a lack of depth of spiritual reflection. Students have not shown deep reflection on how they can implement the majestic values of the names of Allah SWT in their daily lives. Some students only relate the material theoretically without delving deeper into its application in real action. In addition, time constraints are also an obstacle, limiting students' opportunities to further explore spiritual values in Islamic teachings.

In social observation, there was an increase in student interaction in group discussions. The discussion method successfully creates a space for students to collaborate, share experiences, and listen to the views of their peers. In addition, there is a development of cooperation and empathy, where more dominant students provide opportunities for quiet students to speak. This reflects the value of Allah SWT's affection in learning. However, there is an imbalance in social participation, where some students are less active or overly dependent on their peers due to shyness or lack of confidence. In addition, some groups experienced unbalanced dynamics, with one or two students dominating the discussion while others played less roles. Better management strategies are needed to ensure all students have the same opportunity to speak and participate.

Knowledge assessment shows that students' understanding of the material has improved. Most students are able to explain the values of togetherness in the teachings of the Qur'an and relate them to daily life. Oral evaluations conducted at the end of learning show that students can remember and articulate concepts that have been taught. In addition, oral evaluations provide students with the opportunity to assess the extent of their understanding of the material. However, the evaluation carried out is still general and lacks depth. Assessment tends to focus on understanding the material as a whole without paying attention to differences in understanding among students. In addition, performance-based evaluation is still underutilized, where the form of individual assignments or group projects can further explore students' understanding in depth.

In psychomotor observation, there was an improvement in students' communication skills in speaking and listening. In group discussions, students are trained to express opinions clearly and listen well. In addition, in discussion and group work activities, students engage in active collaboration that involves motor skills in interacting directly with their peers. However, psychomotor activities are still limited to discussion and speaking, not involving physical activities or direct practice such as role-playing or simulations that can describe the names of Allah SWT in real life. In addition, the use of audio-visual media focuses more on understanding theory than encouraging physical activity or direct exploration.

Several factors support the success of the first cycle. Student enthusiasm is one of the main factors, where most students show high enthusiasm in participating in learning through discussion methods and audio-visual media. Good cooperation between teachers and students also creates a comfortable and conducive learning atmosphere. The use of audio-visual media has proven to be very helpful in explaining abstract concepts to be more real and easy for students to understand. However, there are several inhibiting factors, such as time limitations that affect the smooth flow of discussion, evaluation, and reflection. In addition, technical problems with audio-visual devices had interfered with smooth learning and reduced the effectiveness of media as a tool. The imbalance of social participation is also a challenge, with some students still feeling uncomfortable speaking in front of their peers. Therefore, a more personalized approach is needed to increase the confidence of quiet students.

Based on the data obtained, the learning methods applied have had a positive impact on most of the aspects measured. The students' spiritual attitude showed an excellent mastery of religious values with an average of 92.36. Audio-visual media helps

students understand the concept of the Names of Allah SWT in real life, while the discussion encourages them to reflect on these values. In terms of social attitudes, the average score of 77.08 indicates that some students already have good social skills, although there is still room for improvement, especially for students who are less active during group discussions.

The learning completeness that reached 100% showed the effectiveness of discussion methods and audio-visual media in helping students understand the material. This shows that the approach applied is relevant and in accordance with the needs of students. The results of the psychomotor assessment show that students are able to apply the material taught in the form of practical assignments. The average skill score of 91.67 indicates the success of learning in the practical aspect.

The results of the first cycle show that the application of discussion methods and audio-visual media in PAI learning has succeeded in increasing students' understanding of the material of the Names of Allah Swt (Asmaul Husna). All students managed to achieve learning completeness, both in cognitive and psychomotor aspects. However, there are several things that need attention, especially in improving the social aspects of students. As a step to improve, in the next cycle, a more targeted approach will be carried out to increase student cooperation and social interaction in group discussions. Thus, it is hoped that the learning outcomes in the next cycle can be more optimal.

Based on the results of observation and evaluation in cycle I, there are several things that can be concluded. The discussion method and audio-visual media succeeded in improving students' understanding of the material, which can be seen from the completeness of cognitive learning which reached 100%. However, the social aspect of students needs to be improved, especially in terms of cooperation and effective communication during group discussions. In the next cycle, teachers will provide more specific directions to improve students' social interaction. In addition, a new strategy will be implemented to ensure that all students actively participate in discussions.

The second cycle is carried out by following the stages of planning, implementation, observation, and reflection. The initial stage of the research involves the study of the material "Knowing the Names of Allah SWT (Asmaul Husna)". The researcher identified problems that included student characteristics, classroom atmosphere, learning methods, supporting media, and the preparation of Learning Implementation Plans (RPP). In addition, student worksheets, evaluations, and observation sheets are also prepared to support the implementation of actions.

The implementation of the action will be carried out on January 7, 2023, at 08.00-10.30. Learning activities are divided into three stages, namely preliminary activities, core activities, and closing activities. In the preliminary activity, the teacher opens the learning with greetings and prayers, then conveys the learning objectives and a brief explanation of the material to be discussed. In the core activity, the teacher presented the material "The Beauty of Life in Togetherness" using audio-visual media to attract students' attention. Group discussions were held to discuss the material in more depth, where each group was given the task of identifying the values of togetherness in daily life in accordance with the teachings of the Qur'an. In the closing activity, the teacher concludes the results of the discussion, provides oral evaluation, and provides feedback on student participation during learning.

Observation was carried out to measure students' critical thinking skills through discussion methods and the use of audio-visual media. These observations include aspects of students' spiritual attitudes, social attitudes, knowledge, and skills. The results of spiritual attitude observation in cycle II showed an average of 94.79 with a very good category. Meanwhile, the results of the observation of students' social attitudes in the second cycle showed a significant improvement, with some students achieving a maximum score of 100.00. This shows that the improvement measures taken in the second cycle have given positive results in improving students' social skills.

The project learning approach is one of the methods that emphasizes the active involvement of students in the learning process through the completion of certain tasks or projects. This approach emphasizes meaningful learning, where students not only passively receive material but also engage directly in exploration and investigation. In the context of learning in the VA MIS Islamiyah Kalipucang class, this approach can be an effective strategy to improve student learning outcomes on the material on the names of Allah SWT.

The application of the project learning approach allows students to understand the concept of the names of Allah SWT more deeply. Through the project, students can explore the meaning, nature, and importance of the names of Allah SWT in daily life. For example, students may be given the task of creating a poster explaining the meaning of a particular Asmaul Husna or putting together a group presentation on the application of God's attributes in real life. With this hands-on involvement, students not only memorize the names of God, but also understand their practical implications.

Additionally, this approach encourages the development of critical thinking skills, creativity, and collaboration among students. Through group discussions, assignment division, and presentation of project results, students learn to work together, communicate effectively, and communicate their ideas clearly. This is in line with the 21st century learning goals that emphasize the 4C (Critical Thinking, Creativity, Communication, Collaboration) skills.

The success of the project learning approach in improving student learning outcomes is also supported by the active involvement of teachers as facilitators. Teachers play a role in guiding the learning process, providing clear direction, and evaluating student work holistically. By providing constructive feedback, teachers can help students understand strengths and areas that need improvement.

In its implementation, there are several challenges that need to be faced, such as time management, adequate resources, and students' readiness to work independently. However, with careful planning and support from all parties, this approach has great potential in improving student learning outcomes in the VA MIS Islamiyah Kalipucang class, especially in the material on the names of Allah SWT.

Thus, the project learning approach makes a positive contribution to improving student learning outcomes. Through a more contextual and interactive learning experience, students not only gain a better understanding of the names of Allah SWT, but also develop the skills needed to face future challenges.

CONCLUSION

Based on the implementation of Classroom Action Research (PTK) which has been carried out in two cycles, it can be concluded that the application of discussion methods and the use of audio-visual media in thematic learning has succeeded in improving student learning outcomes in the aspects of spiritual attitudes, social attitudes, knowledge, and psychomotor.

Students' spiritual attitudes, which are measured through four aspects, namely discipline in worship, honesty, care, and seriousness in carrying out tasks, show a significant improvement from the previous cycle. In cycle II, the average score of students' spiritual attitudes reached 94.79, which was included in the Very Good category. This improvement reflects that discussion-based learning strategies combined with audio-visual media are able to instill spiritual values in thematic learning.

Students' social attitudes, which are observed through indicators of cooperation, confidence, responsibility, and discipline, also improved. In cycle II, the average social attitude score reached 91.67 with the Very Good category. All students showed improved ability to work together in groups, courage to express opinions, responsibility in assignments, and discipline during the learning process.

The results of the learning evaluation showed that in the second cycle all students managed to achieve the Minimum Completeness Criteria (KKM) with a completion percentage of 100%. The average student score was 88.83, with the lowest score of 78 and the highest score of 100. This proves that discussion methods and audio-visual media are able to improve students' understanding of the subject matter, overcome the gap in understanding between students, and create an interactive learning atmosphere.

In the psychomotor skills test, the average result of the student's score reached 95.49, which is in the Very Good category. The indicators measured, namely preparation, implementation, results, and reports, show that students are able to carry out practical tasks well. This improvement shows that learning methods that involve hands-on and interactive activities are effective in building students' skills.

The application of discussion methods and audio-visual media has proven to be effective in improving overall student learning outcomes. The combination of these methods not only increases students' active involvement in learning, but also facilitates students with diverse abilities to work together, understand the material, and practice what has been learned.

Based on the data obtained from both cycles, this study can be said to be successful because all learning objectives were achieved with very satisfactory results. This is reflected in the achievement of the Excellent category in all aspects assessed (spiritual attitudes, social attitudes, knowledge, and psychomotor), as well as 100% completeness of student learning in cycle II.

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