

INCREASING INTEREST IN LEARNING THROUGH THE IMPLEMENTATION OF PROJECT BASED LEARNING MODELS IN PAI SUBJECTS IN PUBLIC PRIMARY SCHOOLS

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Abstract:

Interest in learning has significant urgency in the context of individual development. Students who have a high interest in learning tend to more easily overcome learning obstacles, have the desire to continue learning, and are able to develop their potential to the maximum. The aim of this research is to determine the increase in students' interest in learning in the fourth grade Islamic Religion subject at SDN Pakujajar CBM Sukabumi after implementing the Project Based Learning (PBL) learning model. This type of research is Classroom Action Research (PTK). The subjects who were respondents in this research were 28 students from class IV of SDN Pakujajar CBM Sukabumi, namely 13 male students and 15 female students. After implementing the Project Based Learning (PBL) model, students' interest in learning Islamic Religious Education in class IV of SDN Pakujajar CBM Sukabumi has increased with an average score of 4.6. This increase started from the pre-cycle, namely 2.5, then the Project Based Learning (PBL) model was applied through cycle 1, increasing to 3.3 and continued in cycle II to 4.6, with a significant increase.

Keywords: Project Based Learning 1; Students 2; Learning 3.

1. BACKGROUND OF THE STUDY

Education is a process of human interaction with the environment that takes place consciously and in a planned manner in order to develop their potential, both physical (physical health) and spiritual (thinking, feeling, intention, work, creativity and conscience) which gives rise to positive change and progress, both cognitive, affective and psychomotor skills that take place continuously in order to achieve their life goals. Interest in learning has significant urgency in the context of individual development.

Students who have a high interest in learning tend to more easily overcome learning obstacles, have the desire to continue learning, and are able to develop their potential to the maximum. According to Slameto (2021: 180) interest is a feeling of preference and attachment to a thing or activity, without anyone telling you to. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest). Likewise, in the learning process in Islamic Religious Education subjects, the level of interest in learning by students will certainly have an influence on the learning achievements that will be achieved by students.

Based on the results of previous observations in classes specifically on learning Islamic Religious Education, there were a large proportion of students who lacked interest in learning, this was proven by several indicators, including not being happy taking Islamic Religious lessons, and then not being confident in taking Islamic Religious lessons. Starting from this problem, researchers were motivated to examine students' interest in learning about Islam by implementing the Project Based Learning (PBL) learning model, precisely in class IV of SDN Pakujajar CBM Sukabumi.

2. THEORETICAL STUDY

Interest is a person's feeling of interest, attention, and desire for something, without any encouragement. This interest will persist and develop in him to obtain support from his environment in the form of experience.

Experience will be gained by interacting with the outside world, either through practice or study. And the factor that raises interest in learning in this case is encouragement from within the individual. Social motives and emotional drives.

Thus, it can be concluded that the meaning of interest in learning is an individual's tendency to feel happy without any compulsion so that it can cause changes in knowledge, skills and behavior. Mahfudh Sahalahuddin stated that interest in learning is attention that contains elements of feeling, so interest in learning really determines the attitude that causes a person to be active in a job or in other words interest in learning can be the cause of an activity.

3. RESEARCH METHODS

This type of research is Classroom Action Research (PTK). According to Masnur (2019: 8) that PTK is a form of reflective study, which is carried out by action actors to increase the rational stability of their actions in carrying out tasks and deepen understanding of conditions in learning practices. Classroom Action Research is also an examination of learning activities. in the form of actions that are deliberately created and occur in class together. This action is given by the PTK perpetrator with directions that must be carried out by students or learners (Arikunto, 2019:3).

The research that will be carried out is classroom action research (Class Room Action Research). Classroom action research (PTK) is research with problems that originate from the class and are felt by the class teacher or teacher. According to (Sanjaya, 2020), PTK is not encouraged just for the sake of it want to know about a situation, but are encouraged by the desire to improve performance to achieve maximum learning outcomes. In PTK there are no provisions on how many cycles must be carried out. The number of cycles depends on the achievement of the benchmark, but should not be less than two cycles.

4. RESULTS AND DISCUSSION

General Findings

a. History

SDN Pakujajar CBM Sukabumi is a part of the Cipta Bina Mandiri State Elementary School (CBM), which was founded in 2001 in Sukabumi City, West Java. This school aims to produce a competitive generation in various fields, not only in academic aspects but also in character development.

Since its founding, SDN Pakujajar CBM Sukabumi has been committed to providing education that prioritizes Pancasila values. One of the major achievements of this school is being part of the School Driving Schools recognized in Sukabumi City in 2022, as part of the government's efforts to create schools that are innovative and adaptive to current developments. The superior programs held, such as the Project for Strengthening the Pancasila Student Profile (P5), show the seriousness of SDN Pakujajar CBM Sukabumi in strengthening student character.

With an increasingly advanced educational environment, SDN Pakujajar CBM Sukabumi has succeeded in achieving various achievements, both academic and non-academic, making it one of the leading schools in Sukabumi. Technology-based educational programs, such as internet-wise learning, are also part of the school's efforts to support the development of students' digital literacy.

b. Vision and mission

1) Vision

"Creating a generation of students with character, creativity and global diversity based on IMTAK and science and technology through modern and innovative education."

2) Mission

- a) Improving students' religious attitudes, respect for parents, caring, mutual cooperation and independence through developing Pakujajar with Character. (character)
- b) Encourage student creativity in producing work through ASIK (Action Ready to Work) activities. (Creative)
- c) Creating a school culture that is child-friendly, has an insight into local and global culture. (global insight)
- d) Developing modern and innovative digital technology-based learning. (modern and innovative)

c. Special Findings

This classroom action research was carried out in two cycles. In the first cycle, it was carried out in two meetings with a duration of 4 x 35 minutes. Meanwhile, for the second cycle, there is one meeting with a duration of 2 x 35 minutes. The research results can be described as follows:

1) Initial Conditions Before implementing the cycle after cycle that is applied in learning.

The researcher made initial observations first (Pre-Cycle) of the Islamic Religious Education learning process in class IV of SDN Pakujajar CBM Sukabumi. Implementation of pre-cycle learning for class IV. This stage aims to find out how much interest students have in learning about Islamic Religious Education in class IV before implementing the Project Based Learning model by directly observing or observing the learning in class, then recording what happens during the learning.

Apart from making observations, researchers also gave students interest in learning questionnaires. This aims to determine the value of students' interest in learning. The results obtained from observations and questionnaires on learning interest for fourth grade students at SDN Pakujajar CBM are based on the formula used to determine the category for classifying students' learning interest in the average learning interest score (\bar{X}), Mean Ideal.

(MI) and Standard Deviation (SDI), namely:

MI = (ideal highest score + ideal lowest score)

SDI = (Ideal Highest Score + Ideal Lowest Score)

So the above categories of students' learning interest levels are divided into 5 groups, which are presented in the following table:

Tabel 1 Categorization Formula

Category	formula
Very high	$X \geq MI + 1,5 SDI$
Tall	$MI + 0,5 SDI \leq X < MI + 1,5 SDI$
Currently	$MI - 0,5 SDI \leq X < MI + 0,5 SDI$
Low	$MI - 1,5 SDI \leq X < MI - 0,5 SDI$
Very low	$X < MI - 0,5 SDI$

So that the categories for classifying students' learning interests can be presented in the following table:

Table 2 Pre-Cycle learning interest classification categories

Kategori	Nilai	Banyak Siswa
Sangat tinggi	4,75-6	0
Tinggi	3,91-4,75	2
Sedang	3,09-3,91	0

Rendah	2,25-3,08	15
Sangat rendah	1-2,25	11

From the results of the pre-cycle questionnaire, it can be concluded that there are 2 students who have an interest in the high category, 15 people in the low category, 11 people in the very low category, and there are no students who have an interest in studying in the medium and very high categories. This shows students' interest in learning Islamic Religious Education learning in class IV has still not been achieved, because only 2 students have a high interest in learning, for this reason it is necessary to take action that can increase students' interest in learning, one of which is the Project Based Learning model.

2) Increased Interest in Learning

Based on research results starting from Pre-cycle to cycle I and up to cycle II, students' interest in learning Islamic Religious Education through the application of the Project Based Learning (PBL) model continues to experience each cycle. This is also followed by increasing students' understanding of the material taught during the research so that learning can be said to be effective and efficient.

The increase can be seen from the score results of increasing student interest in learning in the following table:

Table 3 Average Earning Value

Cycle	Average	Category
Pre Cycles	2,5	Low
Siklus 1	3,3	Currently
Siklus 2	4,6	Very High

Based on the data in table 3, it can be described that there is a change or increase in students' learning interest that occurs in the pre-cycle, showing that the average student interest in learning is 2.5. Furthermore, after taking action in cycle I using the Project Based Learning (PBL) model, the average interest in learning was 3.3.

However, this increase was not significant, so the research continued in cycle II by taking into account the results of reflection in cycle I. After taking action in cycle II using the Project Based Learning (PBL) model, an average student interest in learning was 4.6. This increase had reached a significant level, so the research was completed in cycle II. So a recommendation can be put forward that the application of the Project Based Learning (PBL) model can increase students' interest in learning in class IV Islamic Religious Education learning at SDN Pakujajar CBM Sukabumi.

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of classroom action research which has been carried out in two cycles using the Project Based Learning (PBL) model in Islamic Religious Education learning, it can be concluded that:

- a. Prior to the implementation of the Project Based Learning (PBL) model in Islamic Religious Education learning, it could be said that students' interest in learning was in the low category, namely 2.5. The factor that caused students' low interest in learning in Islamic Religious Education lessons was the presence of difficulties in understand the material thoroughly, because the material is very dense and numerous.

Thus, it is necessary to apply an effective model so that it can be understood easily by students.

- b. After implementing the Project Based Learning (PBL) model, students' interest in learning Islamic Religious Education in class IV at SDN Pakujajar CBM Sukabumi has increased with an average score of 4.6.

This increase started from the pre-cycle, namely 2.5, then the Project Based Learning (PBL) model was applied through cycle 1, increasing to 3.3 and continued in cycle II to 4.6, with a significant increase. The perceived obstacles are, students are difficult to manage, lack of media, tools, and supporting equipment, learning time is still not efficient.

- c. Weaknesses in the Project Based Learning (PBL) model are; requires a lot of time to solve problems, requires a lot of funds, a lot of equipment that must be prepared, students who have weaknesses in terms of experimentation and information gathering will experience difficulties due to the lack of learning resources, there will be a possibility that students will not be involved in activities because students still seem shy and lack self-confidence, project implementation will be the step that experiences the most obstacles because many things do not go according to plan. that have been made, such as student attendance, punctuality, division of tasks and use of language, finally, namely the location of Islamic Religious Education learning time which is limited and fragmented.

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