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Increasing Student Activity in PAI Learning at SDN 18 Class IV In Pandahan River

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Abstrac

This study aims to determine the impact of implementing the Project-Based Learning (PJBL) model on enhancing students' understanding and engagement in the topic of Belief in the Messengers of Allah in grade IV at SD Negeri 18 Sungai Pandahan, Lubuk Sikaping. This research uses a classroom action research (CAR) approach with two cycles. In the first cycle, the application of the Problem-Based Learning (PBL) model showed improvement despite challenges in student motivation and understanding of the model. The second cycle employed the PJBL model, which was more effective as students were directly involved in learning projects that encouraged creativity and collaboration. The test results and observations showed that after applying PJBL, 90.48% of students passed the test, and student activity increased with 71.43% in the excellent category. These findings indicate that PJBL significantly enhances both students' understanding of the material and their active participation.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran Project-Based Learning (PJBL) terhadap peningkatan pemahaman dan keaktifan siswa dalam materi Beriman Kepada Rasul Allah di kelas IV SD Negeri 18 Sungai Pandahan Kecamatan Lubuk Sikaping. Penelitian ini menggunakan pendekatan penelitian tindakan kelas (PTK) dengan dua siklus. Pada siklus I, penerapan model pembelajaran berbasis masalah (PBL) menunjukkan peningkatan meskipun terdapat kendala dalam motivasi siswa dan pemahaman model. Siklus II menggunakan model PJBL yang lebih efektif, di mana siswa terlibat langsung dalam proyek pembelajaran yang mendorong kreativitas dan kolaborasi. Hasil tes dan observasi menunjukkan bahwa setelah penerapan PJBL, 90,48% siswa tuntas dalam tes, dan aktivitas siswa meningkat dengan persentase 71,43% dalam kategori sangat baik. Temuan ini menunjukkan bahwa PJBL dapat meningkatkan pemahaman materi dan aktivitas siswa secara signifikan.

INTRODUCTION

Education is an important aspect of human life as a means for self-development, which also determines the progress of a nation. As the main foundation, education must be implemented optimally in various channels, both formal and non-formal. Schools, as formal education institutions, have the task of creating a learning process that is not only effective, but also interesting for students. Law of the Republic of Indonesia No. 20 of 2003 on the National Education System states that education is a planned effort to create a learning atmosphere that allows students to develop their potential in various aspects, such as spirituality, intelligence, noble character, and skills that are useful for themselves and society. Therefore, good learning must be able to create active student involvement and provide space for students to develop according to their abilities.

Islamic Religious Education (PAI) plays a very important role in the Indonesian education system, considering that this lesson discusses fundamental aspects of life, both personally and socially. PAI not only teaches religious values, but also explores various religious studies, including al-Qur'an, Hadith, Aqidah, Akhlak, and Fiqh, which are the basis for students in living their daily lives. However, the reality in the field shows that many students have difficulty in understanding PAI materials. This can be caused by learning approaches that are less

interesting and varied, so that students feel less interested and tend to be passive during the lesson. According to Slameto (2003), learning difficulties can arise due to internal factors, such as students' physical and psychological conditions, as well as external factors, such as family and school environment factors. These factors affect the level of student engagement in the learning process, which ultimately has an impact on learning outcomes.

In practice, PAI learning is often dominated by the lecture method, which makes students more likely to be passive listeners. Students are rarely given the opportunity to interact or ask questions related to the material they have not understood. This phenomenon is exacerbated by students' fear of asking questions or expressing their incomprehension for fear of being considered stupid or afraid of getting the wrong answer. As a result, students prefer to remain silent, which makes the teaching and learning process less effective. Interviews with teachers and students at SDN 18 Sungai Pandahan in July 2023 showed that learning tends to be teacher-centered, with little interaction or active participation from students. This indicates the need for changes in learning methods to create a more interactive and engaging atmosphere for students.

To overcome this problem, it is important for teachers to choose learning methods that can attract students' attention and encourage them to actively participate. One method that can be used to increase student engagement is Problem Based Learning (PBL). The PBL learning model emphasizes problem solving through group discussions, where students work together to identify problems, find solutions, and share knowledge. With this approach, students are not only actively involved in the learning process, but also learn how to work together in groups, express opinions, and solve problems together. The application of PBL is expected to increase students' motivation and activity, which in turn will improve their learning outcomes. Based on observations and interviews conducted at SDN 18 Sungai Pandahan, the author sees that the use of more active methods and involving students in every stage of learning is very important to improve learning outcomes, especially in PAI lessons which are often considered less interesting by students.

Based on the problems that have been identified, the author feels interested in conducting a class action research with the title "Increasing Student Activity in Grade IV PAI Learning at SDN 18 Sungai Pandahan." This study aims to explore how the application of the PBL method can increase students' learning activities and improve their understanding of PAI materials. It is hoped that the results of this study can contribute to improving the quality of PAI learning in schools, as well as provide recommendations for teachers in designing more effective and interesting learning.

METHODS

The type of research conducted in this study is classroom action research with a quantitative approach that uses field survey rules. This quantitative research focuses on the description of phenomena that occur in the field, aiming to describe the current situation or in the past without any manipulation or changes to existing variables. Researchers do not conduct experiments or special treatment of free variables, but try to describe the real and direct situation based on observations made in the field. This research will present data in descriptive form using quantitative measures, such as average (mean) values, percentages, or the number of respondents who gave certain responses to the observed variables.

The variables studied in this research involve two important things: student learning activity as the dependent variable and the application of the Problem Based Learning (PBL) model complemented by the Video Comment and Drill methods as independent variables. The PBL model is expected to facilitate students' learning process in a more active and interesting way, while the Video Comment and Drill methods aim to deepen students' understanding

through interactive media. Researchers hope that the application of these methods can improve student learning activities and outcomes. The description of the research results will be expressed using quantitative data that describes the extent of the influence of the application of the learning model on student learning activities in the classroom.

This study used a population approach, which means that all students in class IV SDN 18 Sungai Pandahan were used as the object of research. Thus, this study did not use a sample, but rather made the entire population the target of the study. There are 20 students who are the object of this study, and with this relatively small number, the research can be done more thoroughly. The researcher chose to use the entire population, or what is called the target population, because the relatively small number of students in the class allows the research to provide greater benefits, especially in obtaining more accurate and representative data. It also reduces the possibility of sampling error, which is often a problem in sample-based research.

The use of this population also allows the analysis of the relationship between variables to be carried out more directly without requiring the use of inferential statistics. Therefore, in this study, researchers will describe the relationship between variables based on data obtained from the entire population without the need to first estimate the relationship between variables using a limited sample. By using the entire population as the object of research, the picture obtained will be more accurate and reflect the actual situation. In addition, using the population also simplifies data analysis because there is no need for more complex estimations related to sample error, which is usually calculated using inferential statistics and the α (alpha) symbol to measure the error rate in decision making.

According to Iskandar (2010), research that uses population as the study sample can provide more valid and reliable results, because there is no sampling error that occurs. In addition, Fraenkel and Wallen (1996) revealed that the use of population makes it easier to analyze the relationship between variables because all the data needed to describe the relationship between variables already exists in the population itself. Thus, this study is expected to produce clearer findings and can be applied directly to improve the quality of learning in class IV SDN 18 Sungai Pandahan.

RESULT AND DISCUSSION

RESULT

In the first cycle, learning Islamic Religious Education (PAI) in class IV SD Negeri 18 Sungai Pandahan applied with the Problem Based Learning (PBL) model showed various results that can be analyzed further. In the planning stage, teachers take a series of preliminary steps, such as curriculum analysis, determining basic competencies, as well as developing learning scenarios, lesson plans (RPP), student worksheets (LKS), instruments for classroom action research (PTK), and learning evaluation tools. These steps are taken to ensure that the learning implemented is structured and in accordance with the expected objectives.

The implementation of the action began by conditioning the students to be ready to learn. In the initial activity, the teacher provides a stimulus in the form of questions about the material Q.S at-Tin, followed by a discussion with students to clarify their understanding of the material. Furthermore, in the core activity, students are asked to read Q.S at-Tin with correct tajweed, followed by questions and answers with the teacher and small group discussions to explore the material. Students are also asked to make conclusions about the material that has been learned, and the teacher summarizes and straightens out students' incorrect understanding. At the end of the lesson, the teacher conducts reflection and evaluation, and closes the lesson with prayer.

The results of observations of student activity during learning showed that most students (52.38%) showed very good activeness. However, there were also some students (28.57%) who were still less active in learning. The test results conducted at the end of the cycle showed that 52.38% of students achieved learning completeness, while the rest (47.62%) had not yet achieved completeness. This shows that although the PBL model is applied, there are still challenges in increasing student activeness and motivation in learning.

Reflection based on observation and test results showed some shortcomings in the implementation of learning. The teacher was considered unclear in explaining the material, and the lecture method used still made students feel bored. In addition, student motivation was not optimal, and students were not fully accustomed to the PBL model. However, there are some advantages, such as the teacher's role as a facilitator, allowing students to be more active and discuss with their friends.

As a follow-up, teachers need to make improvements in the next cycle, such as explaining the material more clearly and in detail, increasing student motivation, and providing a more in-depth explanation of the PBL model so that students can be more familiar with this method. With these improvements, it is expected that in cycle II, learning outcomes will be more optimal and achieve the desired goals.

In the second cycle, learning Islamic Religious Education (PAI) in class IV SD Negeri 18 Sungai Pandahan experienced significant improvements after reflection and improvement based on the results of the first cycle. In the planning stage, the teacher improved and improved the quality of learning by referring to the results of the reflection from the first cycle. The implementation of learning is carried out with the Project-Based Learning (PJBL) model, which prioritizes the active involvement of students in the learning process. The activity begins by creating a stimulus through questions about the material "Believing in Allah's Messengers," followed by a discussion with students. The core activities involve students' understanding of the mandatory attributes for the Messengers of God, which are then used as material for further discussion. Students are also given the opportunity to express their opinions about the material studied.

The results of observations of student activity in the second cycle showed a very good improvement. A total of 71.43% of students showed very good activity, while 28.57% of students were in the good category. There were no students in the "Not Good" or "Very Bad" categories, reflecting the increase in students' motivation and participation in learning. The test results conducted at the end of the second cycle showed a high level of completeness, with 90.48% of students achieving learning completeness, while only 9.52% were incomplete. The average student score in this cycle reached 83.57, which was much better than the results in the first cycle.

From the results of observations and tests, it can be concluded that the application of the PJBL model in the second cycle has succeeded in improving student activeness and understanding. Most students were able to follow the learning better, actively participate in discussions, and complete tasks better. As a follow-up, teachers can continue to improve and develop this learning method to achieve even more optimal results in subsequent cycles. The increase in students' motivation and understanding is expected to be maintained and even better, along with their more experience in using the project-based learning model.

DISCUSSION

The learning outcomes in cycles I and II showed significant developments in student activities as well as the test results given. This process confirms the importance of applying Problem-Based Learning (PBL) and Project-Based Learning (PJBL) models in improving students' understanding and engagement. In the first cycle, although there were some

obstacles, such as low student motivation and confusion in applying the PBL model, the observation and test results illustrated that PBL was able to increase student activeness. However, there was room for improvement in terms of teaching techniques and students' understanding of the model. Nonetheless, PBL provides opportunities for students to learn actively through solving relevant problems, which in turn stimulates their critical thinking skills and engagement in discussions.

In the second cycle, the application of the PPA model had a greater positive impact. PJBL has a slightly different approach to PBL. While PBL focuses more on problem solving through discussion, PJBL emphasizes student involvement in real projects that go deeper. This model encourages students to not only do the work, but also take responsibility for planning, executing and presenting their projects. This serves to increase the sense of responsibility, creativity, and collaboration between students. Research by Thomas (2000) revealed that PJBL not only teaches theoretical material, but also teaches practical skills that can be applied in the real world. This activity improves students' ability to think critically, work together, and solve more complex problems. This fact is reflected in the results of the cycle II test, where 90.48% of students completed the test, as well as a significant increase in the percentage of students who showed excellent activity (71.43%).

In addition, the learning theory of constructivism developed by Piaget and Vygotsky provides a strong foundation for the application of PJBL in learning. Piaget (1973) suggested that effective learning occurs when students are involved in activities that challenge and stimulate their critical thinking skills. This concept is very relevant to the application of PJBL, where students are not only recipients of information, but also actively build knowledge through direct experience. By exploring and investigating the topics studied, students can connect theory with practice in their real life. This is in line with what Vygotsky (1978) suggested about the importance of social interaction in learning. In the context of PPA, students are heavily involved in group discussions, which enriches their understanding of the material and improves their ability to work together. Therefore, PJBL learning facilitates students' cognitive and social development, which is the basis for better learning achievement.

The better test results in cycle II also show the relevance of the Contextual Teaching and Learning (CTL) theory, which connects learning to the students' real-world context. The main principle of CTL theory is that learning becomes more meaningful when students can relate what they learn to their daily lives. In this case, PPA gives students the opportunity to apply the knowledge they acquire in more concrete situations, such as in projects that are directly related to their experiences. The real project-oriented implementation of PJBL helps students to develop practical skills that are more applicable and relevant to their future needs. In addition, this contextualized learning allows students to learn more holistically, by integrating knowledge from various disciplines in real life.

Overall, the implementation of the PPA model in cycle II not only improved students' engagement, but also helped them achieve a deeper understanding of the material taught. This proves that project-based learning can create a more meaningful learning experience and have a positive impact on students' learning outcomes. With this approach, students not only master the subject matter, but also acquire other important skills, such as collaboration, problem-solving and critical thinking skills.

CONCLUSION

Based on the results of the research conducted in cycle I and cycle II, it can be concluded that the application of the Project-Based Learning (PJBL) learning model has a significant impact on improving student activity and learning outcomes. In the first cycle, despite the challenges in applying the Problem-Based Learning (PBL) model, there was an increase in

student activeness, although there was still a need for improvement in teaching techniques and student understanding of the model. However, in the second cycle, the application of PJBL proved to be more effective in improving student understanding, given that this model encourages student involvement in real projects that require them to think critically, collaborate, and apply knowledge in a real-world context.

Observation and test results in cycle II showed a significant improvement, with 90.48% of students achieving completeness in the test and 71.43% of students showing excellent activity during learning. This proves that the PPA model can improve the quality of learning, not only in academic aspects but also in students' social and cognitive skills.

The theory of constructivism proposed by Piaget and Vygotsky, as well as the contextual learning approach, provide a strong foundation for the implementation of PJBL. This project-based learning allows students to be actively involved in a more meaningful and applicable learning process, enriching their experience with practical skills relevant to real life.

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