



## **IMPLEMENTATION OF THE PROJECT LEARNING (PJBL) MODEL IN IMPROVING LEARNING OUTCOMES OF INTEGRATED ISLAMIC PRIMARY SCHOOL STUDENTS**

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### **Abstract**

**Introduction to The Problem :** This research aims to determine the escalation of learning outcomes on the theme of economic business for class 5A students (Integrated Islamic School) SDIT Nurul Fikri Banjarmasin with apply model PjBL (Project Based Learning)

**Purpose :** This Study use 2 Cycle, on every the cycle arranged on compile plan, carry out, observe and reflect.

**Design/methods/approach:** The subjects in this research are Class 5A students at SDIT Nurul Fikri Banjarmasin totaling 27 students. Researcher using techniques analysis descriptive qualitative and descriptive quantitative. Analysis results data is collected through observation and test.

**Findings :** Learning Thematic Payload Social Sciences on material business economy through learning model PjBL (Project Based Learning) can improving the learning outcomes of class 5A students at SDIT Nurul Fikri Banjarmasin. This is supported by the pre-cycle test results which are average is 55.3. After implementation Cycle I average value acquisition student of 72.7 and a classical completeness score of 37.03% or 10 people from 27 student Already finished, whereas Which Still Not yet complete 17 person. After That on cycle II obtained mark average acquisition student namely 86.03 and classical completeness of 88.88% or 24 of 27 person Already complete. Viewed from cycle I And II application model PjBl (Project Based Learning) on lesson Thematic load Social Sciences results occur study student increase very well.

**Research implications/limitations:** The research has several limitations, especially in the selection of research subjects and analysis.


**Originality/value :** It is hoped that the research results will become a simple guideline for subsequent research.

**Keywords :** Results Study, PjBL, Lessons Thematic, SDIT.

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## Introduction

Education represents a very important thing in life's activities man. So everyone has the right to receive education, so that it is hoped that progress will occur in each person's personality. Education will continue and never end. In general, education means develop process life every human For carry out life (Alpian & Wulandari, 2019). Act National Education System No. 20 Year 2003 explained Education is a conscious effort that is structured and organized to actualize code moment Study And process learning Which demand student develop one's abilities positively with ethical awareness, self-management, character, wisdom (Maros et al., 2021) and good communication skills (Akbar et al., 2023).

Education for humans is very important because the minimum is five matter that is give knowledge, work, present enlightenment, building character and sustaining the success of a country (Cahyadi et al., 2019). Therefore, education is very principled and cannot be separated from human life (Nurul Huda et al., 2021). One part of education is learning. Learning is a process in which teachers manage students to learn to gain knowledge And Study process information, Skills And attitude (Mislinawati & Nurmasyitah, 2018).

Learning is change sustainable in students' skills and attitudes or behavior throughout a long period of time as a result of experience or education (Chen, 2018). Learning is technique correlation between Teacher And student Which intertwined on A process education (Hergenbahn & Matthew, 2009). Learning is also a two-way connection procedure between teachers and students, teaching is carried out by teachers as educators, And learning done by student as Which in educate (Guo et al., 2020).

Reality implementation activity learning hinted that student capable imply change his behavior through results Study. According to theory Study behaviorist, Study considered as stimulus Which developing student behavior. This means that student behavior can be built as the result of planned stimulation or learning in the form of competence Which needed student (Rizkasari et al., 2022).

To increase this competency, as stated in Law no. 20 of 2003 concerning the national education system, that in schools this is realized in the form of subjects that have been determined by the government nationally or determined by regional governments and also at the local level for each school. One of the many subjects is the subject of Social Sciences (IPS). Social Sciences is something lesson which aim for supplying student school basic with insight and skills, oriented and sociable as well adapt in era globalization. Through discipline knowledge social, guide, guide and help students become good Indonesian citizens and inhabitant global Which effective. Design discipline knowledge knowledge social (IPS) necessary to grow and reflect students' abilities develop in social life.

## Literature Review

Good social studies learning outcomes based on many factors. In between this factor that is, it includes the utilization of the studied model. The learning model is procedure continued Which apply process sort of assessment need student, use media, And evaluation. Because If model learning Which used No effective, so relate with interest students in social studies subjects are also low, so student learning outcomes are low become down. With effort Study chase Which held in a way potent and hit. In the end it becomes student more Good learning outcomes Social Sciences they (Cahyani et al., 2023).

These various explanations imply that learning activities Which held should addressed for confirmed all over potency student so that in accordance proficiency Which aimed. Process learning Which empowering all students' potential and aims to expand holistically in the areas of attitudes, knowledge and skills, building and improving the quality of students by mastering attitudes, knowledge and his skills comprehensive, including psychological readiness (Sulistia & Latipah, 2023).

Various approaches and learning models can be used. Learning based project is effort approach learning which can intensify learning (Abidin et al., 2020). Learning based project

(PjBL) require student For focus complete project while achieving the learning objectives and concepts to be achieved (Cahyadi et al., 2019; Remesh, 2013) . PjBL Also classified potent in raise results student learning as expected. PjBL can increasing students' creativity in actualizing and advancing projects their skills in using technology as an instrument for present results his work. device design create product PjBL push creativity student (Ismuwardani et al: 2019).

Theoretically, problems in learning often occur due to a mismatch between the learning model chosen by the teacher, the character of the subject or material being taught and the character of the students (Hergenhahn & Matthew, 2009) . So before making a decision, a teacher must really understand three things at once, learning models, the character of the subject or learning material, and the condition of the students in each class (David A. Jacobsen et al., 2009) . In practice, teachers can start by studying the character of the subject they are assigned to. The second stage, the teacher explores the student's character and also the classroom or school environment, and finally determines what learning model is appropriate to use (Joyce, Weil, & Calhoun: 2009).

Researchers have carefully studied the character of Economic Business material in social studies subjects, where practical learning is the best way, by utilizing short theoretical learning, around 20%-30% only. With 70-80% practice, it will be easier to improve students' ability to master the learning material. The character of SDIT students, who generally come from families with good educational, social and economic levels, can encourage and provide adequate support for project-based or practical learning. So the PjBL model (*Project Based Learning*) is relevant and appropriate to be implemented on the material in this research.

Based on background behind above, research This take formulation problem How improve learning outcomes by utilizing the PjBL (*Project Based*) *model Learning*) on student class 5A SDIT Nurul Fikri Banjarmasin in learning IPS thematic content?

The aim of this research is to describe the progress of learning outcomes in thematic lessons with social science (IPS) content SDIT class 5A students Nurul Fikri Banjarmasin through the PjBL learning model (*project based learning*).

## Methods

Study action class is study action ( action research ) because implemented in the classroom with the aim of solving problems related to classroom learning (Masitoh, 2018) . This research is classified study descriptive qualitative And study descriptive quantitative (John W, 2014) . Because study This use technique observation and test so that produce data qualitative through sheet observation activity Teacher during procedure learning. As a way to facilitate assessment, criteria were created with scale assessment from the observation sheet. Score student test individual and talent students as a whole provide quantitative data that influences the results Study.

This research was conducted at SDIT Nurul Fikri Banjarmasin. Subject This research consisted of all class 5A students consisting of 27 male students. Research was carried out on 1-30 May 2023. Data collection methods consist of observations and tests. Teacher observation sheets and written test sheets work as research tools.

Kemmis-Mc.Taggart spiral model (1988) as theory which is used in this research which is composed of four main steps. a) Create planning. b) implementation of actions; c) observation and d) reflection (Cahyadi et al., 2019) . Fourth stages PTK That is elements shaper something cycle from a series of learning activities that return to the original stage. Data analysis necessary to determine the effectiveness of the model in learning. Evaluation given on every end lesson form questions test written For analyze success Study or level success student after follow the learning. The data that has been collected is analyzed using methods qualitative based on teacher observations and conclusions, and quantitative data obtained from test results cycle.

The researcher summarizes the results obtained by the students and shares them with amount student in class the. On the contrary, results Study control Social Sciences considered successful increase when students achieve grades 80 and absorption classic 80%. To determine the completeness of learning outcomes, use formula calculations as follows.

$$TB = \frac{s}{n} \times 100\%$$

$$\text{Completed Study} = \frac{\text{total student score}}{\text{Total number of students}} \times 100\%$$

For the average value, use the following formula:

$$\text{Average student score} = \frac{\text{Student value}}{\text{Number of students}}$$

## Result

Researcher on stage planning Cycle I compile RPP (Learning Implementation Plan) strengthening learning thematic eye lesson Social Sciences material business economy model learning PjBL (Learning B based P project) And the procedure, as well as preparation of LKPD (Student Worksheet), provides assessment tools in the form of tests to students and sheet observation For Teacher, and arrange implementation plan.

Cycle I will be implemented starting May 3, 2023 in Class 5A SDIT Nurul Fikri Banjarmasin has 27 male students. Researchers act as observers and teachers and assisted by the main teacher and principal who play a role as observer and evaluator in implementation learning in class.

In end cycle I, student finish test formative for measure learning achievement. Testing was carried out on May 4, 2023. Test result data cycle I can be seen in table I below.

**Table 1.** Test Results Cycle I

No	Code Student	Results Cycle I	Information
1	AW	70	No Complete
2	ANHH	70	No Complete
3	ARN	70	No Complete
4	AR	75	No Complete
5	US	75	No Complete
6	AWH	80	Complete
7	DAAK	75	No Complete
8	DARF	80	Complete
9	M.A	85	Complete
11	MAB	70	No Complete
12	MAA	80	Complete
13	MANR	85	Complete
14	MAL	85	Complete
15	MDN	85	Complete
16	M.F.A	70	No Complete
17	MFAR	85	Complete
18	MHR	85	Complete
19	MIM	70	No Complete
20	MKAA	70	No Complete
21	MMI	70	No Complete
22	M.F.A	70	No Complete
23	MNF	85	Complete
24	MYA	70	No Complete
25	PSA	70	No Complete
26	PP	70	No Complete
27	SZ	70	No Complete

The results of student completion in cycle I can be presented in a percentage table as following:

Table 2: Student completion results in cycle I

No	Aspects of Completeness	Number of Students	Percentage
1	Complete	10	37,03
2	Not Complete	17	62,97

From table results from test on cycle I so can served in form diagram namely as follows:

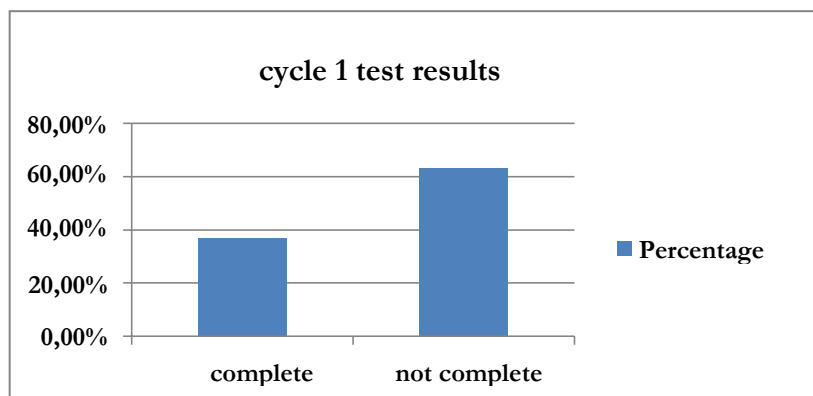


Diagram 1: H results from test on cycle I

See table results cycle I the can understood that results test the formative study carried out gave an average student learning score of 72.7 points and a completion rate of 37.03%. 10 of 27 students completed studies they. From results interview And reflection with supervisor, colleague colleague And leader school, found that student Still own confused expression when the teacher begins to apply the learning model PjBL (project based learning). Explained without practice direct related instruction application model This. For make student seen Confused, Teacher No explains how to find basic questions, how to design a project, and how to break down the lesson plan. This deficiency is a lesson that can be learned in Cycle I. Next it will be used as a subject for improvement for revision cycle II.

During Cycle II planning, the researcher recreated the Cycle I RPP Already revised, prepare material Which simplified for shared to students, and prepare questions and materials test formative. Cycle II took place in May 11, 2023. At stage implementation, Cycle II is like Cycle I, but Cycle II motivates and strengthens all activity Which not enough in Cycle I. Cycle II ended with test.

Formative Which aim for evaluate success student. Following is data- results data from exam formative cycle II.

Table 3: Results Cycle II

No	Code Student	Results Cycle I	Information
1	AW	70	No Complete
2	ANHH	80	Complete
3	ARN	80	Complete
4	AR	85	Complete
5	US	85	Complete
6	AWH	85	Complete
7	DAAK	85	Complete
8	DARF	90	Complete

9	M.A	95	Complete
11	MAB	85	Complete
12	MAA	95	Complete
13	MANR	95	Complete
14	MAL	95	Complete
15	MDN	95	Complete
16	M.F.A	70	No Complete
17	MFAR	90	Complete
18	MHR	90	Complete
19	MIM	85	Complete
20	MKAA	85	Complete
21	MMI	85	Complete
22	M.F.A	90	Complete
23	MNF	95	Complete
24	MYA	85	Complete
25	PSA	85	Complete
26	PP	70	No Complete
27	SZ	85	Complete

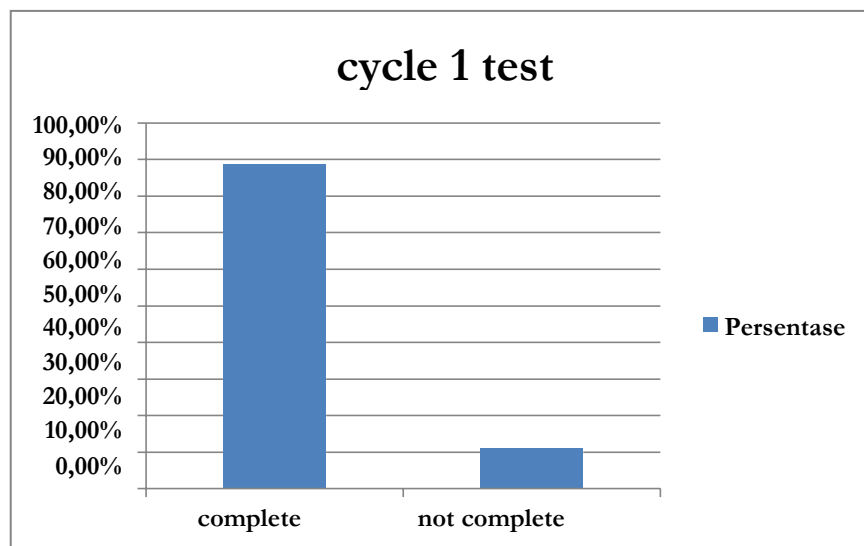
Results completeness student on cycle II can served in table percentage as following:

Table 4: Percentage of Completion of Learning Cycle II

No	Aspects of Completeness	Number of Students	Percentage
1	Complete	24	88,88
2	Not Complete	3	11,12

From the table of test results in cycle II, it can be presented in the form diagram namely as follows:

Diagram 2: Cycle II Test Results



## Discussion

From these tables and graphs it is concluded that the test results given students in Cycle II can be achieved with the average student achievement 86.03 points and 88.88% completeness. 24 of 27 passed. In Cycle II only 11.12% of students who achieved a score below 80 or 3 students who have not graduated, p

this indicates that students traditionally complete their studies. Matter This because students are confused in determine the answer.

Based on Table 3 looks happen enhancement results Study students from Cycle 1 and Cycle 2 around 25%. This is because, in context model Which used, student start understand: Activity group from Cycle I develop. Matter This No regardless from understanding And activity Study student, And from involvement themselves with task the. Activities and work the relationship between students also develops during this cycle. Matter This proven with student do project Which they choose yourself and share timetable in accordance agreement they.

Based on data qualitative And quantitative cycle I And II can concluded that application model learning PjBL (project based learning) is transition Good for student nor Teacher. There is This shift is seen especially in the habits of students who practice PjBL (Project Based Learning) learning model before being introduced. Previously, student only will listen the teacher, however after introduction model, student become enthusiastic And active moment they do project Which they do in research.

## Conclusion

PjBL (Project-Based Learning) model based step by step analysis data And discussion Which done during implementation material PTK economic business social studies learning for class 5A students at SDIT Nurul Fikri Banjarmasin. Researchers concluded that application determines the question base, designing project, arrange timetable, observe progress project, evaluate results project, and evaluate experience. Proven succeed improving social studies learning outcomes on economics material for class 5A students at SDIT Nurul Fikri Banjarmasin who implements PjBL (Project Based Learning ) model significant on material business economy that is from average 37.03%. Become 88.88%. For this reason, it is recommended for researchers or teachers who are trying to do it to improve student learning outcomes, you can try the PjBL learning model.

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## Declaration of interest statement

The author declares that there is no conflict of interest in this article.

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