

## PROJECT-BASED LEARNING METHODS IN ISLAMIC RELIGIOUS EDUCATION LESSONS

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**Abstract:** In the implementation of Islamic religious education learning, there are still many obstacles faced and one of the important ones is the use of relevant methods in Islamic religious education learning. The use of learning methods such as project-based learning can remind students of the basic concepts in Islamic Religious Education. This study aims to analyze the project-based learning method used in Islamic Religious Education (PAI) learning to be able to improve students' critical thinking skills in Islamic Religious Education (PAI) subjects. The results of the study show that the project-based learning method is proven to be effective in improving critical thinking skills in understanding conceptual aspects, learning motivation and religious attitudes of students. The implication of this study is the importance of choosing a learning method that is in accordance with the characteristics of students and learning materials so that the learning goals of Islamic Religious Education can be achieved optimally and can stimulate students to think critically and creatively.

**Keywords:** Project, Based, Learning, and Methods.

### Introduction

The learning method is a method or technique for assessing the subject matter that will be used by the user when assessing the subject matter, such as individually or in groups. The approach in Islamic education is a process, an act and a way to approach students and facilitate the implementation of Islamic education itself. In the learning process that takes place, it will definitely be supported by learning methods and approaches, because in learning, if the two systems above have been used, the educational components will run well, especially Islamic education both effectively and efficiently.

In learning, methods and approaches cannot be separated because these two elements are tools and methods used to support the smooth running of education. One of the educational problems of Muslims is the problem of educational methods. Muslim education always uses the memorization method, which cannot provide opportunities for students to think critically and creatively. It is often found that a teacher is knowledgeable but does not succeed in teaching, just because he does not master the teaching method. That is why teaching methods are one of the important objects of discussion in education. Therefore, teachers as part of the framework of the education system are required to always develop teaching skills that are in accordance with the progress of the times and the local environment in which the educational process is carried out. If the teacher is static (feeling satisfied with what is already there), then the educational process will be static and even regressive. The existence of learning methods is one of the solutions that teachers can use in solving these problems, because they are the results of assessment and testing through scientific methods.

## Literature Review

### 1. Definition of PAI Learning Method

In Arabic, the methods called *minhaj*, *wasilah*, *kaipiyah*, and *thoriqol* are all synonyms, but the most popularly used in Islamic education is *thoriqoh* (Tauhied, 1990). A better understanding of the method, according to Nurgayah (2011), is the science that studies all the things that will bring the teaching process to be more effective. In other words, this method answers the questions of how, what, and who, namely the question of how to learn something (method), what to learn (science), as well as who learns (students) and who teaches (teachers)?. Disastra (1999) states that the teaching method means all aspects of directed activities carried out by teachers in the context of the necessity of the subjects taught, the characteristics of the development of their students, and the surrounding natural atmosphere and the purpose of helping their students to achieve a cool learning process and the desired changes in their behavior, Furthermore, helping them to acquire information, knowledge, skills, habits, attitudes, interests and desired values. The above opinion is strengthened by the fiman of Allah in the publication of the Ministry of Religion of the Republic of Indonesia (2005) surah An-Nahl: 125, as follows:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ  
بِالْمُهْتَدِينَ ﴿١٢٥﴾

ud‘u ilâ sabîli rabbika bil-ḥikmati wal-mau‘idhatil-ḥasanati wa jâdil-hum billatî hiya aḥsan, inna rabbaka huwa a‘lamu biman dlalla ‘an sabîlihî wa huwa a‘lamu bil-muhtadîn.

It means: "Call (people) to the way of your Lord with good wisdom and lessons and refute them in a good way. Indeed, your Lord He knows better about those who have gone astray from His ways, and He knows better than those who are guided." (QS. An-Nahl: 125).

The learning method is a science that discusses the methods used to carry out a process of interaction between educators and students so that the goals that have been determined in education can be achieved. Thus, the learning method does not only discuss the method alone, but the study is broader, namely how to use the method with the material being taught, students and teachers, and even the environment.

The PAI learning method according to Ibrahim (2005) is a science that studies the most appropriate (effective) and fast (efficient) way to achieve the learning goals of Islamic Religious Education. The PAI learning method must be able to allow PAI learning to be centered on teachers and students which is the decisive component in learning, namely the interaction between teachers and students together in an educational situation to achieve the goals of PAL learning. In this connection, the task of PAI teachers is not only to convey the message of the subject matter but also to understand the attitudes and values of the students who learn, in other words covering the cognitive, affective and psychomotor domains ev PA learning is a science that discusses the way of working in a way that is consistent The fading of the implementation of PAi learning in order to achieve the goals of the PAI teacher specified in the competency standards and basic competencies of the above understanding can be concluded that the PAi learning method is limu pe discusses how to work systematically to carry out a pro interaction between educators and students in order to achieve the learning objectives specified in the competency standards and basic competencies.

### B. PAI Project-Based Learning

The development of information technology has presented many opportunities for the development of more innovative PAI learning methods. The use of digital media, learning

applications, and online platforms is now part of the dynamics of modern learning. Teachers can use various applications such as YouTube, podcasts, and social media to explain religious concepts in a more visual and easy-to-understand way for students. In addition, the use of interactive software such as quiz applications and educational games can also make it easier for students to understand PAI material. However, although technology provides many opportunities, there are major challenges in the implementation of innovative learning methods in PAI (Rahmad, 2022). One of the biggest challenges is the readiness of teachers to adopt and integrate technology in the learning process. Not all PAI teachers have the technical skills or access to adequate digital devices. In addition, there is still an assumption among some educators that the use of technology in religious learning can reduce the sacredness of the material taught.

In learning Islamic Religious Education, it must be comprehensive, integrated and universal. Therefore, project-based learning can help students in receiving learning in a variety of ways. The project method is a way of presenting teaching materials by looking for proof and truth based on the results of the work given to students individually or in groups of problems asked, so as to find answers that are close to the truth.

Saiful & Aswan Zain (2006; 83) said that the project or unit method is a way of presenting lessons that start from a problem, then discussed from various related aspects so that the solution is overall and meaningful.

The use of this method departs from the assumption that problem solving will not be complete if it is not reviewed from various aspects. In other words, the solution of every problem needs to involve not only one subject or field of study, but should involve various subjects that are related to and contribute to the solution of the problem, so that each problem can be solved as a whole meaningfully.

The application of the Project-Based Learning Model has a significant impact on the development of student creativity and innovation. First of all, this model provides opportunities for students to engage in practical projects that are challenging, require creative thinking, and involve real problem-solving. By engaging in these kinds of projects, students are encouraged to think more broadly, formulate new ideas, and find innovative solutions to overcome the challenges encountered in the context of learning Islam.

Another impact of the Project-Based Learning Model is the creation of a collaborative and interactive learning environment. Students work together in groups to design and execute projects, which creates opportunities to exchange ideas, share perspectives, and stimulate creativity through collaboration. This social interaction can improve students' ability to understand different viewpoints and respond creatively to their groupmates' ideas.

In addition, the Project-Based Learning Model allows the integration of creativity and innovation with Islamic learning content. Students not only understand the concept of religious concepts theoretically, but they are also given the opportunity to apply those concepts in the context of relevant and meaningful projects. Thus, this model creates a direct relationship between understanding the concept of religion and creativity in applying these religious values in daily life.

Another positive impact is the development of soft skills such as problem-solving, teamwork, and communication. Students not only learn religious concepts, but also hone practical skills that are indispensable in daily life and the world of work. The Project-Based Learning Model, thus, has a holistic impact on student development, creating individuals who are not only competent in understanding religion, but also creative and innovative in applying it in a real context.

### **C. PAI Teaching System Concept**

The Islamic Religious Education teaching system is an organized combination that includes human, material, facilities, equipment and procedures that interact to achieve a goal. In accordance with this formulation, the people involved in the teaching system in general are students, teachers (teachers), and other personnel, for example those who are in need in the laboratory. Material includes books, whiteboards, chalk, photography, slides, film, audio, video tape. Facilities and equipment consist of classrooms, audiovisual equipment, and even computers. Producers include information delivery schedules and methods, providers for practice, learning, testing and determining levels and so on. The formulation is not limited in space and level of uniqueness. The teaching system can be implemented in forming a reading book, a learning system in the classroom or at school, in a university, or in a city or village. The teaching system is always marked by organization and interaction between components to educate students. (Muhaimin, 2004).

### **Method**

This research uses a qualitative approach with a library research design for the effectiveness of project-based learning methods in improving students' critical thinking skills in Islamic Religious Education (PAI) subjects. This literature study was chosen because of its relevance in exploring in depth the concepts, theories and results of previous research related to the topic under study. The main focus of this research is to identify and critically analyze how project-based learning methods can be implemented in the PAI context, as well as their impact on the development of students' critical thinking skills.

### **Result and Discussion**

#### **1. Development of PAI Learning Methods**

The development of innovative Islamic Religious Education (PAI) learning methods is needed to answer educational challenges in the modern era. Innovative learning methods aim to improve the quality of learning and make PAI materials more relevant and interesting for students. This is important, given the rapid social, technological and cultural changes, which require adaptation in teaching approaches in order to reach students more effectively.

One of the first steps in the development of innovative PAI learning methods is to identify the needs of students in the 21st century. Today's students grow up in an environment that is loaded with technology and information, so conventional learning approaches are often less effective in attracting their interest. For this reason, it is important for teachers to develop methods that fit the characteristics of modern students, such as the use of digital technology, interactive approaches, and project-based learning that allow students to be actively involved in the learning process.

The use of digital technology in teaching PAI is one of the most relevant innovations. Technology allows teachers to expand the scope of the material by presenting a variety of multimedia resources, such as videos, infographics, and interactive applications. In addition, the use of online learning platforms can help students to learn outside of school hours, with easier access to Islamic materials. This makes the learning process more flexible and affordable, and provides opportunities for students to learn at their own pace.

#### **2. Project-Based Learning Method**

Project-Based Learning is also one of the relevant innovative approaches to be applied in PAI. In this method, students are given real projects that are relevant to religious materials, such as social projects based on Islamic teachings. For example, students can be given the task of

compiling charity campaigns or social activities based on Islamic values such as zakat, alms, or concern for the environment. This approach not only enriches religious understanding, but also teaches practical skills such as time management, collaboration, and leadership.

The advantages of the project-based learning method for students include:

- a. Increased motivation Students report that learning in projects is more fun than other curriculum components.
- b. Improve problem-solving skills. Research on the development of students' higher-level cognitive skills emphasizes the need for students to engage in problem-solving tasks and the need for specialized learning on how to find and solve problems.
- c. Improve collaborative skills. The importance of group work in projects requires students to develop and practice communication skills. Cooperative working groups, student
- d. evaluations, online information exchange are all collaborative aspects of a project.
- e. Improve resource management skills. Part of being an independent student is being responsible for completing complex tasks. Well-implemented Project-Based Learning provides students with learning and practice in organizing projects, and allocating time and other resources such as completion kits for assignments.

### Conclusion

The implementation of Islamic religious education must pay attention to aspects related to the implementation of education itself, namely things related to goals, curriculum, materials that must be considered in the learning process and others. Things that are said with planning and learning as well as learning, consisting of teachers, students, curriculum, methods and facilities and infrastructure. The Islamic Religious Education learning method is a science that discusses how to work systematically to carry out a process of interaction between educators and students in order to achieve the learning goals of Islamic Religious Education as determined in the competency standards and basic competencies.

Innovative PAI learning methods are the key to increasing the effectiveness and relevance of religious education in the modern era. By utilizing technology, interactive approaches such as project-based learning. This approach not only improves religious understanding, but also teaches practical, social, and Islamic skills that can be applied in daily life and are contained in Islam itself, because Allah SWT and the Prophet Himself are human educators, because Allah is Rabbul 'alamin (educator and keeper of nature) while the Prophet is educated by Allah SWT to be an educator of your utu and uswatun hasanah.

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