

# The Effect Of Project-Based Learning Model On Learning Skills Of Grade V Students In Pai And Ethics Subjects In Elementary Schools

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**Abstract.** This study aims to determine the effect of the project-based learning model on the learning skills of fifth-grade students in PAI and Budi Pekerti subjects on the material of my aspirations to become a righteous child. This study uses quantitative research methods with experimental methods, design in this study there are two groups, namely the experimental group and the control group, this research was applied to fifth-grade students at SDN Lendang Ara as an experimental class of 16 students and a control class of 15 students. The results of this study show that there is an effect of the project-based learning model on the learning skills of grade V students on the material of my aspirations to be a righteous child, the average value of student learning skills of the experimental class is obtained at 62.44% while the control class obtains an average value of student learning skills of 56.67%. Thus, the project-based learning model through PAI and Budi Pekerti subjects can be used by teachers in schools to develop students' learning skills.

**Keywords:** Learning Model, Learning Skills, Project-based learning (PjBL)

## 1 Introduction

One of the problems facing education is the weak learning process. In the learning process, children are less encouraged to develop thinking skills [1]. The learning process in the classroom is directed only to memorizing information, children's brains are forced to remember and hoard various information that they remember to connect it with their daily lives [2]. As a result, when children graduate from school, they are theoretically smart, but they are poor in application. So far, learning design rarely or never includes the objectives to be achieved in learning related to the thinking process. Most statements in learning design emphasize what kind of knowledge will be acquired in learning [3].

One thing that is apparent today is that to understand something, students tend to be taught by lectures, lack respect for ways of thinking, and an emphasis on expertise in a standardized curriculum [5]. Therefore, it is necessary to start making a difference in how students learn by encouraging interaction between students, initiating lessons that promote shared learning, and providing opportunities to showcase an interdisciplinary curriculum [6]. Most importantly, students need to understand that they are fully responsible for their learning in a learning atmosphere that includes good strategies [7]. According to Law no. 20 of 2003 concerning the national education system article 3 paragraph 1 states that, national education aims to develop the potential of students to become human beings who are faithful and devoted to God, who is

noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens [8].

According to the Director of Islamic religious education in schools, Imam Tolkhah stated that Islamic religious education contains the process of knowing, understanding, and practicing the teachings of Islam [9]. The things taught in PAI and Budi Pekerti are things that are understood and developed in the Qur'an and as-sunnah as the source or basis of Islamic law [10]. The main purpose of PAI and Budi Pekerti is to form people who believe and fear Allah SWT and have noble morals. In the end, it can reflect the dignity of human beings as creatures of Allah SWT [11].

In general, PAI and Budi Pekerti contain three basic cores that are taught, namely faith (aqidah), Islam (sharia), and Ihsan (morals). For this reason, it is necessary to have a learning model by the material to be given [12]. The learning model used by PAI and Budi Pekerti in educating students is the method of example, advice, stories or stories, habituation, lectures, laws, and rewards [13].

The changes are not only related to the addition of knowledge but also in the form of skills, skills, attitudes, self-esteem, interests character, and self-adjustment [14]. To achieve these goals, school is one of the places responsible for developing all the potential, creativity, and skills that exist in students. However, what happens is that most students do not know how to learn well. Schools emphasize students master the content of the subject matter taught by the teacher [15].

Whereas the orientation of learning is not only mastery of the material studied but emphasizes understanding the processes and skills needed to know a material [16]. Mastery of good learning methods gives an idea of the level of student mastery of learning skills because by mastering learning skills, students will realize how to learn best so that they become more responsible for their learning methods. Therefore, learning skills are skills that are obtained after education and practice accompanied by patience, tenacity, and perseverance [17].

The learning model chosen should be able to make students construct their knowledge and be meaningful through real experiences, by the material in PAI and Budi Pekerti lessons. students are active during learning to build their knowledge through a series of meaningful learning activities. However, today's students receive so much instruction on how to do things at school that they lose the opportunity to develop their learning skills and creative thinking [18].

In line with this, Munandar revealed that so far educators (teachers) in Indonesia are still unable to understand creative thinking skills and how to develop them for students [19]. One of the learning models active enough to support student learning success in improving learning skills is the Project Based Learning model. The project-based learning model is chosen because this learning provides opportunities for students to work more autonomously, develop their learning, be more realistic, and produce a product, project-based learning provides complex tasks based on challenging questions or problems that involve problem-solving activities, making decisions, conducting investigations and reflections that involve the teacher as a facilitator [20].

Project-based learning focuses on questions that lead students to utilize concepts and principles through experience. With project-based learning, students learn from their experiences and then apply them daily. This learning model is expected to improve students' learning skills because through this model they will be trained to construct their knowledge by being actively involved in a complex learning process [21].

The results of initial observations in class V of SDN Lendang Ara which were carried out on June 2, 2021. Shows that students' learning skills have been trained and special assessments of students' learning skills have been carried out. This problem, the researcher is interested in conducting research at SDN Lendang Ara regarding the effect of the Project Based Learning Model on the learning skills of grade V students in PAI and Budi Pekerti subjects in elementary schools.

## 2 Research Method

The type of research approach used in this research is quantitative research with experimental methods. The experimental method is quantitative, the experimental method can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions [22]. Experimental methods are used when researchers want to conduct experiments to find the effect of certain independent / treatment variables on dependent / outcome variables under controlled conditions [23]. The population in this study was grade V SDN Lendang Ara in the 2021/2022 academic year. The samples used in this study were group A consisting of 16 students and group B consisting of 15 students in class V. In this research design, there were two groups of students. In this research design, there are two groups taken as samples. To find out if there is a difference between the experimental group and the control group, a pretest is given to find out whether the data is homogeneous or not, the experimental group is the group taught using Project Learning while the control group is the group taught with the direct instruction model or using the lecture method

**Table 1.** Research Design

<b>Group</b>	<b>Treatment</b>	<b>Posttest</b>
Experiment	X1	O <sub>1</sub>
Control	X2	O <sub>2</sub>

Description:

O<sub>1</sub> = Posttest of experimental class

O<sub>2</sub> = Control class posttest

X<sub>1</sub> = Treatment using a *project-based learning* model

X<sub>2</sub> = Treatment using a *direct instruction* model

The instruments used in this study were non-test instruments in the form of questionnaires and observation sheets to obtain data or determine students' learning skills. Data collection techniques were carried out through questionnaires, observation, and documentation. The data analysis technique uses an independent T-test, which is to compare experimental groups with the formula:

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{(n_1 + n_2 - 2)} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \quad (1)$$

Description :

$X_1$  = Average of sample 1

$X_2$  = Average of sample 2

$n_1$  = Number of sample data 1

$n_2$  = Number of sample data 2

$S_1$  = Number of standard deviations of sample 1

$S_2$  = Number of standard deviations of sample 2

Test decision:

Ho is rejected if Sig > 0.05 means Ha is accepted.

Ho is accepted if Sig < 0.05 means Ha is rejected.

### 3 Result And Analysis

The results of the study were obtained from the results of applying the Project Based Learning learning model at SDN Lendang Ara totaling 31 students in class V, students were divided into two groups, namely the experimental group and the control group, the experimental group numbered 16 students while the control group numbered 15 students. Based on the results of the research, the data obtained on the value of students' learning skills in PAI and Budi Pekerti subjects using the Project Based Learning learning model are described as follows:

**Table 2.** Normality Test Results of PjBL Model Student Learning Skills Data

Model PjBL		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
B Keterampilan belajare	Eksperimen	.136	16	.200*	.956	16	.587
	Kontrol	.129	15	.200	.934	15	.312

Based on the table above, the results of the normality test analysis of student data from the experimental group obtained a significance value of 0.587. so that the Sig>0.05 value and the control group obtained a significance value of 0.312. So the Sig value> 0.05. It can be concluded that both data are normally distributed because the Signifikasni value is greater than 0.05 (Sig>0.05), meaning Ho is accepted.

**Table 3.** Results of Homogeneity Test of Student Learning Skills Data and PjBL Model

Model PjBL					Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
					Statistic	Df	Sig.	Statistic	Df	Sig.
Levene Statistic	df1	df2	Sig.	Eksperimen	.136	16	.200*	.956	16	.587
				Kontrol	.129	15	.200	.934	15	.312

Keterampilan belajar	Based on Mean	3.711	1	29	.064						
	Based on Median	3.297	1	29	.080						
	Based on Median and with adjusted df	3.297	1	27.221	.080						
	Based on trimmed mean	3.700	1	29	.064						
B Keterampilan belajar											

Based on the results of the homogeneity test in the table above, it can be seen that the results of the homogeneity test of the two experimental and control groups obtained the results of the significant value (Sig) Based on Mean is  $0.064 > 0.05$ , so it can be concluded that the experimental group and the control group of both data are homogeneous, meaning  $H_0$  is accepted.

Data that is normally distributed and has a homogeneous variant, then the hypothesis will be tested with the independent sample t-test. The results of hypothesis testing in both groups are as follows:

**Table 4.** Hypothesis Test Results of PjBL Model Student Learning Skills Data

Group	N	Average	Sig	Sig
Experiment	16	62,44	0,064	0,05
Control	15	56,67		

Based on the table above, it can be concluded that the t-test value of student learning skills obtained a significance value of  $0.064 > 0.05$  ( $Sig > 0.05$ ), then  $H_0$  is rejected, so  $H_a$  is accepted, meaning that the hypothesis is accepted or there is an effect of the Project Based Learning model on the learning skills of grade V students in PAI and Budi Pekerti subjects at SDN Lendang Ara Kopang.

In this study, it is known that there is an effect of the project-based learning model on the learning skills of grade V students in PAI and Budi Pekerti subjects, in this case, it can be seen from the class that the PjBL model through the material of my aspirations to become a righteous child with a class that applies the direct instruction learning model or the lecture method, with class V A as an experimental group totaling 16 students with an average value of learning skills obtained at 62.44%, higher than class V B as a control group with an average value of learning skills obtained at 56.67%. The influence of the Project Based Learning learning model through the material of my aspirations to become a righteous child, the PjBL model can facilitate students in practicing their learning skills by giving project assignments, namely the ideals board media.

When carrying out the learning process, students are given problems about how to become a righteous child, students are guided to determine the topic of the problem, develop steps for completing the project, and make observations based on their experience. Furthermore, students are divided into groups to discuss the results of their understanding related to the material of my aspirations to become a righteous child to answer several questions given, after students understand the material that has been explained, each group member works on project assignments with their group friends, then attach media images of ideals on manila paper according to their ideals, after that then representatives of each group member to tell what their ideals are and the reasons for choosing these ideals then linked to how they become righteous children and obtain project results, students are directed to conclude the material that has been explained.

Students learning skills are developed through group learning activities, students are given real experience through direct observation, through project activities carried out, students can provide different answers during discussion activities, then students work with group friends to complete the ideal board project assignment, students can also understand the concepts given to be associated with their ideals to become a righteous child. So it can be understood that the project assignments given can improve the learning skills of students in class V SDN Lendang Ara.

The implementation of Indonesia's national education system is the responsibility of the Ministry of National Education and Culture, therefore the Ministry of Education and Culture is determined to realize the objectives of implementing the national education system.<sup>1</sup> The effort to realize the national education system begins with preparing a plan which is then called the national education development strategic plan, the strategic plan becomes a guideline for all levels of education managers, starting from the central government, local governments, education units, and communities in planning and implementing national education development programs and evaluating the results. <sup>2</sup>

Like research hartini that project-based learning, like problem-based learning, is one of the approaches that use constructivist learning theories.<sup>3</sup> According to Gardner in an attempt to combine the greatest abilities in learners through a program called the project, an activity can be viewed from different types of intelligence and different levels of knowledge. <sup>4</sup>

The results of observations of teacher implementation in applying the project-based learning model on the essential question sub-indicator obtained a percentage value of 0.16%, project work obtained a percentage value of 50%, completion of project tasks obtained a percentage value of 100%, assessment of project work percentage value of 0.33% and evaluation of student learning outcomes obtained a percentage value of 0.66%. Education serves to equip students with knowledge, it also serves to foster various skills in students. The effectiveness and efficiency of a job are largely determined by the level of skills possessed by students, the higher the level of skill the more effective and efficient the work is.<sup>5</sup> Likewise, with student learning

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<sup>1</sup> Imam Machali, "Islam Memandang Hak Asasi Pendidikan," *Jurnal Pendidikan Islam* 27, no. 1 (2016): 1, <https://doi.org/10.15575/jpi.v27i1.492>.

<sup>2</sup> Kurniadin Didin dan Machall Imam, *Manajemen Pendidikan Konsep & Prinsip Pengelolaan Pendidikan* (Yogyakarta: Ar-Ruzmedia, 2016).

<sup>3</sup> Ayu Hartini, "Pengembangan Perangkat Pembelajaran Model Project Based Learning Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Sekolah Dasar," *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar* 1, no. 2a (2017): 6–16.

<sup>4</sup> Dwi, *Konsep Pembelajaran Project Based Learning*.

<sup>5</sup> Sudarto, "Keterampilan dan Nilai Sebagai Materi Pendidikan Dalam Perspektif Islam," *Jurnal Al-lubab* 1, no. 1 (2016): 108.

skills, the higher the level of student learning skills, the more effective the teaching and learning process.

An effective project-based learning community can be written as follows:

- a. Design, manage, oversee, and refine projects, and problem-solving built by themselves
- b. work collaboratively and take advantage of the diffuse expertise of a community that allows for diversity,
- c. creativity and flexibility in learning
- d. study self-selected topics identify what their issues are and identify relevant resources.<sup>6</sup>

In this study, students' learning skills can be said to be optimal, this can be seen from the average value of students' learning skills in the experimental class by applying the PjBL model through the material of my aspirations to be a righteous child obtaining an average value greater than the average value in the control class, due to the time used in the learning process requires a lot of time to solve problems so that it is more effective in developing students' learning skills. Given that previously students had not been accustomed to using learning models, it is therefore expected that the next learning process of PAI Budi Pekerti can facilitate students in developing students' learning skills the learning process by using learning media/models.

Student's learning skills can be said to be good, and students' responses to the project-based learning model through PAI and Budi Pekerti subjects on the material of my aspirations to become a righteous child, thus the PjBL model is used as a variation of the learning model to improve the learning skills of grade V students at SDN Lendang Ara.

## 4 Conclusion

Based on the research results in Chapter IV, it can be concluded that through the application of the PjBL learning model, students obtained an average score in each group, namely the experimental group of 16 students with an average value of student learning skills of 62.44%, and in the control group with an average value of student learning skills of 56.67%, and the hypothesis value with the T-test obtained a significance result of  $0,064 > 0,05$  ( $\text{Sig} > 0,05$ ), then  $H_0$  is rejected, so  $H_a$  is accepted, meaning that there is an effect of the Project Based Learning learning model on the learning skills of grade V students in PAI and Budi Pekerti subjects at SDN Lendang Ara So that the learning skills of grade V students of SDN Lendang Ara in the learning process using the PjBL learning model can be well developed.

The limitation of this research is related to testing the effect of the application of the project-based learning model on student learning skills. Thus, suggestions for future researchers can research student learning skills, it is better to add the number of items in each indicator so that the student learning skills obtained are consistent.

**Acknowledgment.** The author would like to thank the 3rd International Conference of Humanities and Social Science (ICHSS).

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