



Efforts of PAI Teachers in Increasing Student Learning Interest with Project Based Learning Strategies in the 2013 Curriculum at SD 060851

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Abstract

Teachers can use project-based learning to accelerate the learning process and improve students' critical thinking skills. Project Based Learning (PBL) can be used in two ways: either by individuals or groups working towards a common goal (such as making a product). In contrast, the approach taken in this research is descriptive qualitative, in which the research questions posed and the answers they generate provide a picture of the situation. All students in grade four are the focus of research. The research results show that 80% of project-based learning strategies are effective and can be used in learning models.

Keywords: *2013 Curriculum, Learning Model, Project Based Learning*

INTRODUCTION

Education is a process of educating, directing, supervising, fostering, transmitting knowledge from educators to students with the aim of eradicating ignorance by increasing knowledge and building better character and being useful for society. Education as a business and solution for educators to work interactively with students to increase and develop intelligence and all the skills involved in education.

Islamic Religious Education is education that is carried out by using the teachings of Islam, namely as guidance and care for students who will be able to understand, understand, live, and practice the sciences.

It can be said that the SD 060851 project-based learning method, in which the teacher divides students into small groups to do practical exercises assigned by the teacher, is going well. This method is being used to

teach Islamic studies. This teaching model will assist educators in improving student performance on standardized tests and encourage critical thinking because a problem-solving approach is needed in education. On the other hand, the aim of this research at SD 060851 was to describe whether or not this project-based learning model was suitable for use in schools, with a focus on the PAI curriculum, and to assess the results of project-based learning. The findings of this study indicate that during the teaching and learning process, 80 percent of students receive instructions given by their teachers and are actively involved in learning, especially in PAI subjects.

The advantages of this research are that it can be seen from students' thinking skills and how students solve problems in a group can complete their tasks properly and students are able to cultivate social attitudes or cooperative attitudes in learning.

History of Curriculum 2013

If we observe the history of the journey of education in Indonesia, there have been several changes to the curriculum starting from 1947 with attention to education of the mind, involving daily life, teaching the arts, shaping students' character, increasing physical education and national awareness. Later in 1950 the curriculum was changed, however, unlike the 1947 curriculum, it was divided into different learning paths. In 1958, the curriculum was revised; This is a refinement of the previous 1950s era curriculum. There was a division of copyright, *rasa*, *karsa*, and *krida* groups in 1964. Until 2013, the 2013 curriculum was formed. This curriculum was a refinement of the previous curriculum. The government has prepared a syllabus for educators and graduate competency standards in the 2013 curriculum covering 3 domains, namely attitudes, skills and knowledge as the main values.

The renewal of the 2013 curriculum can be seen from the factors of people which involve education and allowances in the implementation of education. As we can see, curriculum renewal can also result in curriculum procedures changing their consequences to achieve goals and adapt to ongoing societal developments. The transition from the previous Education Unit Level curriculum (KTSP) to the current curriculum known as the 2013 Curriculum was preceded by several factors and is still reflected in the KTSP curriculum itself. Among them: 1. the media in the curriculum is still too heavy on dry matter; namely, teaching methods and course content.

The 2013 curriculum was developed with societal changes in mind, aiming to strike a balance between traditional Indonesian values and a competency- and project-based educational approach. To achieve the desired level of satisfaction with one's learning outcomes, it is necessary to spend time improving one's thinking patterns, knowledge of subject matter, teaching methods, and study time allocation.

Definition of Curriculum

The word "curriculum" comes from the Greek word for "fighting arena," which means what it sounds like: a place where people go to compete with one another. Each participant in a particular competition is expected to achieve a specified level of performance in each match (Mudlofir, 2011: 1).

The origins of the curriculum can be traced back to the world of athletics in ancient Greece; these ideas were then adopted into the field of education. This meaning continues to be used in the field of education, understood to refer to the strategies and rules for teaching students in certain educational institutions the range of subjects they are expected to master.

Curriculum is a term used in education to describe the body of knowledge or set of skills that students must master in order to graduate with a certain set of credentials. Given to students as proof of meeting the required proficiency standards, such as a diploma.

So, the teaching method implies that each student must understand all areas of teaching that the instructor places through a very significant and convincing position. Student achievement is measured by how thoroughly they understand the learning objectives stated above, and is usually rewarded by their test scores.

In line with changes in educational theory and practice, the scope and sequence of the curriculum are expected to continue to evolve. Given the wealth of information available on the topic of curriculum definition, it can be difficult to arrive at one all-encompassing definition from a philosophical perspective. This is similar to how the term "curriculum" now has four different meanings depending on the context, with each format complementing the other. These five curriculum formats are as follows:

- a) The curriculum is based on a shared vision or set of values.
- b) Curriculum is a written plan to implement the curriculum (as a kind of mandate).
- c) Curriculum as a topic, which is sometimes referred to as "curriculum", which can mean

"knowledge" or "practice". This curriculum format is theoretically an actualization of the curriculum in the form of a written plan.

d) Curriculum as a guide, resulting from the curriculum as an obstacle. (Ministry of National Education, 2008: 9).

Specialist Educators discuss a lot about various interpretations of the curriculum. According to Ronald C. Dool (1996: 5), "The curriculum of a school is the contents and formal and informal processes in which students gain knowledge and understanding, develop skills, and change attitudes and values while under the auspices of that school. ." (The school curriculum consists of materials and activities approved for use by students to encourage the acquisition of knowledge and skills, inculcation of character, and the replacement of ingrained values and beliefs with new ones with the assistance of the school administration and faculty). Law no. 20 of 2003 concerning the National Education System defines the curriculum and subject matter as well as the system used as a guide for managing learning activities to achieve certain educational goals. Apart from being in accordance with the conditions of each school, district and country, these special educational goals are also in line with national goals. Therefore, educational institutions formulate curricula to mandate that educational programs be adapted to local conditions and needs. This finding allows us to adopt a number of curricular principles, including those listed below. (in Mudlofir, 2011:2)

a) Curriculum is presented as content, whereas courses are presented as a means of consolidating knowledge on a particular topic. That's why setting learning goals is a component of the curriculum.

b) The curriculum is seen as a set of experiences that are uniformly structured to produce educational outcomes. This understanding of the curriculum also includes the value of life experience as an educational activity.

c) Curriculum as intention", also known as "curriculum as plan", covers all aspects of education, from its goals and objectives to its

methods and content. This curriculum, in other words, is a deliberate plan.

d) Curriculum as a cultural reproduction, which implies that the curriculum is a reflection of certain societal norms and values.

e) A curriculum that emphasizes the development of individual communicative and interpretive skills and that loops back to one's life experiences. In this sense, the term "curriculum" refers to a person's particular pool of knowledge and biases with respect to curriculum, or their interpretation of particular life experiences.

The characteristics mentioned above show that the curriculum is a major part in certain decisions. In detail starting from the design, implementation as well as evaluation of the learning process must be listed in the school curriculum data.

2013 Curriculum Learning Strategy

1. Discovery Learning Strategy (Uncovering Learning)

This Discovery Learning Strategy is defined as a learning system in which students are required to understand and find out new information in order to find new facts, correlations and truths. The purpose of this discovery learning strategy is that students are strived to be independent and confident in the skills they have acquired.

2. Inquiry Learning Strategy (Inquiry Learning)

Learning activities based on the Inquiry Strategy emphasize developing students' skills, research, and critical thinking as they pursue knowledge. This tactic usually involves giving students time to investigate the problem on their own.

3. Learning Based on Strategic Problem Solving (Problem Based Learning)

Problem-based learning is a student-centered approach, in which students are encouraged to improve their performance and critical thinking skills to address problems affecting their immediate community (their social environment) through collaborative problem solving.

4. Strategic Project Based Learning (Project Based Learning)

Project-based learning is an educational approach that provides students with opportunities to deepen their knowledge while developing their skills through activities such as problem solving and investigation. According to Brandon Goodman and J. Stiver, "Project-Based Learning" is an educational approach based on real-world learning activities and assignments that provide students with real-world challenges to solve in groups.

5. Strategic Religious Education (Scientific Learning)

Structuring the learning process in such a way that students actively construct concepts, laws, and principles requires them to do things like conduct research, propose and defend hypotheses, collect and organize data using various methods, and draw conclusions.

Methods

In this study a qualitative descriptive method was used in which the issues raised would produce research that described conditions, situations or phenomena in the field regarding efforts to increase student learning with project-based strategies at SD 060851 with the application of the 2013 curriculum. The application of qualitative is wrong field research one of its characters is to explore a problem that exists in school and then develop it.

Data collection techniques used in this study are:

1. An interview is a dialogue between two or more people, one of whom is a reporter and the other is a resource person. This interview was conducted to find out the Islamic religious education system using a project-based strategy. The several types of interviews conducted were:

a To gather information, structured conversations are used. This conversation is based on the facts that have been gathered.

b In a semi-structured conversation, participants are asked for their opinions and ideas to help the group solve a problem.

c You can use unstructured conversations for preliminary research or as an in-depth analysis of the topic being studied.

This in-depth discussion method was used by the author to get to know the research subject better, in this case the Islamic religious education teacher in order to strengthen the observation findings.

2. Observation is a way so that we can obtain data and information in which this observation is carried out directly without any intermediaries from other parties. This observation is carried out in order to be able to see firsthand how, what and what problems occur in the school environment. By doing this observation in order to get accurate results, both regarding objects, activities, actors, events so that mistakes do not occur

3. Documentation is the process of providing a set of documents by substantiating their claims with evidence from reliable sources. This evidence can come from the author of the document, the subject matter of the document, or the audience that the information is intended for. Which with this documentation can see firsthand the form of concrete evidence of the problem we have been looking for from the observations that have been made. With this documentation, it can strengthen concrete evidence from the results of observations that have been made.

Research And Discussion

Based on research at Elementary School (SD) 060851, the school's learning system, in particular by using a project-based learning approach, Islamic religious education gives students the opportunity to deepen their understanding of faith while developing skills in various areas such as problem solving and inquiry. It can be said that the teacher provides material about Asmaul Husna in which educators give assignments to students to make calligraphy about Asmaul Husna.

Learning using this project-based method does require media or tools to support the process of learning activities carried out by students, therefore ideally schools prepare tools for the process of learning activities using a project-based approach and teachers must also be more creative in choosing

learning media in Observing activities are not always just reading manuals and worksheets.

Each approach has its advantages and disadvantages. The findings of this study highlight several advantages of the project-based research method, including but not limited to:

- 1) students who play an active role in solving their problems and produce a product, in this case calligraphy of Asmaul Husna;
- 2) By actively participating in project completion, students can gain invaluable experience.
- 3) Student participation in the learning process can increase their motivation, and the teacher-student relationship can be strengthened through this opportunity.
- 4) Allows students to be more involved in finding solutions to problems. There are however drawbacks to the project-based approach:

One or more of the following are true: 1) The tools required are not sufficient; 2) The problem solving process is time consuming and labor intensive; 3) They are expensive; 4) A large number of tools are required. 5) Students who have difficulty solving problems will have difficulty at school. 6) Some students are unable to understand the material because they are less active in group work.

Conclusion

Research conducted at SD 060851 regarding the development of project-based Islamic learning methods resulted in the following conclusions:

- 1 Based on the description and analysis of the observational data, it was concluded that teachers' efforts to improve student learning outcomes in the 2013 Islamic Religious Education Curriculum exam at SD 060851 were most effective when they used a project-based strategy. has been carried out well even though there are several obstacles that are a problem in the school.
- 2 Project-Based Learning Strategies are still not effective in these schools, and it can be

said that 60% are still not successful. Because the media used can be said to be incomplete, so the school still only uses audio from the teacher.

3 Project-based learning methods, some students are still passive, namely sitting quietly while listening. Learners can be said to be inactive or not participating in the learning process. But students who are passive are only a few people

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