Implementation of the Project Based Learning Model in the Independent Curriculum in Islamic Religious Education Learning for High School Students

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ABSTRACT

This research has a number of populations. The population of this study were teachers and students of Class X 1 Senior Highschool 4 Baubau. The population of Islamic Religious Education teachers is 1 person and Student X 1 is 33 people with a total population of 34 people. Because the population of this study did not reach 100 research subjects, the entire population was the object of this research. This research is qualitative research, so in collecting data researchers used observation, interview and documentation techniques. Thus, in data analysis, researchers use qualitative analysis, namely deductive, inductive and comparative thinking. The results of this research show that: 1) the project-based learning planning model for class X 1 Senior Highschool 4 Baubau was well designed by the teacher so as to create interesting and colorful learning; 2) the project-based learning implementation model for class 3) the project-based learning evaluation model for class X 1 Senior Highschool 4 Baubau was created by the teacher using evaluation tools adapted to the learning objectives to be achieved.

Keywords: *Learning, Independent Curriculum, Islamic Religious Education*

1. Introduction

Education is an important part of human life. Through education, humans can control themselves so that they will be able to develop their potential by means of self-control, personality, intelligence, noble morals, skills, and religious spiritual strength. In the era of globalization, quality human resources are needed, in response to this we are encouraged to increase our own potential by pursuing education, besides that, the role of government is very much needed to produce quality human resources in the world of education, namely by improving the education system both from in terms of curriculum, educational media, and teaching and learning processes. To produce intelligent and high-quality students, a teacher is needed who is professional, has good strategies and steps in teaching.

The role of a teacher is very necessary for the success of student learning, when a teacher can deliver learning well, and can liven up the class then students will easily and happily accept learning, therefore the teacher not only plays the role of delivering the material, but the teacher also has a role in planning learning, implementing learning, and evaluating learning, by preparing appropriate learning steps, methods and models for students.

As time goes by, there are many complicated religious problems. Therefore, as an Islamic Religious Education teacher, you must be precise and effective in designing the Islamic Religious Education subject matter that will be taught. In learning Islamic Religious Education in schools, there are still many teachers who use the verbatim method or the lecture and question and answer method in teaching, the use of the lecture and question and answer method in teaching can cause boredom in students, besides that there are several points of material that

are not appropriate if used. lecture method and it is more appropriate to use other methods.

Curriculum is an integral part of education and schooling. Curriculum renewal is a necessity in educational planning in an effort to prepare the nation's young generation to compete in a constellation of life that continues to advance and develop along with the development of scientific and technological progress in facing the current of globalization that is before us.

The Ministry of Education and Culture, Research and Technology officially implemented the Independent Curriculum in 2022 as a way to overcome the learning crisis during Covid. The Project Learning Model is a characteristic of the Merdeka Curriculum. The Project Learning Model is considered important for developing students' character because it provides the opportunity to learn through experience and learn to solve a problem on their own according to the students' abilities.

Based on the phenomena that the author found at the beginning of observations at Senior Highschool 4 Baubau, especially in class Based on this background, the author intends to conduct research with the title "Implementation of a Project-Based Learning Model in the Independent Curriculum in Islamic Religious Education Learning for class X 1 Senior Highschool 4 Baubau.

2. Methods

The population referred to in this study consisted of 1 Islamic Religious Education teacher and 33 students in class X 1 of Senior Highschool 4 Baubau, so the population in this study was 34 people. Meanwhile, the sample was 17 people, consisting of 1 Islamic Religious Education teacher and 16 students of class A research instrument is a tool used to measure observed natural and social phenomena. In general, there are four types of instruments or data collection techniques used in research, namely observation, interviews and documentation. In collecting the required data, the author uses several techniques or methods: Field Research, namely collecting data by conducting research directly at the location used as the research target. The aim is to obtain the data needed for problems related to the discussion of this thesis proposal.

This field data collection was carried out through several stages, namely: 1) Observation, 2) Interviews, and 3) Documentation. Data analysis is an effort to discuss and understand the data that has been researched to produce explanations or conclusions. This research uses a descriptive-qualitative method. The Miles and Huberman model, regarding the qualitative analysis model, is the data analysis model used in this research, the stages are: Condensing data, displaying data, drawing and verifying conclusions

3. Findings and Discussions

Project-Based Learning Planning Model in the Independent Curriculum in Islamic Religious Education Learning

Project-based learning stipulated in the independent curriculum has been implemented by Senior Highschool 4 Baubau in the 2021-2022 academic year. Senior Highschool 4 Baubau was given a mandate by the Education Department to become a driving school, namely a school that implements the Independent Learning curriculum. In order to achieve the learning objectives to be achieved, careful planning is needed in the teaching and learning process. Based on the results of interviews conducted by researchers with Islamic Religious Education

teachers who were chosen to implement the independent learning curriculum in their learning, they said that:

"Of course, before carrying out the teaching and learning process, we must first make a learning plan, such as making lesson plans or in the independent learning curriculum called modules, making ACP (Learning Achievement Analysis), making ATP (Learning Goal Flow), formulating learning goals, analyzing characteristics of students, formulating learning strategies, creating worksheets, designing learning resources, and designing evaluation tools. "After the plan has been prepared, the teacher begins to implement the learning in the classroom."

From the results of the interview, the researcher can conclude that there are 10 aspects in preparing project-based learning planning, namely: designing modules, designing ACP (Analysis of Learning Achievements), designing ATP (Learning Objective Flow), Formulating learning objectives/projects, analyzing student character, formulate learning strategies, create worksheets, design learning resources, and design evaluation tools

The researcher continued the interview with the Islamic Religious Education teacher by asking the question "Are there any obstacles in making project-based learning plans in the independent learning curriculum? He said that:

"Yes, I have problems in planning project-based learning in this independent learning curriculum, because this is a new curriculum and we as teachers have to create modules, ACP, and ATP according to teacher creativity without clear guidance, apart from analyzing the characteristics of participants. students, there are also obstacles, because all students have to be tested first by answering the questions given by the teacher so that the teacher is able to group students according to their interests and learning styles, such as some who like visual, audio, audio-visual and learning styles. kinesthetic."

From the results of the interview, the researcher can conclude that in making project-based learning plans in the independent learning curriculum, there are obstacles faced by teachers, including problems in creating modules, ACP, ATP, and also when analyzing student characteristics.

Then the researcher continued the interview with the class X1 Islamic Religious Education teacher by asking the question: "How is the implementation of the project-based learning model in the independent curriculum in Islamic Religious Education learning?" He answered:

"The implementation of the project-based learning model in the independent curriculum in Islamic Religious Education learning at Senior Highschool 4 Baubau is going well, the implementation of this project-based learning model will be implemented in the 2021-2022 academic year, where this project-based learning, which is outside the learning material, will be implemented during "2 days, namely Friday and Saturday, and some of the learning material is carried out in accordance with the predetermined Islamic Religious Education learning hours."

From the results of the interview above, the researcher can conclude that the implementation of the project-based learning model in the independent curriculum in Islamic Religious Education Learning is going well, where the implementation of the project-based learning model is divided into 2 projects within the learning material and projects outside the learning material, in projects outside the learning material held on Friday and Saturday.

Then the researcher continued the interview with the question, "What is the meaning of project-based learning outside of learning subjects?" He answered:

"Project-based learning outside of the learning material means, in every driving school or school that implements the independent learning curriculum, a project theme is given by the education office, then the theme is made into a project for students by creating groups, project activities outside of the learning material are carried out on Fridays." at and Saturday, the themes that have been completed by Senior Highschool 4 Baubau are the themes of democracy, crafts and the theme of cultural diversity."

From the results of the interview above, it can be concluded that project-based learning outside of learning materials is a project solution outside of Islamic Religious Education learning materials, where the education office provides a project theme to the driving school and the theme will be made into a project, a project theme that has been implemented by State High Schools. 4 Baubau, namely the theme of democracy, crafts, and the theme of cultural diversity.

Then the researcher continued the interview by asking several class X 1 students with the question "Is project-based learning fun?"

Several students including ALF, APR, ADT and FTR stated that project-based learning is very fun because it can improve children's thinking power. The statements of several students above can be interpreted as meaning that some students like the project-based learning model because it can improve children's thinking power. Several students also stated that project-based learning was less enjoyable because there were many tools or materials that were not provided by the school. This statement was made by several students, including Imsyakia, AGG, FRN, YSR, and NFS. The statements of several students above can be concluded that some students do not like the project learning model due to the lack of availability of tools and materials provided by the school.

Based on the results of the researcher's interviews with Islamic Religious Education teachers and class several things first before carrying out the learning process, namely creating modules, designing ACP (Learning Achievement Analysis), designing ATP (Learning Objective Flow), formulating learning objectives, analyzing student characteristics, formulating learning strategies, creating project worksheets, designing learning resource needs, and designing evaluation tools.

Project-Based Learning Implementation Model in the Independent Curriculum in Islamic Religious Education Learning

Implementation of learning is a stage that is carried out after the planning stage has been prepared and implemented. The implementation stage is the steps or implementation of plans that have been prepared by the teacher to be carried out in the classroom learning process starting from the beginning of learning until the end of learning. Based on the results of the researcher's interview with the Islamic Religious Education teacher in class X 1, it was stated that:

"At the implementation stage of project-based learning, there are several activities that must be carried out, the first is the preliminary activity, the second is the core activity and the third is the closing activity."

Based on the results of the interview with the Islamic Religious Education teacher above, it can be concluded that in the implementation phase of Islamic Religious Education learning using the project-based learning model there are several activities carried out, namely preliminary activities, core activities and closing activities.

1. Preliminary Activities

In the preliminary activity, based on the results of an interview with the Islamic Religious Education teacher in class first and then continued with attendance and providing motivation to students, after that I asked about the material that had been discussed at the previous meeting and related it to the material to be studied, after that I went to the main activities.

Based on this information, it can be concluded that in this preliminary activity the teacher first opens the lesson by starting with greetings and continuing with prayer, after that the teacher familiarizes students with reciting the holy verses of the Koran first before starting the learning activity, then continues with attendance and provide motivation to students, after that the teacher links the previous material and the material that will be discussed.

2. Core Activities

The core activities based on the results of the researcher's interview with the teacher of Islamic Religious Education class X 1 stated that:

"After that, we move on to the core activities. In this core activity, the first thing I do is prepare learning resources, where the sources I use are textbooks and other references. After that, I explain the material that will be taught using PPT to students and display it via a projector. followed by explaining the project tasks. After explaining the material and explaining the project assignment, I asked the students to form groups according to their respective learning styles, where to determine the student's learning style, it was carried out using a test first to find out what learning style the student had, whether he had a visual or audio learning style. audio visual, and kinesthetic learning styles."

Based on the results of the interview above, it can be concluded that in the core activity the teacher explains the learning material followed by explaining the project assignment, after that the teacher creates study groups according to the students' learning styles.

"After dividing groups according to students' learning styles, I gave project assignments to students as examples of learning material on the Nature of Loving Allah SWT, Khauf, Raja, and Tawakal. After dividing groups I gave them journal sheets containing the points that would be assessed in the assignment. and notified the deadline for submitting assignments, I asked each group to create learning media about the essence of loving Allah SWT, Khauf, Raja, and Tawakal, after making the learning media, each group presented the results of their project in front of the class."

Based on the results of the interview above, it can be concluded that after dividing groups based on student learning styles, the teacher gives project assignments and distributes journal sheets containing the assignment points that will be assessed.

3. Closing Activities

Based on the researcher's interview with the Islamic Religious Education teacher in class X 1, it was stated that:

After the core activities are finished, I usually review the material that I discussed at the beginning by asking questions to the students, after that I usually give encouragement or motivation to the students to study hard, then I end the lesson by reading a prayer together and ending with greetings.

Based on the results of the interview above, the researcher concluded that in the closing activity the teacher evaluated the learning material, and provided encouragement and motivation to students to study hard, then the teacher ended the meeting by reading a prayer together and ending with greetings.

Then the researcher continued the interview with the Islamic Religious Education teacher in class He answered:

"Yes, the implementation model is the same, starting with opening activities, core activities and closing activities. in the opening activity I usually start by saying hello, giving encouragement and taking attendance, while in the core activity I start by telling students to form groups according to their learning style, after that I give them a guide paper containing the theme that will be used as a project, the deadline for submitting assignments ", as well as tools and materials that must be prepared, for example on the craft theme, on this theme I ask students to make crafts using playing cards, after that, in the closing activity, in the closing activity I provide motivation, also pray together and end with greetings."

Based on the interview above, it can be concluded that the model for implementing project-based learning outside the learning material is the same as implementing learning in the classroom, starting from the closing activity where the teacher greets, provides motivation, and attendance, the core activity where the teacher divides students based on students' learning styles and distributes a combined paper containing the project theme, assignment submission deadline, tools and materials that must be prepared, and also the closing activity. In the closing activity the teacher provides motivation, prays together and ends with greetings.

After that, the researcher continued the research by asking the students of class Several students stated that the implementation of project-based learning had gone well because this learning model made students more active and the class atmosphere became more interesting and colorful. This statement was made by IMS, AGN, FRN, YSR, ALF, APR, AST, DFN.

The statements of several students above can be interpreted as meaning that the implementation of the project-based learning model has gone well because with this project-based learning implementation model the class becomes more interesting and colorful and students are more active in the learning process.

Several students also stated that the implementation of the project-based learning model had not gone well, seeing that there were still many students who were not active in the learning process and were also not active in completing project results. This statement was made by several students including, Dizal, Fania, Farlin, Fitria, Yusril, La Padi, Meilan, and Nafisa.

From the statements of several students above, it can be interpreted that the implementation of the project-based learning model has not been implemented well as seen from students who are not active in the learning process, and less active in completing project results.

Based on the presentation of data regarding the findings in the project-based learning implementation model in the independent curriculum in learning Islamic Religious Education in class In this core, the teacher explains the learning material and explains the results of the project assignment that will be given, then creates groups based on the student's learning style, and the students are ready to work on the project assignment, the closing activity in the closing activity the teacher

evaluates the material that has been explained, provides motivation, reads a prayer and ends with regards.

Project-Based Learning Evaluation Model in the Independent Curriculum in Islamic Religious Education Learning

The project-based learning model is a very complex learning model, so it requires appropriate evaluation and in accordance with the project being worked on. Based on the results of the interview, the researcher and the Islamic Religious Education teacher for class X 1 Senior Highschool 4 Baubau stated that:

"For evaluation, I use two types of evaluation, both evaluating project learning outside of the learning material and within the learning material. The two types of evaluation are evaluations during the project work process, assessed by the way they do it, their teamwork, how they find and process materials. and the references they get. "The type of evaluation of project results is how students create or design interesting learning media, and how neat the results of the projects they work on are."

From the results of the interview above, it can be concluded that the evaluation used by the class X 1 Islamic Religious Education teacher is the process evaluation type and the project results evaluation type. After that, the researcher continued his interview with the class X 1 Islamic Religious Education teacher by asking questions. "Are there other evaluation tools used to measure students' understanding of the material that has been taught?" He answered:

"Yes sir, there are other evaluations that I use to measure students' understanding, such as holding tests at the end of learning outcomes, holding quizzes, or distributing LKPD (student worksheets)."

Based on the results of the interview above, it can be concluded that the Islamic Religious Education teacher in class. The researcher continued the research by asking questions to the students of class Several students stated that the evaluation used by the teacher was appropriate, judging from the number of students who succeeded in completing the project results and getting good grades, while this statement was made by YRL, LPD, MLN, NFS, ALF, APR, ADT and DZ.

From the statement above, it can be interpreted that the evaluation used by the teacher is appropriate as seen from several students who were able to complete the project results and get good grades.

Apart from that, there were several students who stated that the evaluation used by the teacher was not appropriate, such as the Quisis evaluation where the evaluation displays the student's grades in front of the monitor and there were several students who did not like the evaluation, while this statement was presented by FNA, FRN, FTR, IMS, AGN, FRL, and YSR. From the statement above, it can be interpreted that there are evaluation tools that students do not like, one of which is the quisis evaluation, where the quisis evaluation displays students' grades in front of a monitor and there are some students who are less confident if their grades are displayed in front of their friends.

Based on the presentation of data regarding the findings in the project-based learning evaluation model in the independent curriculum in Islamic Religious Education learning class level of student understanding, namely by holding tests at the end of learning outcomes, conducting quizzes, and distributing student worksheet (LKPD)

4. Conclusion

problems that the author describes above, it can be concluded that the project-based learning planning model in the independent curriculum in Islamic Religious Education learning class and colored. Then the model for implementing project-based learning in the independent curriculum in learning Islamic Religious Education for class X 1 Senior Highschool 4 Baubau runs well and is in accordance with the learning plans made by the teacher. The project-based learning evaluation model in the independent curriculum in Islamic Religious Education learning for class X 1 Senior Highschool 4 Baubau was created by the teacher using evaluation tools adapted to the learning objectives to be achieved.

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