

## IMPROVING STUDENT LEARNING OUTCOMES THROUGH PROJECT BASED LEARNING MODELS MATERIAL CONDITIONS OF PRE-ISLAMIC MEKKAH SOCIETY IN THE SUBJECT HISTORY OF ISLAMIC CULTURE IN CLASS VII MTS NEGERI 1 GORONTALO CITY

Andramaya Bilondatu<sup>1\*</sup>, Rusli Takunas<sup>2</sup> & Adawiyah Pettalongi<sup>3</sup>

<sup>1</sup> *Teacher Professional Education State Islamic University Datokarama Palu, Indonesia*

<sup>2</sup> *State Islamic University Datokarama Palu, Indonesia*

<sup>3</sup> *State Islamic University Datokarama Palu, Indonesia*

\*Corresponding Author: Author's Name, Andramaya Bilondatu E-mail: [andramayabilondatu574@gmail.com](mailto:andramayabilondatu574@gmail.com)

---

### ARTICLE INFO

Volume: 1

---

### KEYWORD

Improvement in Student Learning Outcomes, Project-Based Learning, Islamic History

---

### ABSTRACT

This research aimed to enhance students' learning outcomes in Islamic History and Culture through the implementation of the Project-Based Learning model. This classroom action research demonstrated that the application of this model yielded positive results. Observations of the teacher's 29 teaching and learning activities showed an improvement from 48% in Cycle I to 86% in Cycle II. Additionally, observations of students' 26 activities also increased from 26% in Cycle I to 79.31% in Cycle II.

Student learning outcomes exhibited a significant improvement, particularly in the aspect of "Stating the Conditions of Pre-Islamic Meccan Society". The percentage of students who were able to do this increased from 30% in Cycle I to 61% in Cycle II. In the aspect of "Explaining the Conditions of Pre-Islamic Meccan Society", the improvement was from 34% in Cycle I to 75% in Cycle II, and in the aspect of "Analyzing the Conditions of Pre-Islamic Meccan Society", the increase was from 38% to 85% in Cycle II.

---

---

<sup>1\*</sup> Andramaya Bilondatu is a Student of *Teacher Professional Education* at State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 1<sup>st</sup> International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2022, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

## 1. Introduction

Education is an effort to instill values in students so that they are able to face global challenges and prepare for national progress. Without education, humanity would experience a decline in civilization worse than in ancient times. From an Islamic perspective, education is highly important because Allah facilitates human understanding, as explained in the hadith of Prophet Muhammad (Rahmat, 2018). Education becomes the key to the development of character and human understanding in living life in this world (Rahmat, 2018).

Parents have an important role in education, which is to help children find activities they enjoy and are capable of doing well. According to Hadinoto (2017), giving children the opportunity to develop their interests naturally will increase long-term hope. The activities chosen by the children will bring greater positive impact when they feel happy and find meaning in doing them. This approach is more effective than focusing solely on technical achievement.

Islam teaches the importance of knowledge and technology in building civilization. One example is the importance of history in Islam, where many stories in the Qur'an emphasize knowledge of the past (Hasyim, 2020). History serves as a bridge between the past and the present, functioning as a lesson for future generations. A society that understands history will be better prepared to face future challenges, as seen in the development of Arab society after the arrival of Islam (Hasyim, 2020).

Education in Indonesia is rapidly advancing towards cultural and civilizational development, with educational philosophers like Robert Fitzgibonz suggesting that teachers should make decisions related to educational outcomes, teaching methods, and the delivery of education (Fitzgibonz, 2016). Teachers play a crucial role in managing a good learning process, thus creating a conducive learning atmosphere for students. Therefore, teachers not only provide material but also shape the character of students (Fitzgibonz, 2016).

The teaching of Islamic Cultural History (SKI) in Madrasah Tsanawiyah is an important part of building students' understanding of the development of Islamic civilization. According to Zainuddin (2019), interesting SKI learning can motivate students to understand Islamic history, which is full of wisdom and moral lessons. However, the challenge in teaching SKI lies in some students' inability to deeply understand the material. Therefore, teachers must use innovative teaching methods, such as Project-Based Learning (PBL), to increase students' interest and achievement (Zainuddin, 2019).

## 2. Literature Review

The learning process leads to behavioral changes resulting from learning. According to Slameto, learning outcomes are achievements attained after completing learning activities and can be measured through tests that assess students' progress (Slameto, 2010). Bloom categorized learning outcomes into cognitive, affective, and psychomotor domains, with cognitive abilities encompassing knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom, 1956). Sudjana emphasizes that learning outcomes represent students' abilities after undergoing the learning process. Jihad and Haris suggest these outcomes are changes in cognitive, affective, and psychomotor behaviors (Sudjana, 2006; Jihad & Haris, 2010).

Academic achievement, according to Lindgren, includes skills, information, understanding, and attitudes. Learning outcomes or achievements represent the skills, knowledge, and abilities obtained after a learning process (Lindgren, 1976). Nana Sudjana highlights two key criteria for determining learning outcomes: process and results. Saifudin Azwar argues that tests serve as measurements of students' achievements and learning outcomes (Sudjana, 2006; Azwar, 2015). Howard Kingsley identifies three types of learning outcomes: skills and habits, knowledge and understanding, and attitudes and ideals (Kingsley, 1949). Gagne categorized learning outcomes into five types: intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes (Gagne, 1985). Learning outcomes are influenced by internal factors like student motivation, intelligence, and physical condition, as well as external factors such as quality of instruction and classroom environment (Clark, 1989).

Clark argues that 70% of academic achievement is influenced by students' abilities, while 30% is influenced by environmental factors, such as the quality of teaching (Clark, 1989). A democratic classroom environment is more conducive to optimal learning outcomes compared to rigid, authoritarian settings (Sudjana, 2006).

Project-Based Learning (PjBL) is a student-centered teaching model that emphasizes learning through real-world projects, aimed at improving students' skills in analysis, creativity, and problem-solving (Mulyadi, 2015). According to Thomas, the principles of PjBL include centrality, driving questions, constructive investigation, autonomy, and realism (Thomas, 2000). Moursund identifies several benefits of PjBL, including increased student motivation, problem-solving abilities, collaboration skills, and resource management skills (Moursund, 1997). The steps in PjBL include project selection, planning, scheduling, monitoring, report presentation, and evaluation (Fathurrohman, 2015). Moursund lists several advantages of PjBL, such as enhanced motivation, improved problem-solving skills, and increased collaboration and resource management abilities (Moursund, 1997). Widiasworo highlights the challenges of PjBL, including time requirements, additional costs for parents, and the need for extensive equipment (Widiasworo, 2016). Some students may face difficulties in group work during PjBL due to unequal participation or differing project topics (Widiasworo, 2016). PjBL provides students with direct experiences in observation and measurement, which improve their understanding of the material and lead to better learning outcomes (Moursund, 1997).

Before Islam, Meccan society practiced polytheism, worshipping multiple deities such as idols, celestial bodies, spirits, and ancestors (Rahman, 1987). Pre-Islamic Meccan society was characterized by practices such as alcohol consumption, gambling, and the oppression of women, including the burying of female infants (Rahman, 1987). The economy of Mecca before Islam was advanced, with trade being the primary occupation, alongside agriculture and animal husbandry (Watt, 1964). Politically, Mecca was influenced by the Byzantine Empire, the Sassanian Empire, and the Himyarite Kingdom (Watt, 1964).

### 3. Methodology

Research Approach:

- a. The study uses a descriptive qualitative approach because the researcher aims to observe the improvement in students' learning outcomes through the application of the Problem Based Learning model.
- b. This research employs Classroom Action Research (CAR), which is a practical method aimed at improving learning conditions through specific actions.
- c. CAR has four stages: planning, action, observation, and reflection (Sofyan, 2019).

Stages of Classroom Action Research (CAR):

- a. Cycle I:
  - 1) Planning: Determining the subject of study, preparing teaching materials like syllabi and evaluation sheets, and planning actions aimed at motivating students.
  - 2) Action: Teaching topics related to the understanding of fasting in Ramadan using Project-Based Learning.
  - 3) Observation: Observing student collaboration and activity levels during the learning process.
  - 4) Reflection: Analyzing the strengths and weaknesses of the teaching process and revising for the next cycle (Sofyan, 2019).
- b. Cycle II: Repeating similar steps as in Cycle I, with revisions based on reflections from the first cycle to improve learning outcomes further (Sofyan, 2019).

Research Variables: The study involves two variables:

- a. Independent variable (X): Project-Based Learning Model.
- b. Dependent variable (Y): Students' learning outcomes (Kerlinger, 1992).

Population and Sample:

- a. The population consists of seventh-grade students at MTS Negeri 1 Kota Gorontalo.
- b. The sample is selected purposively, focusing on students involved in the study of pre-Islamic Mecca society and the factors affecting their learning outcomes (Husaini, 1995).

Data Collection:

- a. Primary data: Obtained through interviews and direct observation in the field, involving respondents like the seventh-grade students.
- b. Secondary data: Sourced from books, journals, and other relevant literature.
- c. Data collection techniques include observation, interviews, documentation, and testing (Sutrisno Hadi, 1987; Sugiyono, 2007).

Data Analysis Techniques:

- a. The data analysis is based on Miles and Huberman's interactive model, which includes data collection, data reduction, data presentation, and conclusion drawing/verification.
- b. This approach helps simplify raw data into more meaningful information (Miles & Huberman, 1994).

## **4. Results and Discussion**

### **4.1. Research Results**

#### **4.1.1 General Overview of the Research Location**

This classroom action research was conducted at MTs Negeri 1 Kota Gorontalo. This school has facilities that support teaching and learning activities and was established in 1978. The school is located in a strategic area with a total area of 2,400 m<sup>2</sup>. The southern part borders residential areas, and the northern part borders the main road.

#### **4.2. Description of Research Results**

This research took place from September to November 2023. The main objective was to improve students' learning outcomes in Islamic History and Culture with the material on the Conditions of Pre-Islamic Meccan Society. The method used was the Project-Based Learning (PBL) Model. This research was conducted in the seventh grade of MTs Negeri 1 Kota Gorontalo and involved observations of teachers, students, and their learning outcomes. The research was arranged in two cycles with one meeting each in each cycle.

##### **4.2.1 Planning the Implementation of Learning**

This stage involved discussions between the researcher and the collaborating teacher. Several preparations were carried out, such as designing learning, methods, instruments, and observation sheets.

##### **4.2.2 Initial Observation Implementation**

In the initial observation (September 12, 2022), the researcher and the collaborating teacher prepared the learning plan, research instruments, and observation sheets. Teaching and learning activities were carried out with an allocation of 2x35 minutes with 26 students. The initial observation showed that the learning process had not yet achieved satisfactory results. Of the 29 observed aspects, 34.48% were categorized as good, 37.93% as sufficient, and 27.58% as poor. Meanwhile, of the 26 observed student aspects, 26.92% were categorized as good, 34.61% as sufficient, and 38.46% as poor. Student learning outcomes were also low, with only 38% of students able to achieve good learning indicators.

##### **4.2.3 Implementation of Cycle I Learning**

In the first cycle (September 20, 2022), the researcher carried out actions based on the prepared plan. Observations showed an improvement, but student learning outcomes were still inadequate. Of the 29 observed aspects, 48.27% of teacher activity aspects were categorized as good. Meanwhile, 42.30% of students showed fairly good results. However, student learning outcomes had not yet reached the success indicators. In the three observed aspects, only 34% were able to explain the Conditions of Pre-Islamic Meccan Society, with 50% of students unable to analyze the conditions.

##### **4.2.4 Implementation of Cycle II Learning**

Due to the inadequate results in the first cycle, a second cycle was conducted (October 14, 2022). Preparations were made by adjusting the methods and learning materials to improve the results. The results of the observation showed a significant increase, with 86.20% of teacher activity aspects falling into the good category and 88.46% of student activity aspects also categorized as good. Student learning outcomes in this cycle also increased, with 85% of students able to achieve the set indicators.

### **4.3 Discussion**

From the initial observation to the second cycle, there was a significant increase in student learning outcomes. In the initial observation, only 26% of students were able to achieve adequate learning outcomes. After taking action in the first cycle, it increased to 38%, and in the second cycle reached 85%. This increase can be seen from the students' ability to mention, explain, and analyze the Conditions of Pre-Islamic Meccan Society. The improvements made in learning, including the use of Project-Based Learning, helped students become more active in learning and improve their ability to master the material. The results of the analysis show that the research success indicators have been achieved, with an increase in student learning outcomes reaching 75% as per the set target.

## 5. Conclusion

Based on the classroom action research conducted to improve students' learning outcomes in Islamic History and Culture using the Project-Based Learning model, the following conclusions can be drawn:

1. The use of the Project-Based Learning model has yielded good results.
2. The collaborating teacher's observations of the 29 aspects of teaching and learning activities, both in the initial, core, and closing activities, showed an improvement from Cycle I to Cycle II. In Cycle I, 14 aspects (48%) were categorized as good, which increased to 25 aspects (86%) in Cycle II.
3. Observations of the 26 aspects of student activities showed an improvement from Cycle I to Cycle II. In Cycle I, 7 aspects (26%) were categorized as good, which increased to 23 aspects (79.31%) in Cycle II.
4. Observations of student learning outcomes showed an improvement from Cycle I to Cycle II. Of the 26 fourth-grade students, those who were able to mention the conditions of Pre-Islamic Meccan society increased from 8 students (30%) in Cycle I to 16 students (61%) in Cycle II. For the aspect of explaining the conditions of Pre-Islamic Meccan society, the number of students who were able to do so increased from 9 students (34%) in Cycle I to 19 students (75%) in Cycle II. Meanwhile, for the aspect of analyzing the conditions of Pre-Islamic Meccan society, the number of students who were able to do so increased from 10 students (38%) in Cycle I to 23 students (85%) in Cycle II.

## References

- Azwar, S. (2015). *Tes prestasi belajar*. Yogyakarta: Pustaka Pelajar.
- Bloom, B. S. (1956). *Taxonomy of educational objectives*. Longmans.
- Clark, R. E. (1989). When teaching kills learning: Research on mathematics. *Educational Psychologist*, 26(1).
- Fathurrohman, M. (2015). *Model-model pembelajaran inovatif*. Ar-Ruzz Media.
- Gagne, R. M. (1985). *The conditions of learning*. Holt, Rinehart & Winston.
- Jihad, A., & Haris, A. (2010). *Evaluasi pembelajaran*. Multi Pressindo.
- Kingsley, H. L. (1949). *The nature and conditions of learning*. Prentice-Hall.
- Lindgren, H. C. (1976). *Educational psychology in the classroom*. Wiley.
- Moursund, D. (1997). *Project-based learning using information technology*. ISTE.
- Mulyadi, E. (2015). *Model PJBL*. Surya Edika.
- Rahman, F. (1987). *Islamic methodology in history*. Islamic Book Trust.
- Sudjana, N. (2006). *Penilaian hasil proses belajar mengajar*. PT Remaja Rosdakarya.
- Suprijono, A. (2009). *Cooperative learning*. Pustaka Pelajar.
- Thomas, J. W. (2000). *A review of research on project-based learning*.
- Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals*. Longman.
- Slameto. (2010). *Belajar dan faktor-faktor yang mempengaruhinya*. Rineka Cipta.
- Sudjana, N. (2006). *Penilaian hasil proses belajar mengajar*. Remaja Rosdakarya.
- Husaini, U. (1995). *Metode Penelitian Sosial*. Penerbit Alfabeta.
- Kerlinger, F. N. (1992). *Foundations of Behavioral Research*. Harcourt Brace Jovanovich College Publishers.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). SAGE Publications.
- Sofyan, A. F. (2019). *Penelitian Tindakan Kelas*. Unpublished Manuscript.
- Sugiyono. (2007). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Sutrisno Hadi. (1987). *Metodologi Penelitian*. Penerbit Andi.