

Application of Project Based Learning (PjBL) in Islamic Religious Education Courses (An Alternative Solution to the Problem of Learning PAI at PTU)

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Abstract:

This study aims to develop a project-based learning model or Project Based Learning (PjBL) in Islamic Religious Education (PAI) courses to develop student character in the digital age. The project task developed in the PAI course in this study was to make Islamic videos that were interesting, meaningful and informative. The selection of Islamic video making as a project task of the PAI was motivated by the importance of utilizing advances in technology, information and communication (ICT) for Islamic creation, as well as the existence of a digital life trend in the 21st century which is marked by the increasingly massive use of the internet. This research is Research and Development (R&D) and uses an empirical approach that emphasizes data collection and analysis. This Islamic video project-based learning is deemed necessary to apply in PAI learning because it is in accordance with the intellectual, moral development and thinking sequence of students who have developed. With this model the role of PAI lecturers also varies from facilitator, motivator and tutor.

Keywords: Project based learning, Islamic Religious Education, Islamic Video

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INTRODUCTION

Islamic Religious Education is an educational program that instills Islamic values through a learning process, both in the classroom and outside the classroom, packaged in the form of subjects named Islamic Religious Education abbreviated as PAI (Syahidin et al, 2009). With PAI, it is hoped that Islamic teachings and values will become the views and attitudes of students (Muhaimin, 2007). In Higher Education, Islamic Religious Education (PAI) courses are part of the general compulsory courses which are oriented to the formation of the values of faith and devotion to Allah SWT and noble character. This PAI course is expected to be able to shape the attitudes and behavior of students so that they become human beings who are aware of their functions and responsibilities as abdullah and khalifatullah. Through PAI it is hoped that the diversity of students can also grow and develop so that they will display the 'faces' of Indonesian people who are religious, humanist, pluralist and multiculturalist.

To achieve the objectives of PAI in Higher Education, PAI lecturers should adjust the selected learning model with the characteristics, absorption and level of student ability (Yusanto, 2014). Lecturers should also be able to apply learning methods and strategies that activate students. The more active the student, the more meaningful the learning is in the hearts of students because multi-sensory, dramatic, unusual or emotionally strong experiences will be remembered for much longer than regular routine experiences (Ginnis, 2008). But in reality PAI learning is generally not optimal. PAI learning, even at the university level, is still indoctrinative even though Islam is not just a belief system formed by dogmas as historical facts (Nurudin, 2007). PAI instructors still often interpret PAI as limited to memorization and understanding, or just dwelling on normative matters (Mulyana, 2013) which are often without illustrations of the socio-cultural context. This can be seen from the PAI learning method which is generally in the form of lectures, discussions, PAI tutorials, practice of worship as well as reading and memorizing the Koran. According to Tan

(2011) the weakness of PAI learning in Indonesia is that its implementation has not yet fully developed strong rational thinking skills and independence. All of these weaknesses clearly impact on the low interest and willingness of students to study PAI.

Project Based Learning (Project Based Learning) is a learning model that is centered on the process, relatively timed, focuses on problems, meaningful activity units because it integrates the concepts of a number of knowledge components and the learning activities take place collaboratively (Blumenfeld, et.al., 1991). Not all learning activities are active and involve projects called Project Based Learning. Thomas (2000) establishes five Project Based Learning criteria, namely centrality, focusing on questions or problems, constructive investigation or design, student autonomy, and realism. PjBL is now increasingly being practiced in education as more and more constructive approaches to learning are recognized. This study aims to develop a project-based learning model in the PAI course. The PAI project developed in this research is making Islamic videos that are interesting, meaningful and informative.

This research is Research and Development (R&D) and uses an empirical approach that emphasizes data collection and analysis. Research in the R&D process is carried out with literature studies and field studies (needs analysis). Product development in the R&D process is carried out by preparing models, validating models from experts, testing and testing the effectiveness of the models to become products to be tested in a wider scope. This paper was developed from the results of research and development but is limited to the development of design (preparation) of the model to the model validation stage of the expert. Model validation from several experts was carried out in the Forum Group Discussion (FGD) event. The model improvement was then carried out based on suggestions and input from these experts. In this paper the author will explain the conceptual model of PAI learning based on Islamic video projects,

including definitions, foundation for development, implementation steps, completion schedules and assessment instruments that can be used in PAI learning based on Islamic video projects.

PAI LEARNING BASED ON ISLAMIC VIDEO PROJECTS

Definition of PAI Learning Based on Islamic Video Projects

Islamic Education project-based PAI learning is the application of project-based learning into PAI courses, in this case the project's task is to make Islamic videos that are interesting, meaningful and informative. The selection of Islamic video making as a project task of the PAI was motivated by the importance of utilizing advances in technology, information and communication (ICT) for Islamic creation, as well as the existence of a digital life trend in the 21st century which is marked by the increasingly massive use of the internet. According to Yousif (2001) there is a relationship between information technology and Islam. Although the Qur'an is not a scientific text book, it is a guide that contains general principles that apply throughout the ages and is universal, including instructions that contain universal principles of science which are the main domain of information technology. So by implementing information technology, especially the internet for Islam, it means applying Islamic principles.

In this Islamic video making project students will use the internet a lot, first to search for information and materials for making Islamic videos and second to store and disseminate Islamic videos produced by the project. Islamic videos that meet the standards for good video criteria will be uploaded on YouTube in one prepared channel. Making Islamic videos is basically not so difficult for students because they are among the most interacting with laptops and the internet. So that the making of Islamic videos becomes directed, easy and fast, the tools needed need to be prepared, among others, the design of completion of Islamic video projects, assessment / evaluation sheets, student worksheets (LKM) and Islamic video making modules.

2.2 Foundation of PAI Learning Based on Islamic Video Project

PAI Learning Based on Islamic Video Project is one form of technology-based education, which has religiously, philosophically, sociologically and psychologically foundation.

2.2.1 Religious Foundation

Religiously, PAI learning based on the Islamic video project is motivated by the increasing awareness of Muslims, especially Muslim academics and intellectuals to do da'wah through the internet (virtual da'wah). Da'wah is an activity that is called for, invites and calls people to believe and obey Allah Almighty in accordance with the lines of akidah, shari'ah and Islamic morals. The need to do da'wah as an invitation to the path of goodness and prevent evil is found in many verses of the Koran and the traditions of the Prophet, among others:

- "Give (human) to your Rabb's path with wisdom and good lessons and refute them in a better way". [QS. An-Nahl: 125].
- "Who is better said than those who call to Allah, do good deeds and say: "Verily I am among those who surrender ". [Surah Fushshilat: 33].
- "And there shall be of you a people who call for virtue, command those who are sorry and prevent them from being evil; they are the lucky ones". [QS. Ali Imran: 104].
- "You are the best people who are born for humans, command the forgiving, and prevent the evil, and believe in Allah". [QS. Ali Imran: 110].

- "Whoever shows kindness, then rewards him as he does it" (HR. Muslim)

Making Islamic videos is part of the activities of virtual da'wah that need to be trained to students in this digital age. Doing virtual da'wah through Islamic videos has proven to be very effective. If one person changes for the better after watching an Islamic video uploaded on YouTube, God willing, the video creator will be rewarded for it. It can be imagined if many people watch the video and even then upload and share it so that more people see it, of course this will be charity Jariyah whose reward will not be interrupted until the end of time.

2.2.2 Philosophical Foundations

PAI learning based on the Islamic video project was developed based on the philosophy of constructivism in learning. Constructivism develops a learning atmosphere that requires students to arrange their own knowledge (Bell, 1995). In PAI learning based on this Islamic video project students get their knowledge directly through a series of activities namely designing, investigating, making creative products and concluding / interpreting the results themselves. Of course all these processes are under the guidance of PAI lecturers.

2.2.3 Psychological Foundations

Referring to one of the learning theories developed by Piaget, namely the stages of individual development, learning will be more successful if it is adjusted to the stages of students' cognitive development. PAI learning based on the Islamic video project was also developed based on the cognitive learning theory. Students are learners whose levels of intellectual development, morals and thinking order have developed. The task of this Islamic video project is appropriate to be applied in universities because it can train students to apply knowledge in solving real problems (authentic) through the process of investigating ideas, inquiry processes, critical and creative thinking, and skilled at communicating the results.

PAI learning based on the Islamic video project is also supported by Vygotsky's social constructivism. In this learning students learn collaboratively in small groups so that cognitive development occurs through interpersonal interactions such as conveying ideas, listening to other people's ideas, and reflecting on one's own ideas. An interactive process with colleagues helps the process of knowledge construction.

2.2.4 Sociological Foundations

The digital life trend in this globalization era is marked by the massive use of the internet. The internet has now become the fastest, most complete and most efficient source of information. The number of internet users all over the world continues to show a significant increase over time. Internet World Stats 2018 data shows that 132.7 million of the total population of Indonesia, which now stands at 265.4 million, are internet users (Sholihin, 2018). This means that about 50% of the population in Indonesia has used the internet, where an increase in the number of social media users is around 49% of the Indonesian population (Firdausnetpreneur, 2018). This number also makes Indonesia the fifth largest internet user in the world after China, India, the United States and Brazil (Buol, 2018).

The emergence of the internet is an opportunity and challenge for Muslims, especially academics and Muslim intellectuals. As an opportunity, how this potential internet is able to be used as a means and media to support the da'wah process. As a challenge how the Muslim Ummah is able to develop virtual da'wah through the internet as a recent innovation in the Islamic world. To be able to exist preaching in the virtual

world, Muslim students need to be trained to make Islamic videos that are interesting, substantive, actual, factual and contextual. Substantive means that it is directly at the core of the problem, actually means following the development of the direction and orientation of the cultural community, factual means it must be based on empirical facts, whereas contextual in the sense is relevant and concerns the problems being faced by the community.

2.3 Steps for PAI Learning Based on the Islamic Video Project

Students determine the topic/ theme of the Islamic video, create a video framework and design the completion of an Islamic video project

There are several steps in implementing PAI learning based on Islamic video projects. In the opening section of learning, PAI lecturer explains the definition of PAI learning based on Islamic video projects, its background, benefits, and the time allocation provided. The time for completing this Islamic video project is allocated for 4 weeks, meaning that at the 4th week meeting ahead all groups have finished their Islamic video and are ready to present it. In the opening part of this learning the lecturer also divides students into several groups. After the group is formed, the next steps are: students determine the topic/theme of the Islamic video, students make a schedule for completing the project, lecturer monitors the students works and the last giving reflecting.

Table 1 Sample Design of Completion of Islamic Video Project

No	Activity Stages	Description of Activities	Implementer
1	1.Preparation for Making Islamic Videos	Determine topics / themes that are considered interesting and important to be discussed and poured into the Islamic video	All group members
2		Make an Islamic video framework. Record and classify the data needed including music / songs to be used.	All group members
3		Doing research. Gather information / data on topics that have been determined from various sources: books, magazines, encyclopedias, journals, internet browsing, social media, etc.	All group members
4	2. Implementation of making Islamic videos	Write a narration / script from the beginning to the end of the Islamic video. Narration for video slideshow, script for live video.	All group members
5		Image search / capture. Search images for each narration (video slideshow), capture / record images according to the script (live video)	All group members
6		Editing. Bringing together and compiling the best and selected information / data / images / video footage into Islamic videos	All group members
7		Sound Editing. Putting music or sound on Islamic videos as the final stage of making Islamic videos	All group members
8	3.Consultation and Revision	1st consultation with PAI lecturers on the results of Islamic videos	All group members
9		Revision of Islamic video in accordance with input and direction from PAI lecturers	All group members
10		2nd consultation with PAI lecturers	All group members
11		The second revision is in accordance with input and direction from PAI lecturers	All group members
12		3rd consultation with PAI lecturers	All group members
13		The third revision is in accordance with input and direction from PAI lecturers	All group members
14	4. Reporting	Final video collection and presentation	All group members

Students make a schedule for completing an Islamic video project

Tabel 2: Example of Islamic Video Project Completion Schedule

No	Implementation date	Description of Activities	Implementer	Explanation
1	...	Determine topics / themes that are considered interesting and important to be discussed and poured into the Islamic video	All group members	
2	...	Make an Islamic video framework. Record and classify the data needed including music / songs to be used.	...	
3	...	Doing research. Gather information / data on topics that have been determined from various sources: books, magazines, encyclopedias, journals, internet browsing, social media, etc.	...	
4	...	Write a narration / script from the beginning to the end of the Islamic video. Narration for video slideshow, script for live video.	...	
5	...	Image search / capture. Search images for each narration (video slideshow), capture / record images according to the script (live video)	...	
6	...	Editing. Bringing together and compiling the best and selected information / data / images / video footage into Islamic videos	...	
7		Sound Editing. Putting music or sound on Islamic videos as the final stage of making Islamic videos	...	
8	...	1st consultation with PAI lecturers on the results of Islamic videos	...	
9	...	Revision of Islamic video in accordance with input and direction from PAI lecturers	...	
10	...	2nd consultation with PAI lecturers	...	
11	...	The second revision is in accordance with input and direction from PAI lecturers	...	
12	...	3rd consultation with PAI lecturers	...	
13	...	The third revision is in accordance with input and direction from PAI lecturers	...	
14	...	Final video collection and presentation	...	

2.3.3 The lecturer monitors the students in implementing the Islamic video project

To make it easier for lecturers to observe students regarding the implementation of this Islamic video project, several rubrics are created that records the overall activities of students. The rubric

includes: Group Assessment Rubric, Islamic Video Product Assessment Rubric, and Individual Assessment Rubric.

Group assessment rubrics in working on Islamic video project.

Table 3: Group Assessment Rubrics in Working Islamic Video Projects

No	Category	Score				Explanation
		1	2	3	4	
1	Preparation phase					4 = Item number 1, 2 and 3 on the design of the completion of the Islamic video project have been carried out completely and the results are very good
						3 = Item number 1, 2 and 3 in the design of the completion of the Islamic video project have been implemented completely and the results are good
						2 = Item number 1, 2 and 3 in the design of the completion of the Islamic video project have been carried out completely but the results are not good
						1 = Item number 1, 2 and 3 in the design of the completion of the Islamic video project were not carried out completely and the results were also not very good
2	Stage of making videos					4 = Item number 4, 5, 6 and 7 in the design of the completion of the Islamic video project have been carried out completely and the results are very good
						3 = Item number 4, 5, 6 and 7 in the design of the completion of the Islamic video project have been carried out completely and the results are good
						2 = Item number 4, 5, 6 and 7 in the design of the completion of the Islamic video project have been carried out completely but the results are not good
						1 = Item number 4, 5, 6 and 7 in the design of the completion of the Islamic video project were not carried out completely and the results were also not very good
3	Consultation and revision stage					4 = Item number 8, 9, 10, 11, 12 and 13 on the design of the completion of the Islamic video project have been implemented completely
						3 = Items number 8, 9, 10, 11, 12 and 13 on the design of the completion of the Islamic video project have largely been implemented
						2 = Item number 8, 9, 10, 11, 12 and 13 in the design of the completion of the Islamic video project only a small portion was implemented
						1 = Items number 8, 9, 10, 11, 12 and 13 on the design of the completion of the Islamic video project were not implemented
4	Reporting and presentation stage					4 = Collection of Islamic videos on time, the presentation went well and smoothly
						3 = Collection of Islamic videos a few hours late from the allotted time, the presentation went well and smoothly
						2 = Collection of Islamic videos one day late from the specified time, the presentation went well and smoothly
						1 = Collection of Islamic videos a few days late from the specified time, the presentation went well and smoothly

Group Assessment Criteria

A maximum score of $4 \times 4 = 16$

Minimum score of $4 \times 1 = 4$

The total score can be transferred to a value with a scale of 0 to 100

Example:

The total score is 15 then the final score is 15: $16 \times 100 = 93.75$

Rubrics assessment of Islamic video products

Tabel 4: Islamic Video Product Assessment Rubric

No	Category	Score				Explanation
		1	2	3	4	
1	Depth level of video material and the organization					4 = Islamic video material is thoroughly discussed and related to Islamic teachings or other relevant sciences. The order of presentation / organizing Islamic videos is done very well
						3 = Islamic video material is thoroughly discussed and related to Islamic teachings or other relevant sciences. The order of presentation / organizing Islamic videos is done well
						2 = Islamic video material is only sufficiently discussed and related to Islamic teachings or other relevant sciences. The order of presenting / organizing Islamic videos is not done well
						1 = Islamic video material is incomplete. The order of presenting / organizing Islamic videos is also not done well.
2	The accuracy, completeness and clarity of narration, images, audio (music), animation, tables, identities, etc.					4 = Narration / script, picture, audio (music), animation, table, identity etc are very complete, very precise, and very clear
						3 = Narration / script, image, audio (music), animation, tables, identities etc are complete, precise and clear
						2 = Narration / script, picture, audio (music), animation, table, identity, etc. are complete but inaccurate and unclear
						1 = Narration / script, picture, audio (music), animation, table, identity etc. are not complete, not correct and not clear
3	Overall video display					4 = Islamic video display is very interesting, informative and meaningful and very inspiring and motivating the audience.
						3 = Islamic video display is interesting, informative and meaningful and inspires and motivates the audience
						2 = The appearance of Islamic videos is not interesting, informative and meaningful and less arousing and motivating the audience
						1 = Islamic video display is not interesting, informative and meaningful and is not able to arouse and motivate the audience

Individual assessment rubrics in working on Islamic video projects

Tabel 5: Individual Assessment Rubric in Working Islamic Video Projects

Islamic Video Title: Department / Faculty:								
No	Student name	Rated aspect				Score achieved	Final score	Assessment criteria
		Preparation phase	Stage of making videos	Consultation & revision stage	Reporting Phase			
1								Score 4 = very active Score 3 = active Score 2 = less active Score 1 = inactive Maximum score $4 \times 4 = 16$ Minimum score $4 \times 1 = 4$ The number of scores can be transferred to value with scale 0 s.d 100 Example Ahmad's value = $14 : 16 \times 100 = 87,5$
2								
3								
4								
5								
...								
...								
...								

Note:

- 1) Aspects assessed in the preparation stage: determining the topic, creating a video framework and research.
- 2) Aspects assessed at the stage of video making: narrative writing, image search, editing, sound editing
- 3) Aspects assessed at consultation & revision stage: consultation with experts and revision of Islamic videos
- 4) Aspects assessed at the reporting stage: timeliness of completion of Islamic videos and Islamic video presentations

2.3.4 The final step is evaluating experience and reflecting.

On the day of gathering the results of the Islamic video project, after all groups presented their Islamic videos, PAI lecturers and students reflected on and clarified the values of the activities and results of the projects that had been carried out. The reflection process is carried out both individually and in groups.

CONCLUSION

Islamic video project-based learning needs to be applied in PAI learning in Higher Education because it is in accordance with the intellectual, moral development and thinking order of students who have developed. With this model the role of PAI lecturers also varies from facilitator, motivator and tutor. Creating an Islamic video project trains students to take advantage of advances in technology, information and communication (ICT) for Islamic creation, and trains students to use the internet for doing virtual da'wah. Making Islamic videos is basically not so difficult for students because they are used to using laptops and the internet. So that the making of Islamic videos becomes directed, easy and fast then the tools needed need to be prepared in advance including the design of completion of Islamic video projects, assessment / evaluation sheets, student worksheets (LKM) as well as Islamic video making modules.

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