

THE EFFECT OF LEARNING BY DOING ON ISLAMIC RELIGIOUS EDUCATION SUBJECTS IN THE PROJECT TO STRENGTHEN PANCASILA STUDENT PROFILES AND WORK CULTURE TO IMPROVE STUDENT LEARNING OUTCOMES AT SMP PURNAMA JAKARTA

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Abstracts

The effect of Learning by Doing on PAI subjects in P5BK is important in improving student learning outcomes. This study aims to analyze the effect of applying the Learning by Doing method to PAI subjects in the program and evaluate its impact on student learning outcomes. The qualitative research method uses a descriptive approach by conducting observations, interviews and documentation. The subjects in this study were students and teachers who carried out P5BK in PAI learning subjects. The results showed that the application of the Learning by Doing method to PAI subjects in the P5BK had a significant effect on improving student learning outcomes. Students involved in learning that involves practical activities, collaboration, and direct experience have a better understanding of the concepts and application of religious values. It has important implications in improving the quality of Islamic Religious Education learning and creating competent and integrity students.

Keyword:

Learning by Doing; PAI; P5BK

Introduction

The teacher must be professionally to deliver the material. Building a classroom atmosphere that suits the needs of children, to the stage of ensuring children or students have learned with the best portions and methods in terms of the process of transferring knowledge to students. A learning process can not only be said to be successful when a school can score several achievements such as, the number of children entering school, how obedient students are to school. However, more than that a learning can be successful if the knowledge transfer

process runs smoothly and the students also get clear information about the content of what is conveyed by the teacher in class and in the process of transferring this knowledge can be done by the teacher professionally if the teacher can carry out his main duties as an educator and teacher who must also have other skills such as observing, plan, design, execute, and evaluate learning methods and outcomes.

In the learning process, schools do not just provide material. However, in this learning process must continue to be monitored. This monitoring is intended to see how the results of learning that have previously been done. Learning outcomes are abilities obtained by a student from learning activities that have previously been carried out (Arifin: 2021). In each learning activity, a result will be obtained through a long learning process. These learning outcomes can later be measured to become an evaluation material for those who organize the educational process. The existence of learning outcomes can be said to be a sign that students have carried out a process of receiving input in the form of information that is processed into something that can be presented again by students as a form of output from what has been obtained during the learning process. This learning process is often referred to as education. Whether the education is in formal, non-formal or informal form. Formal education for activities organized by the school environment such as elementary schools, junior high schools, and high schools. Informal education is for educational activities that are organized and broader than formal education such as Quranic education, tutoring, and music courses. While informal education for an educational activity that occurs in a certain environment such as education in the family environment.

There are several educational problems that are still a separate record for the Indonesian nation. The national education problem in question includes the quality and elevation of education, one of the causes of which is the low quality of existing teaching staff (Nurhhuda: 2022). Various efforts continue to be made and force every country to continue to improve the education system it is running. Improvements in the education sector continue to occur, starting from the development of facilities and infrastructure of education providers, namely schools, to the stage of improvements made by education stakeholders, namely the government through curriculum improvements that periodically continue to change. Departing from a curriculum that is always improving and continues to make improvements gradually forces teachers who in this case are central to the success of learning to continue to innovate and be creative in order to improve the quality of learning planning, so that a learning system will arise or be created in accordance with the standards used by the government regarding education.

Almost every minister, especially in this case, the minister of education will continue to change various policies related to education. One of the things that usually happen is a change in the curriculum of each minister who leads. Curriculum changes that occur, of course, have various clear and rational reasons, one of which is loud to hear as the reason for curriculum changes that occur is to follow the changes in the existing times so that the curriculum must be at home so that students who graduate from a school are able to plunge into helping the community or provide solutions and answer challenges that exist in society.

Education is very important for human life. Education is described as a process in the efforts made by humans to develop themselves to various kinds of abilities that must be possessed in supporting their lives. This shows that every citizen has the right to get the best education from the country where he lives. Central and local governments have the same obligation in terms of meeting the needs of their communities, one of which is related to the right to get proper education (Sari: 2018). For this reason, the state is obliged to provide optimal education in its efforts to improve the skills needed by the community in running life. Education plays a major role in preparing quality human resources and able to compete well while maintaining a sense of togetherness between people (Alpian: 2019). More broadly,

education is used as a picture of the personal development of people who occupy a certain area. Education that develops in a country, not a few are used as a benchmark in seeing whether the country is categorized as a developed or developing country. The relationship between humans and the progress or development of a nation through education can be used as a strong indication to illustrate that the education system that is being run by a country is very influential on the progress or development of a country.

Education is very synonymous with a process of self-development or commonly known as learning. The learning process becomes an activity that must be passed by the nation's children in every country. Hilgard in nasution says learning is: "learning is the process by (whether in the laboratory or in the natural environment as distinguished from changes by factors not attributable to training" (Nasution: 2000). It refers to defining learning as a process that creates something new or changes something existing by practicing continuously. For this reason, in terms of developing the learning process of each country will be very serious in order to create a good education by doing various ways. As well as improving the curriculum, learning facilities, or improving the quality of the teaching staff themselves. One of the things that continues to be the focus of improvement in terms of education is to improve the quality of existing educators.

One of the curricula that has been used is the 2013 curriculum. Where in this curriculum prioritizes or focuses on matters related to student understanding, skills and character education. In the 2013 curriculum, learning Islamic religious education becomes more meaningful because it leads to the application of the nature of Islamic religious education itself (Nurainun: 2019). Based on the 2003 National Education System law, education in Indonesia must contain character building. Of course, to realize students with character, it must start from the teacher who teaches by compiling learning tools that contain and are valuable in character building. Quoted from the ditpsd.kemdikbud.go.id page, Curriculum Merdeka is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching devices so that learning can be tailored to the learning needs and interests of students. The independent curriculum was initiated with the aim of advancing Indonesian education which can be described by creating fun education, catching up with learning due to the impact of Covid-19 that has hit Indonesia and even the world, and developing the potential that exists in each student.

The term P5BK stands for Project for Strengthening the Profile of Pancasila Students and Work Culture. A term that is carried and becomes a unity with the latest curriculum that is being predicted is the independent curriculum. The Pancasila Student Profile is a lifelong student profile who is competent, characteristic, and behaves according to Pancasila values which has six characteristics inherent in Indonesian students. In its implementation, the Pancasila student profile strengthening project is formulated in Kepmendikbudristek No.56/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery which states that the Curriculum Structure at the PAUD level and Primary and Secondary Education consists of intracurricular learning activities and Pancasila student profile strengthening projects. Meanwhile, Equality Education consists of general group subjects as well as empowerment and skills based on the Pancasila student profile. Based on the Ministry of Education and Culture and Technology No.56/M/2022, the Pancasila student profile strengthening project is a project-based curricular activity designed to strengthen efforts to achieve competence and character in accordance with the Pancasila student profile prepared based on the Graduate Competency Standards.

Of course, every school is very welcoming with P5BK activities. This activity can make students become much more creative and innovative so that the learning process carried

out is not boring because at P5BK children not only get material in the classroom but also get new experiences outside the classroom through practice. The existence of this P5BK practice can be said to be a breath of fresh air for the world of education which was slumped by the Covid-19 outbreak where children were forced to stay at home and not meet their peers, learning only via online by relying on facilities which of course each individual has different facilities. However, because children have been through learning activities for approximately two years online, P5BK activities will automatically encounter obstacles.

The obstacles that are predicted to occur in the application of this learning are the lack of children's skills in solving problems and children's creativity that will be reduced, this is very understandable with the background of children who are accustomed to learning who just sit quietly listening and do not have enough space to be able to explore more. P5BK activity is a project-based activity so that what students learn will be in the form of a work or result. It's not just black ink on white paper. This P5BK activity is also closely related to the Learning by doing learning method where students not only learn theoretically but also have to practice.

In honing skills as a teacher, there are at least three domains that include it that can be used to cover the learning outcomes of students, namely cognitive, effective and psychomotor. Psychomotor is the power of physical movement that is used as human resources in doing an activity and using existing equipment (Suprihatin: 1993). In this case, one of the methods used by teachers in the learning process to train psychomotor is learning by doing. In Indonesian learning by doing is defined as learning by practice, which means that students are not only taught in theory but also with the application of the theory presented. There is a saying that "theory without practice is paralyzed, practice without theory is blind". Thus, theory and practice are a unity that cannot be separated.

The learning by doing method was coined by John Dewey. John explains that in the process of learning, people must experience what they learn or must take action and be brought to the original situation (Anis: 2014). Hamalik in Anis Santi Sunami, said that if learning activities are directed at individual efforts to be able to work, perform job tasks in a particular field then learning will be effective¹⁰. Thus, the teaching and learning process that occurs in schools is not only the provision of theoretical material but also to the stage where students are able to carry out and apply the results of a learning process.

Islamic Religious Education (PAI) is one of the subjects applied in schools. This subject teaches students not only to be good at knowledge but also good at their behaviour. PAI as a subject that teaches morals, behaviour, and speech is often excluded or considered not as important as other subjects such as English, Mathematics and so on. In fact, this subject is very important in the formation of the character of students.

Based on the information that has been conveyed that the independent curriculum is a new breakthrough from education organized by the government and SMP Purnama Jakarta is one of the schools that has just implemented the curriculum. Therefore, the existence of this research is a form of providing information and learning methods that are felt to be in accordance with P5BK activities that are currently being predicted by each school.

Methods

In this study, researchers used field research or commonly known as field research. Field research is defined as a study that discusses, observes, or studies about phenomena that occur in the field or natural environment. The qualitative approach is the research method chosen in this study. Defined as a model in research that is specific and looks at generalizing what is diversity in the field (Dede: 2020). This study also interprets or translates the research language on the findings of informants in the field, in this case SMP Purnama Jakarta into a

discourse. Qualitative research in the field of education aims to describe the formation processes that occur in the field.

This research was located at SMP Purnama Jakarta. In this study, the source of the information obtained was students and teachers at SMP Purnama Jakarta who carried out P5BK and from these criteria it was found that seventh grade students were carrying out P5BK activities. This research is concentrated on exploring information about teaching and learning activities focused on Learning by Doing-based learning in P5BK activities. The informants involved in this study were seventh grade students and teachers who taught P5BK subjects, especially in Islamic Religious Education subjects. Where every information obtained in P5BK activities will be recorded and analysed.

Data sources for this study include informants who play a role in developing learning methods with the Learning by Doing method in the P5BK program of SMP Purnama Jakarta for grade Seven (7) students and in Islamic Religious Education subjects. By making PAI students and teachers at SMP Purnama as informants. Based on the rational judgment of the researcher, the informant has the power and ability to provide information about the data that the researcher expects.

Results

Based on the results of observation, research, and data processing, the data processed by researchers are obtained from several methods such as observation, documentation, and interviews with related parties and are considered capable and included in the research criteria. The data that has been processed from the interview will be described to answer the existing problem formulation. For this reason, the data can be described as follows:

1. Planning the application of learning by doing learning methods in Islamic religious education subjects in P5BK to improve student learning outcomes at SMP Purnama Jakarta.

The planning stage is an initial stage in building and developing learning methods of learning by doing in Islamic religious education subjects in the program of strengthening the profile of Pancasila students and work culture to improve student learning outcomes at SMP Purnama Jakarta. Planning the application of learning by doing learning methods is nothing but a conscious and planned effort from an educational institution in an effort to continue to improve existing learning methods with the aim of improving student learning outcomes.

As is known that learning outcomes are something that is a concern from parents of students for educational institutions that they already trust. Some parents are very concerned about the learning outcomes of their students at school. This is known from the results of an interview conducted with the principal of SMP Purnama Jakarta. From the results of the interview, information was obtained that:

"Important, some parents are very concerned about their children's learning outcomes, especially what parents focus on is the numbers or grades on the report card because it aims for advanced levels such as entering public high schools. However, every description on the report card parents are less concerned about it."

In this regard, in an effort to meet good learning outcomes, a renewal is needed that can boost or provide new breakthroughs to create a learning that can help students to more easily understand learning material. In this case, the learning method used by the teacher will greatly affect the students. The learning method

used by teachers in teaching, of course, has a lot of influence on the knowledge transfer process that takes place in the classroom. In line with this, the findings from an interview with the curriculum representative of SMP Purnama Jakarta, Mrs. Ayu Fitria, S.Pd.i stated that:

"Learning methods are very influential on learning outcomes. Because the learning method refers to the approach used in the teaching and learning process"

In line with the interview, it can be formulated that SMP Purnama is a school that has concerns about the learning methods used to provide maximum results in every learning process carried out. For this reason, SMP Purnama continues to process to further improve each learning process.

One of the things done by SMP Purnama in its effort to provide the best learning process to its students is by following the development of existing education. Seeing the students' need for the renewal of existing learning, SMP Purnama Jakarta participated to join the new government program, namely the Strengthening Pancasila Student Profile and Work Culture Program. In line with what was described by the principal of SMP Purnama Jakarta, namely Mr. Ayatullah, S.Pd as follows:

"It is true that SMP Purnama Jakarta has implemented P5BK for learning activities, which was started by grade 7 last year"

SMK Purnama Jakarta began implementing P5BK in grade 7 of the 2022-2023 school year with a total of 34 students. Furthermore, in line with what was explained by the principal of SMP Purnama Jakarta:

"Planning in the application of P5BK to students is important to do, especially related to mapping the allocation of time to fit and match our academic calendar. In addition, this planning is also important to design a project for students that is really mature and planned. So, both students and teachers will not be confused in its implementation"

Where the implementation of P5BK is also an effort from SMP Purnama in continuing to improve learning outcomes. The learning by doing learning method at SMP Purnama Jakarta is a compatible choice with the application of P5BK at SMP Purnama Jakarta. This is because both have something in common, which is the same as giving students a pleasant learning experience where students not only learn but also get new experiences from the results of the learning done. Furthermore, Mrs. Ayu Fitria, S.Pd. added that:

"Learning methods that encourage active student engagement tend to produce better learning outcomes. For example, cooperative learning methods allow students to work together in groups to achieve specific learning goals, thereby increasing their participation and understanding"

For this reason, the application of learning by doing in the learning process is necessary to be applied to provide the best results for students of SMP Purnama Jakarta in an effort to obtain good learning outcomes.

2. Application of learning by doing learning methods in Islamic religious education subjects in P5BK to improve student learning outcomes at SMP Purnama Jakarta

The initial implementation in the application of the learning by doing learning method in P5BK begins with the application carried out on grade 7 students in the 2022-2023 school year. As explained below:

"Initially, SMP Purnama Jakarta applied three themes, namely entrepreneurship, democratic voices, and sustainable lifestyles"

Furthermore, from the results of the interview, information was obtained that SMP Purnama Jakarta in implementing the three themes was implemented into the following activities:

"For democracy, we apply to the election of student council presidents, for entrepreneurship, we apply it by selling children in classes, and for a sustainable lifestyle, our children are directed to grow crops"

Regarding learning methods, Mrs. Ayu Fitria slightly added the importance of project-based learning methods as follows:

"In the learning by Doing method, students learn through real projects that are relevant to everyday life or real-world contexts. They take an active role in planning, executing and completing the project, which allows them to develop critical skills, creativity and collaboration."

Based on the results of an interview with Mrs. Ayu Fitria, S.Pd. as the vice of the Purnama Jakarta Junior High School Curriculum when asked about what kind of material in the subject of Islamic Religious Education applied to P5BK obtained the following information:

"Material on tolerance is usually included in the Character-Based Learning (P5BK) approach in PAI Junior High School subjects. Education about tolerance is essential in shaping attitudes and behaviors that are inclusive, respect differences, and encourage harmony between individuals."

Furthermore, Mrs. Ayu Fitria, S.Pd, who is also a teacher who teaches Islamic Religious Education subjects added about Susana in class when the KBM process occurred in Islamic Religious Education subjects as follows:

"The atmosphere in the classroom when students learn PAI varies depending on the interaction factors between students. The atmosphere in PAI classes tends to be calmer, solemn, and full of silence. Because students are invited to focus and reflect on the materials taught. In addition, the nature of PAI learning, often encourages students to discuss and share thoughts related to religious, ethical, and moral values. It encourages interaction between students, listening to each other, and respecting each other's views."

Regarding the learning methods used during the KBM process taking place in the subject of Islamic Religious Education. Mrs. Ayu Fitria, S.Pd said that so far the subjects have occasionally used project-based learning methods, as described below:

"This learning model engages students in real projects related to religious values. Students work in groups or individuals to plan, execute, and present project results related to religious themes or issues."

Through this interview, it is known that during the implementation of KBM in the subject of Religious Education in P5BK applied to tolerance material where in P5BK projects students were taught to have an attitude of tolerance between each other both in entrepreneurial projects, democratic voices or in sustainable living styles.

3. Evaluation of the application of learning by doing learning methods in Islamic religious education subjects in P5BK to improve student learning outcomes at SMP Purnama Jakarta

In every project carried out by educational institutions, of course, it cannot be said to be perfect, or in other words there must still be improvements –

improvements towards a better project or program. Likewise at SMP Purnama Jakarta which applies an evaluation process. As stated by the principal of SMP Purnama Jakarta as follows:

"We realize that the implementation of P5BK is not perfect. In this regard we strive to continuously improve students' abilities and learning outcomes. By providing counselling both to students and teachers and bringing in BK teachers. Because it also needs to be understood that it turns out that P5BK has changed a lot"

In addition, regarding the obstacles faced by Mr. Ayutullah, S.Pd. also added:
"Obviously there are many obstacles, because yesterday the fall we didn't have much time in the sense of not mapping the fit when so we were still studying with other schools also it turned out that the schedule we prepared was not suitable so incidental take time to study around. Democracy votes about one week, Entrepreneurship about a week, Sustainable lifestyle about two weeks"

Then he also explained the follow-up of the evaluation carried out:

"For grade 8, the plan is for this P5BK activity to run by combining two classes because the number of students is not so much. With 34 students. Vote for democracy 4 student council election groups Preparing from start to finish starting from the preparation of booths, ballot papers to documentation done by the student council only in the reporting that is not good"

Another time when Mrs. Ayu Fitria, as the curriculum representative was asked about whether there was a difference between before and after the implementation of P5BK. He said:

"There is, Increased Awareness and Understanding: With the implementation of P5BK, students can develop a better awareness and understanding of the values of Pancasila, citizenship, democracy, and human rights. They can understand the importance of these values in everyday life and apply them in social interaction and participation in people's lives."

Then further explained his opinion from the learning by doing learning method he said:

"Yes, the Learning by Doing learning model can improve student learning outcomes."

By engaging students in hands-on experience and active practice, the Learning by Doing learning model encourages active student engagement in the learning process. They are directly involved in practical activities, projects, or simulations, which helps build deeper understanding and relevant skills.

Conclusion

Based on the findings that exist in the field during the course of research, several findings were obtained which were summarized into a conclusion from the research that had been done. The application of learning by doing learning methods in Islamic religious education subjects provides new nuances for students where they are more able to be exposed in existing learning activities. Initially, students were given material briefing in class which they then applied through the learning by doing method in the project of implementing the Pancasila student profile and work culture. New experiences gained by students have a positive impact, this is because students can directly apply the theories that have been obtained in class into the real environment. A more interactive learning process is very influential for students. Students become more active and less passive in learning. In addition, students can also learn more things through the surrounding environment.

In addition, the application of this learning by doing method through tolerance material in Islamic religious education subjects in the project of implementing the Pancasila student profile and work culture builds and provides new values that are positive. This is manifested in the form of student behavior that is not racist towards their friends who do not adhere to the same religion, race, and culture as them.

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