



Project Based Learning: Cutting and Pasting to Increase Student Activity and Learning Outcomes in Fiqh Subjects

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Abstract. This study discusses the application of the Project Based Learning (PjBL) method in Fiqh learning at MI Nurussalam through cutting and pasting activities. This research is motivated by fiqh learning which has a monotonous and boring impression and low fiqh learning outcomes in grade 2 MI Nurussalam. The PjBL model involves active students, increasing students' motivation and critical thinking process. The purpose of this research is to increase the activeness of students and their learning outcomes. The research was conducted through a classroom action research approach with two cycles. The second cycle is a cycle of improvement from the reflection of the first cycle. Learning outcomes are evaluated through observation sheets. Learning outcomes and student activity increased from the first cycle to the second cycle, learning became more interactive, and the target of completeness of learning outcomes was achieved in the second cycle. Therefore, it can be concluded that the PjBL model is proven to be able to increase the activeness and learning outcomes of students at MI Nurussalam Mantingan.

Keywords: project based learning, scissors and paste, student activity, learning outcomes.

1. INTRODUCTION

Fiqh subjects are subjects that need to be taught from an early age because Fiqh learning materials contain external rules related to the goals of achieving sharia. Fiqh is a product of scholars who practically talk about the problem of worship and muamalah so that it is most appropriate to be taught as early as possible, so that the Muslim generation is able to worship and muamalah well (Hayati, 2019). By studying Fiqh, students will understand how Islamic law is built with a shari'ah framework (Iqbal, 2018).

Fiqh learning has several problems, including the explanation of legal theories and concepts, especially practical laws in worship, will not be transferred well to students, if learning only relies on the lecture method. Fiqh is a subject that requires a deep understanding, so meaningful learning and practice also need to be applied to this lesson.

Choosing the right learning model is essential to achieve learning goals effectively. Each model has its own uniqueness and characteristics, and educators need to consider learning objectives, learner characteristics, and learning context when choosing a suitable model (Nazla, Wahyuni, & Adiyono, 2023).

The classroom atmosphere planning must be shaped in such a way that students have the opportunity to relate to each other. Thus, a group will be formed that allows students to focus on following the learning process (Muhsin Aseri, 2022).

Project-based learning is based on personal and social theory (Alemeh & Gebrie, 2024). This learning method is included in the type of *inquiry* learning where students build and construct their own understanding of science through the projects they make. The creation of products has always been related to authentic investigation, collaboration with teams, and often utilizing technology (Marnewick, 2023). With PjBL leading students to find memorable learning experiences, this method is believed to be able to make students active learners.

PjBL must be carried out with good student response skills, autonomy or without supervision all the time when implementing projects. Therefore, a teacher needs to fully support students to be able to carry out their projects well (Santos, et al., 2023). Between problem-based learning and project-based learning (PjBL) are almost similar learning models in their designation. However, the two differ in substance, project-based learning is broader in scope than problem-based learning. PjBL enables problem-solving within the project being done (Rio & Rodrigues, 2022)

The project element is important, because the student's exploration depends on the project element given by the teacher. (Xing & Chen, 2022). PjBL can increase students' motivation (Jaaska, Lehtinen, Kujala, & Kauppila, 2022). In addition, in a study, PjBL can also improve the critical thinking process (Pratiwi & Setyaningsih, 2020).

Looking at the problems at MI Nurussalam, the teaching method of teachers is still fixated on the method of giving lectures on fiqh materials. The condition of Fiqh learning is still centered on teachers. Fiqh lessons are only taught by the lecture method and after practice questions.

With this method, fiqh learning becomes meaningless and students quickly get bored so that teachers have difficulty instilling knowledge in students. In addition, the practice questions given by the teacher are often not answered completely, even though students are allowed to open the LKS book to answer the questions.

From these problems, the researcher conducted a study on classroom actions on fiqh materials with the PjBL learning model.

The PjBL carried out in this study is based on cutting and pasting activities. Specifically cutting and gluing activities can improve concentration, precision, and hand-eye coordination (Fazira, Rachmayani, & Aprianti, 2023). In addition, scissors and sticking can develop fine motor skills in students (Maulidah, Suwatra, & Magta, 2018). This activity is in accordance with the learning characteristics of grade 2 elementary school students who are used as the object of the research.

2. MATERIALS AND METHODS

Classroom action research. Classroom action research is action research carried out in the classroom with the aim of improving or improving the quality of PTK learning practices focusing on the classroom or the teaching and learning process that occurs in the classroom. Not in class input (syllabus, materials and others) or output (learning outcomes). PTK must be directed to the things that happen in the classroom. Classroom Action Research is a research conducted by teachers in their own classrooms through self-reflection with the aim of improving the quality of the learning process in the classroom, so that student learning outcomes can be improved. The purpose of this action is to increase teachers' real activities in their professional development activities (Charunnisa, Istaryningtias, & Kluluqo, 2020). The implementation of PTK is intended to overcome problems in the classroom. The research scheme of class action is as follows:

3. RESULT AND DISCUSSION

PjBL Learning Model

The PJBL learning model itself was first developed by John Dewey. Project Based Learning is a learning method that provides opportunities for teachers to manage learning in the classroom by involving project work (Rani, 2021). Learning using the Project Based Learning model is one of the learning models that involves students actively in the learning process (Azizah & Wardani, 2019).

The use of PJBL (Project Based Learning) or project-based learning model is one of

the options to facilitate understanding of the subject matter being discussed because it provides direct practice, not just abstract (Dywan & Airlanda, 2020).

From several systematic literature in Yanti & Novaliyosi's research, it was revealed that the PjBL learning model is considered good in improving students' soft skills and hard skills (Yanti & Novaliyosi, 2023). The improvement of soft skills and hard skills boils down to the creativity of students. Indicators of student creativity can be described as follows:

First, fluent thinking skills in identifying problems described in learning. *Second*, flexible thinking skills so that they are able to think according to the circumstances that occur or are not rigid to new changes. *Third*, original thinking skills which include the latest in processing ideas. *Fourth*, elaboration skills, namely the ability of students to process knowledge into a single unit to become a complete understanding. *Fifth*, the ability to assess, namely when students are able to assess and present the results of creativity/projects that have been created (Setiawan, Wardani, & Permana, 2021).

During the pandemic, this learning model is effective to apply and has a significant influence on parents and students who emphasize student-centered learning requires students to continue to be active and innovative in solving problems that they can solve with the results of a product in the form of creativity (Sukmana & Amalia, 2021).

Learning Outcome Concept

Learning outcomes are something that can be observed to measure students' achievement in learning (Faizah, 2015). Learning outcomes function as indicators of class promotion selection, indicators of student placement, and indicators of reflection of subject teachers related to the success of the material they teach.

One of the factors that affect learning outcomes is a teacher's ability to choose and implement learning strategies. In this regard, a teacher in choosing a learning strategy must pay attention to other components of learning. The learning components include materials, methods, and systems (Afni, Aslan, & Astaman, 2024).

Thus, the concept of learning outcomes is the final score of students after participating in related subjects. To get maximum learning results, teachers must teach optimally so that participants are enthusiastic so that they get satisfactory learning results.

Fiqh Learning

Learning is a combination of human, material, facilities, equipment and procedures that influence each other in achieving learning goals. Humans involved in the learning system consist of students, teachers and other personnel. Materials include books, films, audio, and others (Masykur, 2019).

Fiqh is a scientific field in Islamic sharia specifically discussing laws or rules in aspects of human life, both individuals, and communities. The definition of fiqh in terms is that its development follows the times so that we cannot find a single definition, at that time experts explained their own meaning (Wahid & Bali, 2021).

Fiqh is always associated with worship and muamalah. In worship has a main purpose and an additional purpose. The ultimate goal is to confront the One God and concentrate one's intention on Him in every situation. With that goal, a person will reach a high degree in the hereafter. While the additional goal is to create human self-benefit and the realization of good business. Prayer, for example, is shari'ah basically aims to submit to Allah SWT sincerely, reminding oneself by dhikr. Meanwhile, the additional purpose is to avoid heinous and unscrupulous acts (Zafi, 2020).

In discussing fiqh, it is not enough to just explain, but more importantly to prove from several theories. There are several materials that require an observation, so that later students will better understand the material (Dewanti & Fajriwati, 2020). In addition, fiqh learning materials also require direct practice/practice so that the meaning of students related to the material must be deep (Fatimah & Usman, 2017).

Result

This class action research has two cycles, namely the first cycle and the second cycle. Each cycle is assessed as the success of students in pursuing learning. The teachers who play the role in these two research cycles are teachers of related subjects who already know the learning characteristics of students.

a. Cycle 1 Actions

In the Planning Stage of this first cycle, the researcher made the lesson plan as a learning implementation plan that has been adapted to the Mind Mapping learning media. Preparing questions about the subject matter studied as a benchmark for the

completeness of the students' learning outcomes. Making an observation sheet as a tool or instrument in observing how active students are in learning.

The first cycle of Action Implementation Stage is carried out teaching and learning activities in accordance with the action plan that has been prepared in the RPP. The learning steps in this cycle are as follows: Initial Activity, Opening the lesson, Conveying the learning objectives, Asking questions related to the material that has been studied, Core Activity, The teacher starts with a brief explanation of the material to be learned, and also explains the relationship with the material that has been studied previously.

Then the explanation of the core material was delivered by the teacher using the method of lectures and interactive discussions, then continued with project activities. Teachers divide students into 3 large groups. Each group was given cardboard containing questionnaires. Each student may answer a list of questions related to the obligations and conditions of congregational prayer with the colorful markers given. Each group gets creative by cutting and pasting answers written on larger cardboard. The teacher gives students time to work in groups for 10 minutes.

After the 10 minutes ended, each group presented their project. Presenting projects related to the material has a function so that the learning material can be attached and internalized in the students. Each group was given 5 minutes to make a presentation.

During the presentation class, the classroom atmosphere becomes interactive even though it is interspersed with class noise. The percentage of class activity during PjBL in cycle 1 is as follows:

Table 1: Observation Results Student Activity Cycle 1	
Category	Number of Students
Excellent	8
Good	12

Enough	1
Less	3

The last activity is the assessment of learning outcomes by giving questions related to the material. Learners' learning outcomes can be displayed in the following table:

Table 2: Completeness of Student Learning Outcomes Cycle 1		
Category	Number of students	Percentage
Complete	8	25%
Not Finished	16	75%

The results of the data of students who obtained a score of 60 and above were 8 students, with a percentage of 25%. It can be concluded that the learning outcomes are still far from the target of the Minimum Completeness Criteria or what is called KKM. The KKM target for this subject is 75%. So, there needs to be an improvement in learning methods. The researcher plans to use the PjBL learning model by collaborating with teachers in preparing their learning tools.

The results of reflection are based on observation data of student activity and data on the assessment of completeness of student learning outcomes. The learning in this first cycle has not reached the target of completeness, thus this class action research is continued in the second cycle as an improvement from the previous cycle.

b. Cycle 2 Actions

The second cycle is a cycle of improvement from the results of the reflection of the first cycle. In this second cycle, the learning material taught is a continuation of the first cycle material. The second cycle material is related to the wisdom of congregational prayer and the old in congregational prayer.

In the planning stage, an action plan is prepared based on the evaluation record and reflection of the first cycle of actions, among others, making the project more interactive. Project reflection in the first cycle is a project that is implemented in large groups does not make students as a whole to be moved and involved in working on the project. So, in this second cycle, researchers and teachers of related subject matter have discussed to create a project that can activate all students in the classroom. In addition, the researcher also made an observation sheet of student activity in the classroom and, prepared practice questions as a benchmark for the completeness of student learning outcomes

In the implementation stage, activities are carried out in accordance with the action plan that has been prepared. The learning steps in the second cycle are as follows. In the initial activity, the teacher opens the lesson, conveys the learning objectives, and asks questions related to the material that has been studied. In the core activity, the teacher starts with a brief explanation of the material to be studied, and also explains the relationship with the material that has been studied previously, the teacher explains the material with an interactive lecture method. So, students are allowed to ask questions related to explanations that they do not understand.

Next, the teacher gives the project to the students. The two subchapters of the material taught are about the wisdom of congregational prayer and the old in congregational prayer. The character of this material is very relevant to the life of students. So, the project given by the teacher is a project based on contextual learning. Students in a small group of three people were given colorful paper to write down the wisdom of congregational prayer and the age in congregational prayer. Each student is given the opportunity to pour their ideas on paper. Then cut out the paper and stick the answer to the larger cardboard that has been prepared.

After all students have neatly written the project from the teacher, then the group presents the results of their work. This series of processes has been observed by researchers so that the observation data of students in the second cycle is as follows:

Table 3: Results of Active Observation

Learners cycle 2	
Category	Number of students
Excellent	15
Good	3
Enough	1
Less	-

In the second cycle, the number of students is incomplete. The 2nd grade students of MI Nurussalam are 24 people. At the time of this study, 20 students were present, 2 students were sick, and 3 other students were uninformed.

At the end of the lesson, the teacher shared exercises in the form of questions about the material or chapters that had been studied previously. The purpose is to be evaluated from the teaching and learning process, so that it can be improved at the next meeting, the teacher gives 10 minutes to work on these questions, After finishing, the students collect their answers to the teacher, then the teacher invites the students to pray together after learning so that what has been learned can provide benefits, at the end of the teaching and learning activities the teacher greets and invites the students out of class. The table of completeness of student learning outcomes can be described as follows:

Table 4: Completeness of Learning Outcomes		
Cycle 2 learners		
Category	Number of students	Percentage
Complete	13	80%
Not Finished	6	20%

From the presentation of the data above, it can be seen that the number of students who obtained a score of 60 and above was 13 students, with a percentage of 78%. and students whose score is less than 60 as many as 6 students with a percentage of 22%. The

target percentage of completeness in this PTK is 75%. So the results of reflection are based on observation data of student activity and data on the assessment of completeness of student learning outcomes. The learning in this second cycle has reached the target of completeness.

4. CONCLUSION

Based on the results and discussion above, the researcher concluded that the PjBL learning model applied to Fiqh learning materials was able to improve the learning outcomes and activeness of grade 2 students at MI Nurussalam. Based on the results of the data that has been achieved, the cycle has increased and improved learning, where in the first cycle it was 25%, and in the second cycle it was 78%. In addition, the level of student activity also increased, namely from cycle 1 which amounted to 8 active students, and in the second cycle to 15 students. With this PjBL learning model, students can understand and be active in learning. And with this learning method, students begin to develop and attract their attention, thereby increasing the spirit of learning which was initially boring because monotonous learning becomes interactive, meaningful, and can increase understanding in depth.

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