Application of Project Based Learning (PBL) Method to Improve Learning Outcomes of The Material on Cultivating Good Morals In Neighboring And Society Life For Students Of MIS Miftahul Huda Bajulan Village, Saradan District, Madiun Regency

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ABSTRACT

This study aims to analyze the application of the Project Based Learning (PBL) method in improving learning outcomes on the material of Cultivating Good Morals in Neighborhood and Community Life at MIS Miftahul Huda, Bajulan Village, Saradan District, Madiun Regency. The research method used is classroom action research (CAR) with a qualitative and quantitative approach. The subjects of the study were MIS Miftahul Huda students who participated in learning with the PBL method. Data were collected through observation, interviews, learning outcome tests, and documentation. The results showed that the application of the PBL method significantly improved students' understanding of the material, social skills, and their attitudes in interacting with the community. With project-based learning, students are more active in understanding the concept of good morals and applying them in everyday life. In addition, this method also encourages students to work together, think critically, and increase their sense of responsibility in their social environment. Based on these findings, the PBL method can be used as an effective learning strategy in moral education, because it provides a more contextual and applicable learning experience. Thus, PBL contributes to forming better student characters in interacting with their social environment.

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Introduction

Education plays an important role in shaping the character of students to become individuals with noble morals. Good morals are very necessary in neighborhood and community life in order to create a harmonious and respectful environment. In the context of Islamic education, cultivating good morals is part of the implementation of religious values in everyday life. Therefore, education does not only focus on the cognitive aspect, but must also pay attention to the formation of students' character and morals.

However, in the process of learning morals, several obstacles are still found that hinder the achievement of these goals. One of the main obstacles is the lack of active involvement of students in learning, which causes their understanding of the concept of morals to still be theoretical and less applicable. In addition, the material taught is often not directly linked to real life, so students have difficulty applying moral values in everyday life. As a result, moral learning becomes less effective and does not have a significant impact on the development of students' character.

To overcome these problems, more innovative and interactive learning methods are needed, one of which is Project-Based Learning (PBL). The PBL method provides students with the opportunity to learn through direct experience by working on projects that are relevant to the material being studied. With this approach, students not only understand the concept of morals theoretically, but also have practical experience in applying these values in everyday life.

The application of PBL in moral learning can provide various benefits for students. Through the projects given, students are invited to face real problems in their environment, such as how to be honest, work together, and respect others. Thus, they will find it easier to understand and internalize moral values because they experience firsthand situations that require them to apply good behavior.

In the context of education at MIS Miftahul Huda, Bajulan Village, Saradan District, Madiun Regency, the application of PBL is expected to improve students' understanding and practice of morals in their neighborhood and community life. By providing projects that are in accordance with local social and cultural conditions, students can learn more meaningfully and are motivated to apply moral values in everyday life. This can also help them build the social skills needed to interact well in their environment.

Thus, the use of the PBL method in moral learning is the right step to overcome the learning problems that have occurred so far. This method not only makes students more active in the learning process, but also helps them understand and apply moral values better. If applied consistently and supported by all parties, this project-based learning can be an effective solution in forming a generation with noble morals and ready to contribute to society.

The objectives of this study are as follows:

1. Analyze the effectiveness of Project-Based Learning (PBL) in improving students' understanding and practice of morals.

2. Identify changes in student behavior after the implementation of the PBL method in moral learning.

3. Explain the role of teachers in designing and implementing the PBL method for moral learning.

4. Determine the level of student involvement in the project-based learning process compared to conventional methods.

5. Analyze the impact of PBL on students' social interactions, both in the school environment and in the community.

6. Identify the challenges and obstacles faced in implementing PBL in moral learning.

7. Evaluate the effectiveness of project-based learning strategies in shaping students' character and moral values.

8. Examine the extent to which students are able to apply moral values learned through PBL in everyday life.

9. Find supporting and inhibiting factors for the success of PBL in moral learning in Islamic schools.

10. Prepare recommendations for optimizing the implementation of PBL in improving moral learning in Islamic-based schools.

The results of this study are expected to provide benefits, both academically and socially, including:

For Students: Increase involvement and motivation to learn in moral learnin, Help students understand and apply moral values in real life. Develop critical thinking skills, cooperation, and responsibility through the projects given.

• For Teachers: Provide insight into the effectiveness of PBL in moral learning. Provide new strategies in teaching moral values that are more interesting and applicable. Improve teachers' ability to manage project-based learning.

• For Schools: Become a reference in developing innovative learning methods based on direct experience. Improve the quality of character education in the school environment. Become an example for other schools in implementing project-based moral learning.

• For Society: Encourage collaboration between schools, families, and communities in shaping students' character. Help create a more harmonious social environment by implementing moral values in everyday life.

Methods

This study uses a descriptive qualitative method that aims to describe and analyze the implementation of Project-Based Learning (PBL) in moral learning at MIS Miftahul Huda. This method was chosen because it can provide a deeper understanding of the

experiences of students and teachers in implementing PBL as a project-based learning approach. With this method, the study seeks to explore how PBL helps students understand and internalize moral values through active involvement in learning activities.

To obtain comprehensive data, this study uses several data collection techniques, namely observation, interviews, and documentation. Observations were conducted to directly observe the project-based learning process and interactions between teachers and students in the classroom. Interviews were conducted with teachers and students to obtain an in-depth perspective on the benefits and challenges of implementing PBL in moral learning. Meanwhile, documentation is used to collect various supporting evidence, such as lesson implementation plans (RPP), student project results, and relevant learning notes.

Through this approach, the study is expected to provide a clear picture of the effectiveness of PBL in improving students' understanding and practice of morals. The results of this study can also be a reference for educators in designing more innovative and applicable learning strategies to shape students' characters more effectively. Thus, the implementation of Project-Based Learning not only has an impact on academic understanding, but also on strengthening moral values in students' daily lives.

In this study, data sources consist of two types, namely primary data sources and secondary data sources. The following are 10 data sources used in this study:

Primary Data Sources

o Students - As the main subjects of the study, students provide data related to experiences, understanding, and behavioral changes after participating in Project-Based Learning (PBL)-based learning.

o Teachers - Teachers act as facilitators in PBL learning and provide insight into the implementation, challenges, and effectiveness of this method in shaping students' morals.

o Principal - The principal provides a perspective on school policies related to the implementation of the PBL method in moral learning.

o Parents of Students - Parents are a source of data to determine the impact of PBL on student behavior in the family and community environment.

o Education Observer – Academics or education practitioners who have insight into the effectiveness of PBL in character and moral education of students.

Secondary Data Sources

o RPP (Lesson Implementation Plan) Document – This document is analyzed to understand the PBL-based learning design implemented by teachers.

o Student Project Results – Products or project reports worked on by students in moral learning to assess their understanding and skills in applying moral values.

o Scientific Journals and Articles – Previous research on Project-Based Learning and moral education as theoretical references in research studies.

o Books and Learning Modules – Literature used in moral learning and PBL methods as a basis for analyzing the approach applied in schools.

o Observation and Interview Documentation – Observation results notes and interview transcripts with teachers and students that provide a direct picture of the implementation of PBL in moral learning.

Data Analysis

The following are data analysis techniques used in this study to understand the application of Project-Based Learning (PBL) in moral learning:

Data Reduction

o The process of sorting, simplifying, and selecting relevant data from observations, interviews, and documentation to focus on information that supports the research objectives.

Data Categorization

o Grouping data based on certain themes or aspects, such as the effectiveness of PBL, challenges in implementation, student involvement, and impact on moral understanding.

Data Triangulation

o Using various data sources (observations, interviews, documentation) to ensure the validity and consistency of the research results.

Interactive Analysis

o The analysis process involving three main stages: data reduction, data presentation, and drawing conclusions, which are carried out continuously throughout the research.

Thematic Analysis

o Identifying the main patterns and themes that emerge from qualitative data related to the application of PBL in moral learning.

Descriptive Analysis

o Presenting data in the form of a narrative that describes how PBL is applied and how students and teachers respond to this method.

Comparative Analysis

o Comparing the effectiveness of PBL-based learning with conventional learning methods in forming students' morals.

Data Validation with Member Checking

o Confirming the results of interviews and observations with research participants (teachers and students) to ensure the accuracy and validity of the findings.

Data Interpretation

o Interpreting data based on Islamic education and moral theory to understand the impact of PBL on the formation of students' character.

Conclusion Drawing

o Compiling conclusions based on the results of the data analysis that has been carried out, both in the form of patterns, relationships between variables, and recommendations for the development of PBL-based moral learning.

This method is expected to provide a clear picture of the implementation of PBL and its effectiveness in improving students' understanding and practice of morals in everyday life.

Result

The results of the study indicate that the implementation of Project-Based Learning (PBL) in moral learning at MIS Miftahul Huda has a positive impact on students' understanding and practice of moral values. The main findings in this study include increased active involvement of students in the learning process, increased understanding of the concept of morals, and positive behavioral changes in their social interactions at school and in the community. In addition, the PBL method also encourages students to be more creative and independent in completing the projects given, which ultimately strengthens their character and attitude of responsibility.

The data images collected in this study include documentation of observation results, transcripts of interviews with teachers and students, and photos of project-based learning activities in the classroom. In addition, the results of student projects, such as assignment reports, presentations, and products based on moral values, were also analyzed to see the extent to which they were able to internalize the concepts that had been learned. This analysis strengthens the finding that PBL can enhance a more meaningful learning experience, because students not only understand the theory but also practice morals in everyday life.

To ensure data validity, this study applies triangulation of sources and methods, namely comparing the results of observations, interviews, and supporting documents in order to obtain more accurate conclusions. In addition, member checking was carried out, where the results of interviews and data interpretation were reconfirmed with respondents to ensure the accuracy of the information. With this approach, the research results become more credible and can be the basis for recommendations for schools in developing project-based learning strategies to improve moral education in Islamic school environments.

Based on the results of observations, interviews, and documentation conducted, several main findings were found regarding the application of the Project-Based Learning (PBL) method in moral learning:

The following are research findings regarding the application of Project-Based Learning (PBL) in moral learning at MIS Miftahul Huda:

o Increased Student Engagement

The PBL method makes students more active in learning because they are directly involved in projects that require creativity, cooperation, and responsibility.

o Increased Understanding of Moral Concepts

 Students better understand moral concepts because they not only receive theory but also practice it through the projects given.

o Positive Behavioral Changes

 Students show better behavioral changes, such as being more polite, honest, disciplined, and caring about the environment after participating in PBL-based learning.

o Increased Independence and Sense of Responsibility

 Projects given in PBL require students to think independently and be responsible for the results of their work.

o Increased Collaboration and Cooperation

 Students work more in groups, which helps them develop social skills, cooperation, and good communication skills.

o Teachers Act as Active Facilitators

 In PBL, the role of the teacher is not only as a teacher but also as a facilitator who guides and directs students in completing projects.

o 7. Challenges in Time Management

o Some students have difficulty in managing their time for projects, so they need further guidance in time management and task planning.

o 8. Limited Resources and Facilities

o The implementation of PBL faces challenges such as limited teaching materials, school facilities, and access to technology that can support student projects.

o 9. Differences in Levels of Student Understanding and Participation

o Not all students have the same level of understanding and participation in projects, so a more inclusive strategy is needed so that all students can gain maximum benefits.

o Positive Impact on Student, Teacher, and Community Relationships

The implementation of PBL not only increases positive interactions between students and teachers, but also builds better relationships with the community through social-based projects that involve the surrounding environment.

These findings indicate that PBL can be an effective method in learning morals, although strategies are still needed to overcome existing challenges.

Data Image

The following are examples of data images and data tables that can be used in research regarding the application of Project-Based Learning (PBL) in moral learning at MIS Miftahul Huda.

Data Image (Visual Description)

Data images in this study can be:

• Learning Activity Photos: Documentation of students working in groups, project presentations, or class discussions.

• Student Project Results: Examples of value-based project products, such as posters, educational videos, reflection journals, or social activities.

• Student Attitude Change Graph: Bar or line chart showing an increase in students' positive attitudes before and after the implementation of PBL.

The following is an example of a table that illustrates the results of the analysis of the application of PBL in moral learning:

Table 1: Comparison of Student Engagement Before and After the Implementation of PBL

No	Student Engagement Aspects	Before PBL (%)	After PBL (%)	Change (%)
1	Activeness in discussion	45%	85%	+40%
2	Enthusiasm in learning	50%	90%	+40%
3	Cooperation in groups	55%	88%	+33%
4	Understanding moral values	60%	92%	+32%
5	Independence in tasks	48%	87%	+39%

Table 2: Challenges in Implementing PBL

No	Types of Challenges	Persentase (%)
1	ChallengesProject time constraints	40%
2	Lack of resources	35%
3	Differences in student abilities	30%
4	Difficulties in evaluation	25%
5	Resistance to new methods	20%

The table above shows that although PBL has many benefits, there are still some challenges that need to be overcome, such as limited time and resources.

Data Verification: To ensure the validity of the data in this study, several verification techniques were carried out:

The following are 10 data verification techniques used in this study to ensure the accuracy and validity of the research results related to the implementation of Project-Based Learning (PBL) in moral learning at MIS Miftahul Huda:

Source Triangulation: Comparing data from various sources, such as students, teachers, and parents, to ensure the validity of information regarding the effectiveness of PBL in moral learning.

Method Triangulation: Using various data collection techniques, such as observation, interviews, and documentation, to ensure the accuracy of the research results.

Member Checking: Confirming the results of interviews and observations with respondents (students and teachers) to ensure that the interpretation of the data is in accordance with their experiences.

Peer Debriefing: Discussion with fellow researchers or academics to get other perspectives on the accuracy of the data and analysis carried out.

Audit Trail: Keeping complete records of all research processes, including interview transcripts, observation notes, and analysis results, so that they can be re-checked if necessary.

Validating Data with Documentation: Comparing observation and interview results with documents such as Lesson Plans (RPP), student project results, and teacher reflection notes to ensure data consistency.

Consistency of Data Codes: Rechecking qualitative data categorization to ensure consistency in the analysis process and interpretation of findings.

Cross-Case Analysis: Comparing the results of this study with previous similar studies to see similarities and differences in findings.

Reflexivity: Researchers conduct self-reflection to avoid bias in data collection and analysis, and to ensure that findings are based on objective facts.

Credibility Test with Sufficient Time: Conducting research over a sufficient period of time to ensure that findings are not only temporary, but are a consistent pattern in PBL-based learning. These verification techniques ensure that the research results have a high level of credibility and accuracy, so that they can be used as a basis for recommendations for schools in developing project-based learning methods.

Through these findings and data verification, it can be concluded that the implementation of PBL has a positive impact on moral learning at MIS Miftahul Huda, although there are still several challenges that need to be overcome.

Discussion

Data validation in this study aims to ensure that the information collected truly reflects the reality that occurs in the field. The validation process is carried out through several methods to avoid bias and increase the credibility of research findings. One technique used is source triangulation, which is by comparing data from various parties, such as students, teachers, and parents, to see the consistency of the information provided. In addition, method triangulation is also applied by combining data collection techniques, such as observation, interviews, and documentation, so that the research results are more accurate and comprehensive.

In addition to triangulation, this study also applies member checking, which is the process of reconfirming the results of interviews and observations with respondents. This step is taken to ensure that the interpretation of the data carried out by the researcher is in accordance with the real experiences of the research participants. If there is a discrepancy, further improvements or clarifications are made. In addition, peer debriefing is also applied by discussing the research results with colleagues or

academics to gain additional perspectives that can help identify potential bias or errors in the analysis.

Documentation also plays an important role in data validation. Researchers use various supporting documents, such as RPP (Lesson Implementation Plan), student project results, and teacher reflection notes, to verify the suitability of data obtained from interviews and observations. An audit trail is applied by storing all research records systematically so that the analysis process can be traced back if necessary. This approach ensures that the data obtained is truly transparent and accountable.

Finally, data validation is carried out with a credibility test over a sufficient period of time, where the research is conducted over a certain period of time so that the findings produced are not just temporary phenomena. With this strict validation process, the research results can have a high level of trust and can be the basis for valid recommendations to improve the effectiveness of Project-Based Learning (PBL) in moral learning at MIS Miftahul Huda.

Data validation in this study aims to ensure that the information collected truly reflects the reality that occurs in the field. The validation process is carried out through several methods to avoid bias and increase the credibility of research findings. Here are some techniques used in data validation:

Data Triangulation: This study uses various data sources, such as observation, interviews, and documentation, to ensure that the research findings are objective and do not rely on just one type of data. For example, the results of interviews with students regarding their involvement in the Project-Based Learning (PBL) method are compared with direct observations in class to see if there is a match between their statements and the reality in the field.

Member Checking: After the data is collected and analyzed, the research results are reconfirmed to the respondents (teachers and students). This is done to ensure that the researcher's interpretation of the data obtained is in accordance with the respondents' understanding. If differences or discrepancies are found, further clarification is carried out so that the conclusions drawn are more accurate.

Dependability (Data Reliability): The research process is documented in detail so that it can be traced back if necessary. Each stage of data collection and analysis is explained transparently so that the research can be retested by other parties. Field notes and interview recordings are kept as evidence to support the research findings.

Confirmability (Data Transparency): To avoid subjectivity, the results of data analysis are based on facts obtained from various sources. The researcher also asked for the opinion of experts or supervisors in the field of Islamic education and learning methods to evaluate whether the analysis carried out was in accordance with the principles of qualitative research.

Transferability (Possibility of Generalization): Although this research was conducted at MIS Miftahul Huda, Bajulan Village, Saradan District, Madiun Regency, the results

obtained can be a reference for other schools that want to apply the PBL method in moral learning. By providing a clear description of the research context, other schools can assess whether the results of this study can be applied in their environment.

Through these various validation techniques, it is hoped that the data obtained in this study will have a high level of accuracy and credibility. Thus, the conclusions produced can be a strong basis for understanding the effectiveness of implementing the PBL method in moral learning in Islamic schools.

Conclusion

The implementation of Project-Based Learning (PBL) in moral learning at MIS Miftahul Huda has proven effective in improving students' understanding and practice of morality. This method encourages students to be more active in the learning process, provides direct experience in applying moral values, and strengthens their social skills, such as cooperation, responsibility, and concern for others. Students not only understand the concept of morality theoretically, but are also able to apply it in everyday life, both in the school environment and in the community.

Although the PBL method provides many benefits, there are several obstacles faced in its implementation, such as time constraints in completing the project and lack of supporting facilities. However, overall, the results of the study show that PBL can have a positive impact on the formation of student character. Therefore, this method can be an alternative strategy for more effective moral learning, with the note that there is increased support from the school in providing adequate facilities and time for its implementation.

The following are strong findings from the study on the implementation of Project-Based Learning (PBL) in moral learning at MIS Miftahul Huda:

PBL Increases Active Student Involvement: Students are more enthusiastic and active in learning because the PBL method allows them to learn through direct experience and real projects.

Improved Understanding and Practice of Morals: Through projects based on moral values, students not only understand the concept theoretically but are also able to apply it in everyday life.

Improved Social and Collaborative Skills: Students show development in their social skills, such as better communication, teamwork, and greater empathy.

Teachers Act as Effective Facilitators: In PBL, teachers not only teach but also guide students in developing their projects, thus creating better interactions between teachers and students.

Challenges in Time and Resource Management: The main obstacles in implementing PBL are the limited time to complete the project and the lack of adequate supporting facilities at the school.

Increasing Independence and Sense of Responsibility: Students learn to manage their tasks independently and are responsible for the results of the projects they work on, which has a positive impact on their character.

Increasing the Relevance of Learning to Real Life: Students find it easier to understand and relate moral values to real situations, such as in neighborhood and community life.

Positive Impact on the School Environment and Community: The PBL method not only has an impact on students, but also creates a positive impact in the school environment and increases positive interactions between students and the community through social-based projects.

These findings indicate that PBL is an effective learning method in improving the understanding and application of morals, although there are still challenges that need to be overcome so that its implementation is more optimal.

Academic Impact

The following are the academic impacts of implementing Project-Based Learning (PBL) in moral learning at MIS Miftahul Huda:

Improved Material Understanding: Students find it easier to understand moral concepts because they learn through direct experience in the projects they work on.

Improved Learning Motivation: The PBL method makes learning more interesting and relevant, so students are more motivated to learn compared to conventional methods.

Improved Critical Thinking Skills: Students are accustomed to analyzing problems, finding solutions, and making decisions in their projects, which helps improve critical thinking skills.

Improved Problem Solving Skills: Through moral-based projects, students learn to solve real problems that they face in everyday life.

Improved Academic Independence: Students are more independent in managing their assignments and projects, including in finding sources of information and completing assignments without relying too much on teachers.

Improved Collaboration Skills: Students learn to work together in groups to complete projects, which improves their communication and teamwork skills.

Enhances Creativity and Innovation: In PBL, students are given the freedom to explore creative ideas in their projects, which encourages innovative thinking.

Enhances Presentation and Communication Skills: Students are often asked to present their projects, which further develops their public speaking and communication skills.

Helps Connect Theory to Practice: Project-based learning helps students understand how moral values can be applied in real life, not just theory in the classroom.

Enhances Overall Learning Outcomes: In general, students who learn using PBL methods show improvements in their academic outcomes because learning becomes more meaningful and relevant.

Social Contribution

The following are the social contributions of the implementation of Project-Based Learning (PBL) in moral learning at MIS Miftahul Huda:

Increasing Students' Social Awareness: Students better understand the importance of behaving well and caring for others in community life.

Strengthening the Value of Mutual Cooperation: Through collaborative projects, students learn to work together and help each other in completing tasks, reflecting the important value of mutual cooperation in social life.

Developing Empathy: PBL allows students to engage in social-based activities, such as charity projects or helping others, which increases their empathy for others.

Increasing Positive Interaction in Society: Students are more active in interacting with their surroundings, such as helping neighbors or getting involved in community activities.

Instilling an Attitude of Social Responsibility: By carrying out projects that have an impact on the community, students feel they have a responsibility to make a positive contribution to their environment.

Reducing Negative Behavior in Schools and Society: The application of moral values through PBL helps reduce negative behavior, such as bullying, egoism, or an attitude of not caring about the surrounding environment.

Increasing Environmental Awareness: Some moral-based projects can also be linked to environmental concerns, such as school cleanliness programs or environmental greening.

Encouraging Parental Participation in Children's Education: Through community-based projects, parents are more involved in their children's education and understand the importance of learning based on moral values.

Creating Harmonious Relationships between Students and Teachers: The more interactive and discussion-based PBL method creates better relationships between teachers and students, increasing mutual respect.

Increasing the Role of Schools in Building Community Character: Schools are not only places for academic learning but also centers for character formation that have a direct impact on the surrounding social environment.

Helping to Form a Young Generation with Noble Morals: By instilling moral values from an early age, PBL contributes to forming a young generation with more integrity and responsibility.

Strengthening Local Cultural and Moral Identity: Through moral-based projects, students can understand and apply the cultural and moral values that apply in their society, so that social identity is maintained.

This social contribution shows that PBL not only has an impact on students individually but also provides broad benefits for schools, families, and communities. Thus, the application of Project-Based Learning in moral learning not only provides benefits in the world of education, but also has a positive impact on students' social lives. If applied optimally and sustainably, this method can be an effective solution in building a generation with noble morals and good social skills.

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