



# Application Of Project-Based Learning Model to Improve Students' Understanding and Participation at MTs Persis 112 Bogor

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## ABSTRACT

This study aims to improve the understanding and participation of class VIII students of MTs Persis 112 Bogor regarding the types of zakat through the application of the Project-Based Learning (PJBL) model. The background of this study is based on the low level of student understanding of zakat material and the lack of active participation in the learning process. This study uses the Classroom Action Research (CAR) method which is implemented in two cycles. Each cycle consists of the planning, implementation, observation, and reflection stages. The subjects of the study were 26 class VIII students of MTs Persis 112 Bogor. Data were collected through understanding tests, participant observation, and documentation. The results showed that the application of the PJBL model significantly improved student understanding and participation. In cycle I, the percentage of student understanding reached 69% with moderate student participation. After improvements in cycle II, student understanding increased to 88% and student participation became high. This increase shows that the PJBL model is effective in helping students understand the concept of zakat in depth and encouraging active involvement in learning. Thus, the application of the PJBL model can be an alternative innovative learning strategy in improving the quality of learning in the classroom.

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## Introduction

The subject of Fiqh plays an important role in shaping the character and understanding of students regarding Islamic teachings, including the concept of zakat. Zakat, as one of the pillars of Islam, must be understood and practiced by every Muslim. However, initial observations in class VIII MTs Persis 112 Bogor showed that students' understanding of various types of zakat was still low. This is reflected in the evaluation results which

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showed that most students had not achieved the expected competency in zakat material. In addition to lack of understanding, active student participation in the learning process is also a concern. Many students tend to be passive and less involved in discussions or class activities. This condition can hinder the achievement of optimal learning objectives. Several factors that influence this low participation include learning methods that are less varied and lack of student involvement in the teaching and learning process.

The project-based learning model or Project-Based Learning (PjBL) has been identified as one of the effective approaches to improving student understanding and participation. PjBL emphasizes the active involvement of students in completing real projects that are relevant to the learning material, so that it can increase their interest and understanding of the material. Research by Hanizar (2025) shows that the implementation of PjBL can increase students' interest in learning zakat material. In addition, another study by Hasan, Marjuni, and Khatimah (2024) found that the implementation of PjBL can improve students' learning outcomes in zakat material. Students become more active and have a better understanding of the material after participating in project-based learning. However, the implementation of PjBL in the context of zakat learning at MTs Persis 112 Bogor has not been widely studied. This gap indicates the need for further research to explore the effectiveness of PjBL in improving students' understanding and participation in zakat material at the school.

Based on this background, this study aims to apply the PjBL model in zakat learning in class VIII MTs Persis 112 Bogor. The main objective is to improve students' understanding of various types of zakat and increase their active participation in the learning process. Thus, it is hoped that the PjBL model can be an alternative effective learning strategy in improving the quality of Islamic religious education at the school. This research is also expected to provide practical contributions for teachers in choosing and implementing innovative learning methods that are in accordance with students' needs. In addition, the results of this study can be a reference for other schools facing similar problems in improving students' understanding and participation in learning Fiqh, especially zakat material.

## Methods

This study uses a Classroom Action Research (CAR) approach, which aims to improve classroom learning practices through a cycle of planning, action, observation, and reflection. According to Arikunto (2006), CAR is "an activity of observing an object using certain methods and rules or methodologies to find accurate data on things that can improve the quality of the observed object"

The data sources in this study consist of primary and secondary data. Primary data were obtained directly from the research subjects, namely class VIII students of MTs Persis 112 Bogor, through observation and comprehension tests. Hermawan (2007) stated that primary data sources in CAR include "words and actions". Secondary data were obtained from school documents, such as syllabuses, Learning Implementation Plans (RPP), and records of previous student learning outcomes.

Data were collected through several techniques, namely 1) Observation: Conducted to observe students' active participation during the learning process using a prepared observation sheet; 2) Comprehension Test: Used to measure the level of

students' understanding of the types of zakat before and after the implementation of the PjBL model; and 3) Documentation: Includes data collection from relevant school documents, such as syllabus, lesson plans, and student learning outcome records.

Data analysis in this study was carried out descriptively qualitatively and quantitatively. Qualitative data, such as the results of student participation observations, were analyzed through data reduction, data presentation, and drawing conclusions. Miles and Huberman (1984) stated that data analysis must be carried out continuously throughout the study.

Quantitative data, such as the results of student understanding tests, were analyzed using descriptive statistics to see the increase in student understanding before and after the implementation of the PjBL model. Triangulation of data sources was used to increase data validity by comparing and checking the degree of trustworthiness of information obtained through different times and tools.

## Result

Before the implementation of PjBL, the level of student understanding of zakat material was in the low category. Only 8 out of 26 students (31%) achieved the Minimum Completion Criteria (KKM). Student participation in learning was also low, with most students tending to be passive.

After the implementation of PjBL in cycle I, there was an increase in student understanding. A total of 18 students (69%) achieved KKM. Student participation also increased, with more students actively involved in discussions and group activities.

In cycle II, student understanding increased more significantly. A total of 23 students (88%) achieved KKM. Student participation also showed a consistent increase, with almost all students actively involved in the learning process.

Table 1: Increase in Student Understanding and Participation

No	Cycle	Number of Students Reaching KKM	Percentage of Students Reaching KKM	Student Participation
1	Pra-PjBL	8	31%	Low
2	I	18	69%	Medium
3	II	22	88%	High

The increase in students' understanding and participation after implementing PjBL is in line with previous research findings. Research by Hasan, Marjuni, and Khatimah (2024) showed that the implementation of PjBL significantly increased students' understanding of the concept of zakat and active involvement in the learning process.

In addition, research by Hanizar (2025) found that the implementation of PjBL can increase students' interest in learning zakat material. This supports the finding that PjBL is effective in increasing student participation.

Thus, the data obtained from this study are consistent with the existing literature, indicating that the implementation of PjBL can improve students' understanding and participation in zakat learning.

Overall, the implementation of PjBL in class VIII MTs Persis 112 Bogor succeeded in increasing students' understanding and participation in zakat learning. These findings

support the use of PjBL as an effective learning strategy in the context of Islamic religious education.

## Discussion

Data validation in this study was carried out to ensure the accuracy and consistency of the results obtained. Validation was carried out through several techniques, namely:

1. **Source Triangulation:** Data were collected from various sources, namely student understanding test results, participant observation, and documentation. This technique is used to compare the results of various instruments to ensure the validity of the data. According to Sugiyono (2020), "Source triangulation aims to compare and verify data from various perspectives to increase the credibility of research results" (Sugiyono, 2020).
2. **Validation by Collaborators:** The Fiqh subject teacher at MTs Persis 112 Bogor acted as a collaborator in this study. Collaborators checked the results of observations and data analysis to ensure that the data collected matched the real conditions in the classroom. Validation by collaborators is important to reduce researcher subjectivity (Moleong, 2021).
3. **Member Check:** Member checks are carried out by asking students to provide responses regarding their learning outcomes and experiences during the implementation of the PjBL model. This step is done to ensure that the researcher's interpretation is in accordance with the student's experience (Creswell, 2021). The validation results show that the data collected has a high level of accuracy and consistency. The following is a summary of the validation results:

No	Validation Aspect	Validation method	Result
1	<i>Source Triangulation</i>	Comparing test results, observations, and documentation	Data consistency is found in all sources
2	<i>Collaborator Validation</i>	erifying results with the Fiqh teacher	Data is in accordance with actual conditions in the classroom
3	<i>Member Check</i>	Student responses to learning outcomes	Students confirm increased understanding and participation
4	<i>Inter-cycle Consistency</i>	Comparing the results of Cycles I and II	Significant and consistent increase in understanding and participation

The validation results showed that the implementation of the PjBL model consistently increased students' understanding and participation from cycle I to cycle II. Collaborators confirmed that this model successfully created a more interactive learning environment, and the results of member checks showed that students felt they understood the concept of zakat better through project activities. With strong validation, the results of this study have a high level of confidence and can be the basis for recommending the implementation of the PjBL model in other subjects.

Project-based learning (PBL) is a learning approach that engages students in in-depth exploration through complex and challenging real-life projects. This model emphasizes active student involvement in finding solutions to real-life problems. With this method, students not only gain theoretical knowledge, but also understand its

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application in concrete situations, which ultimately increases their understanding of concepts in greater depth.

One of the main advantages of project-based learning is its ability to increase student engagement in the learning process. Because the projects given are usually related to their lives or have practical value, students become more motivated to understand the concepts being learned. This high motivation helps them to focus more on exploring information and applying concepts directly in the projects they work on.

Through project-based learning, students learn in a more active and participatory way. They are not only passive recipients of information, but also become seekers and processors of information. Thus, they find it easier to understand concepts because they experience the learning process directly.

PBL also encourages students to think critically in solving problems. In working on projects, they must analyze situations, design strategies, and test various possible solutions. This process helps students understand concepts more deeply because they are not just memorizing theories but also applying them in various situations.

In addition to critical thinking, project-based learning also fosters problem-solving skills. When students encounter challenges in their projects, they must find ways to overcome them. This process of finding solutions strengthens their understanding of the concepts they are learning because they see how theories can be used to solve real-world problems.

This method also allows students to work in groups, which improves their collaboration and communication skills. In the process of discussing, sharing ideas, and brainstorming solutions, students can learn from each other, clarifying concepts that may be difficult to understand if only studied individually.

PjBL can help students develop research skills. They must collect data, analyze information, and draw conclusions based on the evidence they find. This not only improves conceptual understanding but also trains them to become independent learners who can search for information critically and systematically.

In addition, project-based learning provides opportunities for students to learn from real experiences. When they apply concepts in everyday life or in real-world projects, they will find it easier to understand the relevance of the material being studied to their lives. This learning model also allows for more meaningful learning. Because students experience firsthand how a concept works in practice, they are more likely to remember and understand the material in the long term compared to traditional learning methods that only rely on memorization.

PjBL also provides flexibility for students to learn according to their own pace and learning style. In projects, they can explore topics in a way that suits them best, so that the understanding of concepts becomes more personal and in-depth. In addition to improving conceptual understanding, project-based learning also helps develop students' creativity. They are encouraged to think outside the box and create innovative solutions in the projects they work on, thus strengthening their imagination and creativity.

Another advantage of PBL is its ability to improve time management skills. Because projects usually have a specific deadline, students must learn to manage their time effectively in order to complete tasks on time without sacrificing the quality of the results. In project-based learning, the teacher acts as a facilitator who guides students in

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exploring concepts. The teacher not only provides information directly, but also helps students find their own answers through the process of investigation and experimentation.

PjBL fosters students' self-confidence because they are given the opportunity to explore their own ideas and see the results of their efforts. When they successfully complete a project, they feel more confident in their ability to understand and apply the concepts they have learned. This method can also connect various disciplines in one project. For example, in a project about the environment, students not only learn about science but also about mathematics, economics, and even communication skills in conveying the results of their research.

Project-based learning also provides a more enjoyable learning experience compared to traditional methods. Because students are more active and have the freedom to determine their approach to a project, the learning process becomes more interesting and not boring. Another advantage is that project-based learning can teach students to be responsible for their own learning. They become more independent in seeking information, determining strategies, and managing their resources in completing projects. In addition, this method also encourages students to have a growth mindset. Because they continue to face challenges and have to find solutions, they learn to see mistakes as part of the learning process and not as failures. With all these benefits, project-based learning is one of the most effective approaches in improving students' conceptual understanding. Not only does it help them understand the theory better, but it also develops various important skills that are useful for their future lives. In conclusion, project-based learning is an innovative and effective learning strategy in improving students' conceptual understanding. By integrating theory and practice in one meaningful learning activity, students not only gain deeper knowledge but also skills that will help them become more independent and competent learners in the future.

## Conclusion

Based on the results of the research that has been conducted on the application of the Project-Based Learning (PjBL) model to improve students' understanding and participation in the types of zakat in class VIII MTs Persis 112 Bogor, several conclusions were obtained that. The application of the PjBL model significantly improves students' understanding and participation in zakat material. In the pre-cycle, only 31% of students achieved the Minimum Completion Criteria (KKM). After the application of PjBL, this percentage increased to 69% in cycle I and 88% in cycle II. Student participation also increased, from the low category in the pre-cycle to the high category in cycle II. These findings indicate that PjBL is effective in improving conceptual understanding and active involvement of students in the learning process. Academically, the application of the PjBL model has a positive impact on student learning outcomes. This method allows students to understand the concept of zakat through direct experience and collaboration in completing projects. This study also provides a social contribution by increasing students' awareness of the importance of zakat as one of the pillars of Islam that has an impact on community welfare. Through project-based learning, students not only understand the concept of zakat theoretically, but also realize the importance of practicing zakat in social life. Increased participation in group discussions and projects also strengthens communication skills, cooperation, and social responsibility among

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students. Thus, the implementation of the PjBL model at MTs Persis 112 Bogor has proven effective in improving students' understanding and participation in zakat material, as well as providing positive impacts academically and socially. This model can be an alternative innovative learning method in Islamic educational environments to create more meaningful and relevant learning experiences.

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