

IMPROVING LEARNING OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION THROUGH THE APPLICATION OF THE PROJECT METHOD FOR CLASS III STUDENTS OF GRESIK STATE PRIMARY SCHOOL

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Abstract: They are using commercial tactics to increase their accomplishments in Islamic education in the third year, and learning at Gresik State Elementary School results in enrollment at Gresik State Elementary School. The instructor's way considers this to be a loss of concern for the students, as those who still need to meet the Minimum Completion Criteria are classified as impoverished individuals. In elementary schools, the Strategy Project is a comprehensive initiative that teaches writing, reading, crafts, and other subjects. Over three years at Public Elementary School Gresik, the Project learned Islamic principles by using technology to construct this formula for investigating inner difficulties. This study used a project technique to expand on the findings of three years at Gresik State Elementary School by examining Islamic lessons. The study will be conducted over a number of months, beginning in August 2010 and terminating when it is finished. A study of classroom activities makes up the research structure (classroom Activity Research). The instruments for studying edges and gathering data to update the status of inspection findings are included in this inspection equipment. Cycles I and II yielded the initial test results, which indicated a rise in scores from Cycle I to Cycle II. The learning value gained in the pre-activity outcomes information was 49%. The score climbed by 63% in Cycle I and by 77% in Cycle II. It is clear from the facts above that degree I and degree II learning outcomes and the development of teacher activities are closely related. The existing state of affairs demonstrates how educator activities and second degrees affect second-degree success. The readiness of educators and their replacements to support the growth of activities at the level of learning outcomes keeps things as they are. The findings support the following research conclusions. "A second degree in the field of Islamic school system training will be studied in three years at the Gresik State Elementary School through the project strategy, which will allow the results to be further developed.

Keywords: Learning Outcomes, Islamic Religious Education, Project Method

Abstrak: Mereka menggunakan taktik komersial untuk meningkatkan prestasi mereka dalam pendidikan Islam di tahun ketiga, dan dengan taktik pembelajaran ini meningkatkan pendaftaran siswa baru di SD Negeri Gresik. Cara instruktur menganggap hal ini sebagai hilangnya kepedulian siswa, karena mereka yang masih harus memenuhi KKM tergolong dalam kelompok miskin. Di sekolah dasar, Proyek Strategi adalah inisiatif komprehensif yang mengajarkan menulis, membaca, kerajinan tangan, dan mata pelajaran lainnya. Selama tiga tahun di Sekolah Dasar Negeri Gresik, Proyek mempelajari prinsip-prinsip Islam dengan menggunakan teknologi untuk menyusun formula untuk menyelidiki kesulitan batin. Penelitian ini menggunakan teknik proyek untuk memperluas temuan selama tiga tahun di SD Negeri Gresik dengan mengkaji pelajaran agama Islam. Penelitian akan dilaksanakan selama beberapa bulan, dimulai pada bulan Agustus 2010 dan berakhir setelah selesai. Kajian tentang kegiatan kelas membentuk struktur penelitian (Penelitian Tindakan Kelas). Instrumen untuk mempelajari tepian dan mengumpulkan data untuk memperbarui status temuan, inspeksi disertakan dalam peralatan inspeksi ini. Siklus I dan II menghasilkan hasil tes awal yang menunjukkan adanya peningkatan skor dari Siklus I ke Siklus II. Nilai pembelajaran yang diperoleh pada informasi hasil pra kegiatan sebesar 49%. Nilai tersebut meningkat sebesar 63% pada Siklus I dan sebesar 77% pada Siklus II. Dari kenyataan di atas terlihat jelas bahwa hasil belajar derajat II dan derajat II serta perkembangan aktivitas guru mempunyai kaitan erat. Keadaan saat ini menunjukkan bagaimana aktivitas pendidik dan gelar kedua mempengaruhi keberhasilan gelar kedua. Kesiapan pendidik dan penggantinya dalam mendukung tumbuhnya aktivitas pada tingkat hasil pembelajaran membuat keadaan tetap terjaga. Temuan ini mendukung kesimpulan penelitian berikut. "Pelatihan tingkat kedua bidang sistem sekolah Islam akan dipelajari dalam tiga tahun di SD Negeri Gresik melalui strategi proyek, sehingga hasilnya dapat dikembangkan lebih lanjut.

Kata Kunci: Hasil Belajar, Pendidikan Agama Islam, Metode Proyek

Introduction

Particularly in primary school, Islamic religious education plays a significant role in molding kids' morality and character¹. The learning objectives of Islamic Religious Education in elementary schools still need to improve, though. Low learning results can be caused by a number of things, including a lack of engaging teaching strategies and low student participation. The learning outcomes of Islamic Religious Education for class III children continue to demonstrate inadequate accomplishments, particularly at Gresik

¹ Ismail Ismail, "Character Education Based on Religious Values: An Islamic Perspective," *Ta'dib: Jurnal Pendidikan Islam* 21, no. 1 (2016): 41–58.

State Elementary School. Innovation in teaching strategies is therefore required if we are to raise students' interest in and comprehension of Islamic Religious Education content².

The project approach is one teaching strategy that can be used to raise student learning results.³ The project method places a strong emphasis on contextual, active, and collaborative learning, all of which encourage students to participate more actively in their education. It is anticipated that the use of the project method will give students a more substantial and in-depth learning experience, which will significantly enhance the learning outcomes for Islamic Religious Education. This study clarifies in detail how the application of the project method can help class III students at Gresik State Elementary School achieve better learning outcomes in Islamic Religious Education by considering this context⁴. Using the project method will make the classroom more engaging, innovative, and dynamic so that students can participate more actively in the conceptualization process, plan, and implement their learning projects.

In addition, it is envisaged that by using the project method, students' social skills and critical thinking abilities will be enhanced⁵. These are crucial elements in the development of morals and character within the framework of Islamic Religious Education. It is therefore believed that this research would help to raise the standard of instruction in Islamic Religious Education at Gresik State Elementary School. Islamic religious education is crucial in molding a person's morality and character. The learning objectives of Islamic Religious Education, however, need to catch up to expectations for maximum effectiveness at the elementary school level. Thus, in order to enhance the learning objectives of Islamic Religious Education for third-grade elementary school pupils, a novel approach to instruction is required. The project method is one applicable learning strategy. Students can actively participate in the learning process and receive better-contextualised instruction with the project method.⁶

² Shaoqing Guo and Yanjun Yang, "Project-Based Learning: An Effective Approach to Link Teacher Professional Development and Students Learning," *Journal of Educational Technology Development and Exchange (JETDE)* 5, no. 2 (2012): 5.

³ Ibid.

⁴ Mohamad Anas et al., "The Role of Religious Leaders Amid Conflict of Public Resistance to Industrial Activities in Gresik," *Karsa: Jurnal Sosial dan Budaya Keislaman* 28, no. 2 (2020): 306–366

⁵ Robert H Ennis, "Critical Thinking across the Curriculum: A Vision," *Topoi* 37 (2018): 165–184.

⁶ António Armindo R Monjane, "Exploring Educational Quality and Relevance through Integrating Environmental and Social Issues in Science Education," *Southern African Journal of Environmental Education* (2013): 272–282.

Gresik was selected as the research context due to its significant diversity in terms of culture and religion. In the context of today's complex culture, Gresik State Elementary School must be able to offer high-quality Islamic education in order to mold students' moral character. The necessity to instill the fundamentals of an understanding of religion in children at a young age drove the selection of third-grade students from elementary schools as research participants.⁷ Appropriate and efficient teaching strategies must be used to counterbalance the significance of Islamic religious education in primary schools. The difficulties associated with teaching Islamic Religious Education in elementary schools include: Time constraints. Students' retention of the content. Their degree of active participation in the classroom.

We thus require a strategy that can adapt to these difficulties and inspire pupils to study with greater zeal. The project technique could help to enhance the learning objectives for Islamic Religious Education in Elementary Schools.⁸ With the help of this approach, students can apply their knowledge of Islamic religion to small, practically-relevant projects, providing actual action-oriented learning opportunities. As a result, the project technique can encourage students to learn in a more pleasurable way and improve comprehension of Islamic religious beliefs.

The implementation of the project method is just the start of a systemic change that Gresik Elementary School will undergo in its teaching of Islamic Religious Education.⁹ To sustain and enhance the favorable outcomes attained over time, careful planning and learning continuity are required. To make this process work and establish a positive learning environment, parents, teachers, and the school must work together effectively. The findings of previous studies, which demonstrate the project method's effectiveness in raising learning outcomes across a range of subjects, also lend credence to this research. A solid theoretical foundation for modifying the project method for teaching Islamic Religious Education in Elementary Schools is also provided by supporting research in the field of Islamic religious education. This

⁷ Angie H Blount, *Intentional Practices of Christian Schools for Spiritual Formation of Third-and Fourth-Grade Students: A Multiple Case Study* (Liberty University, 2018).

⁸ Nadri Taja et al., "Character Education in the Pandemic Era: A Religious Ethical Learning Model through Islamic Education," *International Journal of Learning, Teaching and Educational Research* 20, no. 11 (2021): 132–153.

⁹ Mohamad Anas et al., "The Role of Religious Leaders Amid Conflict of Public Resistance to Industrial Activities in Gresik," *Karsa: Jurnal Sosial dan Budaya Keislaman* 28, no. 2 (2020): 306–366.

research, by making use of the most recent findings, will positively impact the advancement of Islamic religious education at the primary school level.¹⁰

Particularly in primary school, Islamic Religious Education plays a significant role in molding the morality and character of pupils.¹¹ Islamic ideals must be introduced to youngsters at this educational level in order to help shape their moral and spiritual foundation. Thus, it is critical to enhance the learning objectives for Islamic Religious Education in primary schools in order to generate a generation that is well-versed in and adheres to Islamic beliefs. Despite the fact that Islamic Religious Education is a required subject in elementary schools, traditional teaching approaches frequently run into problems. Repetitive and less participatory teaching techniques might impact students' interest in and comprehension of the subject matter. For instance, Gresik State Elementary School class III kids frequently exhibit a degree of disinterest in Islamic Religious Education classes. To enhance their learning outcomes, a creative and participatory strategy is therefore required. The project approach is one technique that is beneficial in enhancing learning results. Active, collaborative, and contextual learning are given priority in the project method, which can give students firsthand experience.¹² Using the project method to teach Islamic Religious Education in class III at Gresik State Elementary School will pique students' interest, deepen their comprehension of Islamic principles, and give them hands-on experience in completing lessons-related projects Islam.

The 2013 curriculum, which placed a strong emphasis on scientific methods and contextual learning, is also consistent with the use of the project method in Islamic Religious Education instruction.¹³ It is intended that by assigning project tasks, students will be able to connect Islamic ideas to real-world situations. This can improve students' comprehension of how applicable Islamic teachings are to their everyday situations, enabling them to make connections between theory and application. Using the project technique can also encourage students to actively participate in their education. By getting students involved in worthwhile and engaging initiatives, their enthusiasm for studying would increase. Additionally, this can foster an engaging and dynamic

¹⁰ Muhammad Rusdi et al., "The Impact of Technology Use in Teaching and Understanding Religious Values on Students' Moral Development in Islamic Schools in Indonesia," *The Eastasouth Journal of Learning and Educations* 1, no. 03 (2023): 123–134.

¹¹ Ismail, "Character Education Based on Religious Values: An Islamic Perspective."

¹² Suzie Boss and Jane Krauss, *Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age* (International Society for Technology in Education, 2022).

¹³ Ayse Demirel Ucan, *Improving the Pedagogy of Islamic Religious Education in Secondary Schools: The Role of Critical Religious Education and Variation Theory* (Routledge, 2019).

learning environment in the classroom, which benefits Gresik State Elementary School's class III children.¹⁴

Teachers, parents, and the school itself must all support the project method's implementation in the teaching of Islamic Religious Education at the Gresik State Elementary School. To get teachers ready to implement the project approach effectively in Islamic Religious Education, the first step could be to provide them with training and workshops on the subject. In addition, parental involvement in student project activities and support can help make the project method implementation more successful in enhancing the learning outcomes for Islamic Religious Education at Gresik State Elementary School's third-grade students.¹⁵

Islamic Religious Education is an essential component of Gresik State Elementary School's curriculum.¹⁶ Still, there are frequently obstacles in the way of reaching the best possible learning results in this subject. An original and practical solution is required to solve this issue. The Project Method, which engages pupils in imaginative and valuable tasks, is one practical approach. The purpose of this study is to look into how the Project Method might help third-grade students' learning outcomes in Islamic Religious Education. Gresik State Elementary School is a vital educational facility that contributes significantly to the development of pupils' knowledge and character. Educating a diverse student body makes it more challenging to provide a thorough understanding of Islam. Consequently, a learning approach that can successfully address this variability and enhance the learning objectives of Islamic Religious Education is required.¹⁷

A literature review is a research procedure that entails gathering, analyzing, and summarising the findings of earlier studies on a particular study issue¹⁸. This study examines a number of components independently within the framework of a review of the literature on the idea of Islamic Religious Education, Project Methods, and their connection to learning outcomes. The

¹⁴ Muhamad Arif, Mohd Kasturi Nor Abd Aziz, and Yuldashev Azim Abdurakhmonovich, "Model For Economical Digital Smart Classes Indonesian Islamic Primary Schools (Madrasah Ibtidaiyah) In The 21st Century," *Child Education Journal* 5, no. 1 (2023): 11–23.

¹⁵ Ayse Demirel Ucan and Andrew Wright, "Improving the Pedagogy of Islamic Religious Education through an Application of Critical Religious Education, Variation Theory and the Learning Study Model," *British Journal of Religious Education* 41, no. 2 (2019): 202–217.

¹⁶ Muhammad Anas Ma'arif et al., "The Role of Islamic Religious Education Teacher in Preventing Radicalism in State Junior High Schools," *Jurnal Pendidikan Islam Indonesia* 7, no. 2 (2023): 40–55.

¹⁷ Saeeda Shah, "Educational Leadership: An Islamic Perspective," *British educational research journal* 32, no. 3 (2006): 363–385.

¹⁸ Hannah Snyder, "Literature Review as a Research Methodology: An Overview and Guidelines," *Journal of business research* 104 (2019): 333–339.

goal of Islamic Religious Education is to mold morals and character in individuals according to Islamic principles. introduce students to Islamic principles. and develop moral character and behavior in line with Islamic beliefs. They are gaining a proper comprehension of Islamic beliefs. Methods such as lectures, discussions, simulations, and hands-on experiences. Use of Hadith and the Koran as Islamic teaching resources—technology integration in Islamic religious education. The project method is an instructional strategy that emphasizes problem-solving via assignments or projects.¹⁹ Steps in the project method: project planning. Execution of the project. Assessment of the project's outcomes. Boost the abilities and involvement of your students. Encourage pupils since the assignments are applicable and authentic.

Students' morality and character can be shaped by Islamic religious instruction, which can improve academic results²⁰. Gaining an understanding of religious ideas can inspire students to perform better academically. Enhancing students' practical skills through the project method can help them meet their learning objectives. Projects let students apply their knowledge in real-world settings, which enhances their comprehension and memory of the subject matter. In Islamic education, project-based learning can produce a comprehensive educational experience. Religious principles can be understood in the context of daily life through the design of projects. Students' practical abilities can be developed while creating a learning method based on Islamic values through the integration of the Project Method with the notion of Islamic Religious Education. Islamic components, abilities, and conceptual knowledge can all be evaluated as learning outcomes.²¹

To improve Islamic Religious Education's efficacy and relevance, a few obstacles must be removed.²² Maintaining learning materials that are up to date with modern advancements and lifestyles presents the biggest problem. Islamic ideals must be taught in a contextualized way in Islamic religious education in order for students to easily comprehend and apply them to their daily lives. It can be not easy to implement engaging and interactive teaching strategies, particularly when trying to get students to engage in active learning. When developing instructional strategies to spark students' interest in Islamic

¹⁹ Laurie Miller Nelson, "Collaborative Problem Solving," in *Instructional-Design Theories and Models* (Routledge, 2013), 241–267.

²⁰ Ismail, "Character Education Based on Religious Values: An Islamic Perspective."

²¹ Syahraini Tambak et al., "Faith, Identity Processes and Science-Based Project Learning Methods for Madrasah Teachers," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 1 (2022): 203–216.

²² Rosnani Hashim, "Rethinking Islamic Education in Facing the Challenges of the Twenty-First Century," *American Journal of Islam and Society* 22, no. 4 (2005): 133–147.

Religious Education, educators must exercise creativity²³. Many educational institutions struggle to need more resources, including teaching materials, textbooks, and skilled instructors. In order to better facilitate learning, this dilemma necessitates measures to enhance access to educational resources. The integration of Islamic religious education with other courses, such as science and maths, is a common difficulty. It's critical to figure out how to integrate Islamic Religious Education into the broader curriculum rather than just treating it as a stand-alone subject. The problems posed by technological advancements are numerous, chief among them the need to ensure that Islamic Religious Education can keep up with the times in order to deliver more engaging instruction. Technology must be used in education in order to make the learning process more engaging and dynamic. Teaching tolerance and concord between religious communities can be difficult.²⁴

Fostering mutual respect among students and fostering a profound knowledge of religious and cultural variety is vital. It cannot be easy to evaluate Islamic beliefs' comprehension and application objectively, particularly when evaluating abilities and attitudes. In order to fully represent learning results, evaluation approaches covering more than simply knowledge characteristics are required²⁵. Government agencies, academic institutions, the general public, and other relevant stakeholders must work together to overcome these obstacles and establish the best possible learning environment. There will be a lot of obstacles to overcome, such as poor student enthusiasm, a lack of active participation in the learning process, and the issue of making Islamic religious content engaging and applicable for third graders. The first step in creating the ideal remedy is recognising this issue.²⁶

The Project Method was selected as a suitable strategy to enhance the learning objectives of Islamic Religious Education.²⁷ We'll talk about essential factors, including developing practical skills, active learning, and student engagement. The benefits and positive effects of the Project Method in learning Islamic Religious Education will be thoroughly examined through a

²³ Farhan Ahmad Fauzan and Miftahul Fikri, "The Creativity of Islamic Religious Education Teachers for Effective Learning," *Jurnal Inovasi Pendidikan Agama Islam (JIPAI) Volume 2*, no. 2 (2022).

²⁴ Djamaluddin M Idris and Muhammad Kamal Zubair, "Religious Meaning in Social Practices: A Study of Muslims Tolerant Attitudes in South Sulawesi," *Indonesian Journal of Islamic Literature and Muslim Society* 4, no. 1 (2019): 1–18.

²⁵ Kamal Choudhary et al., "Recent Advances and Applications of Deep Learning Methods in Materials Science," *npj Computational Materials* 8, no. 1 (2022): 59.

²⁶ Nelli Murodah, "The Implementation of the 2013-Curriculum at Madrasah (Islamic School): A Case on Islamic Religious Education Subject," *Tadibia Islamika: Journal of Holistic Islamic Education* 2, no. 1 (2022): 1–10.

²⁷ Ibid.

review of the literature and the findings of earlier studies. This includes enhancing students' motivation, strengthening their conceptual understanding, and enhancing their practical abilities. There will be an explanation of how parents can help with the implementation of the Project Method. Parental involvement can improve Islamic religious education at home and foster family and school synergy. Parental involvement can improve Islamic religious education at home and foster family and school synergy.²⁸

Both quantitative and qualitative research methodologies are used in this study.²⁹ To ensure the validity and reliability of the results, a detailed explanation of the research design, instruments, and data collection techniques will be provided. The data analysis technique will be applied to assess how well the project method enhances learning outcomes for Islamic religious education. The conceptual framework and earlier study findings will be consulted in order to interpret the results: the research's conclusions and their consequences for Gresik State Elementary School's Islamic Religious Education programs. In the future, suggestions for the creation of more efficient teaching techniques will be made. Islamic Religious Education can significantly improve learning outcomes and students' comprehension of Islamic religious beliefs through the implementation of the Project Method. Islamic Religious Education plays a crucial part in forming students' character.³⁰

The weak developmental experience created by educators today is one of the problems facing the world of teaching.³¹ The development of experiences that occur in the classroom is determined by the capacity and tastes of the educator. However, in reality, the capacity of educators to supervise learning is not distributed equally by the teacher's teaching foundation as well as his inspiration and love for his calling. There are educators who carry out their learning seriously through careful preparation, using every accessible asset and focusing fairly and honestly on scientific events and the mental progress of children's learning. Educators like that actually want to produce better alumni compared to teachers whose learning

²⁸ Burhan Nudin, "Islamic Education in Early Childhood: Cooperation between Parents and School to Build Character in Disruption Era," *Millab: Jurnal Studi Agama* (2020): 1–32.

²⁹ S K Jean Lee, "Quantitative versus Qualitative Research Methods—Two Approaches to Organisation Studies," *Asia Pacific Journal of Management* 9 (1992): 87–94.

³⁰ Tambak et al., "Faith, Identity Processes and Science-Based Project Learning Methods for Madrasah Teachers."

³¹ Donald F Kuratko, "The Emergence of Entrepreneurship Education: Development, Trends, and Challenges," *Entrepreneurship theory and practice* 29, no. 5 (2005): 577–597.

implementation has been completed by ignoring factors that can influence the progress of the educational experience.³²

Strict Islamic schools play an important role in human existence. Religion is a useful tool for creating a meaningful, calm and peaceful daily life.³³ Considering the important role of religion in a person's life, the acquisition of noble qualities is essential in the life of every individual, which is achieved through education in the family, school and surrounding environment. In this case, school is a developmental experience that a person must go through to change his behavior. One of them is strict Islamic education.

The application of technology is a strategy, interaction, or coordinated learning unit, a unity whose parts cannot be separated from each other.³⁴ Based on the main problems mentioned above, the author can explain the problems of this experiment. In other words: "Step by step instructions to further develop learning outcomes through the use of illustrations of the Undertaking Technique in Islamic Strict Schooling for class III students at Public Elementary School Gresik. In accordance with the discussion of this problem, the purpose of this examination is to determine the progress of implementing technical assignments in further developing Islamic Strict School learning outcomes for class III students at Gresik Elementary School.

Research Methods

The target participants for this exam are all teachers and class III students at Public Elementary School Gresik. The number of students for the 2023-2024 academic year is 20 people. The theme of the test is the use of business strategies at Public Elementary School Gresik to develop student learning outcomes in third year Islamic Religious Education subjects. This test was carried out at the end of August. This test consists of two cycles. Each cycle is completed in two sessions. It is hoped that students and teachers will adapt to the learning strategies implemented. The goal is that the results of tutor performance monitoring can be incorporated into subsequent training and educational experiences.

³² J Gary Knowles and Diane Holt-Reynolds, "Shaping Pedagogies through Personal Histories in Preservice Teacher Education," *Teachers college record* 93, no. 1 (1991): 87–113.

³³ Oktio Frenki Biantoro, "Urgency of Islamic Religious Education Teachers in Character Building for Students in Junior High Schools," *Al-Hayat: Journal of Islamic Education* 3, no. 2 (2019): 178–199.

³⁴ Erich Jantsch, "Inter-and Transdisciplinary University: A Systems Approach to Education and Innovation," *Higher education* 1, no. 1 (1972): 7–37.

In order for this examination to be successful without any obstacles that hinder the smooth Exploration,³⁵ the analyst has prepared the stages that will continue in the examination, namely:

1. Preparation/activities
2. Activity
3. Perception
4. Reflection

In completing the test, the audience is also involved. The viewer's mistake is to pay attention to the training of educators and students during the educational experience.³⁶ This aims to provide information and assumptions regarding the implementation of the learning carried out, so that there is a contribution from eyewitnesses. can be used to further develop learning in this cycle. Next. Perception is directed at looking at the practices of teachers and students during their growth period.

The results obtained at the perception stage are collected and checked. From the consequences of perception, educators can think about themselves by examining information on teacher and student perceptions during learning.³⁷ The results obtained from the perception stage were then collected and researched, from the results of these perceptions whether the training on Islamic Education learning outcomes was successful by applying the Venture Technique to Class III Students at Gresik Elementary School.

Types and Techniques of Data Collection:³⁸

- a. Type of Information
 - 1) Information regarding student results is information obtained from learning outcomes tests
 - 2) Information regarding instructor training and student training is obtained through perception sheets of instructor training and student training.
- b. Information Collection Strategy
 - 1) Perception Perception is carried out to pay attention to educators' training and students' training in cycles 1, 2 and the resulting cycle.

³⁵ Adarsh Kumar et al., "Blended Learning Tools and Practices: A Comprehensive Analysis," *Ieee Access* 9 (2021): 85151–85197.

³⁶ Bridget K Hamre and Robert C Pianta, "Can Instructional and Emotional Support in the First- grade Classroom Make a Difference for Children at Risk of School Failure?," *Child development* 76, no. 5 (2005): 949–967.

³⁷ Sean B Eom, H Joseph Wen, and Nicholas Ashill, "The Determinants of Students' Perceived Learning Outcomes and Satisfaction in University Online Education: An Empirical Investigation," *Decision Sciences Journal of Innovative Education* 4, no. 2 (2006): 215–235.

³⁸ Ibid.

- 2) Each cycle is carried out in 2 meetings. This is planned with the aim that students and teachers can adapt to the intended learning model.

Perception is carried out cooperatively, especially with the help of partners. After information is collected through perception, the information is handled using the rate equation, which is as follows:

$$P = \frac{F}{N} \times 100 \%$$

Information:

f = The frequency the percentage is being searched for

N = Number of Cases (number of frequencies/number of individuals)

P = Percentage number

100% = Fixed Number

In determining assessment rules in relation to exploration results, 4 assessment measures are prepared, namely very high, high, medium and low. The tariff rules are as follows:

- 1) Assuming that the figure is between 76% - 100 percent, then it is considered "very high"
- 2) Assuming that the figure is between 56% - 75% then it is considered "high"
- 3) Assuming that the rate is between 40% - 55% then it is considered "medium"
- 4) Assuming that the interest rate is below 40%, it is considered "low"
- 5) Moreover, learning outcomes tests are carried out to determine the degree of student learning outcomes.

Results and Discussion

Results

After the author studied the initial impact of perceptions on student learning outcomes which have been known traditionally in Islamic boarding school subjects, the material regarding the idea of the obligation of Allah SWT in general is still low with a normal of 49%, namely in the range of 30 to 49. This means that student learning outcomes in general has not yet reached the Minimum Completeness Criteria that has been determined, especially 65. For more details, see the following table:

Table 1: Test Results Learning Results Before Action 1

NO	Sample Code	Mark	Information
1	Student 001	60	Currently

NO	Sample Code	Mark	Information
2	Student 002	60	Currently
3	Student 003	60	Currently
4	Student 004	40	Not enough
5	Student 005	50	Currently
6	Student 006	50	Currently
7	Student 007	60	Currently
8	Student 008	40	Not enough
9	Student 009	40	Not enough
10	Student 010	60	Currently
11	Student 011	30	Not enough
12	Student 012	50	Currently
13	Student 013	40	Not enough
14	Student 014	30	Not enough
15	Student 015	60	Currently
16	Student 016	60	Currently
17	Student 017	50	Currently
18	Student 018	30	Not enough
19	Student 019	70	Good
20	Student 020	30	Not enough
	Amount	970	
	Average	49	Not enough

Table 2: Standard Classification Categories of Student Learning Outcomes Before Action

Classification	Intervals	Freq	%
Very good	90 to 100	0	0 , 0
Good	70 to 89	1	5 , 0
Currently	50 to 69	11	55 , 0

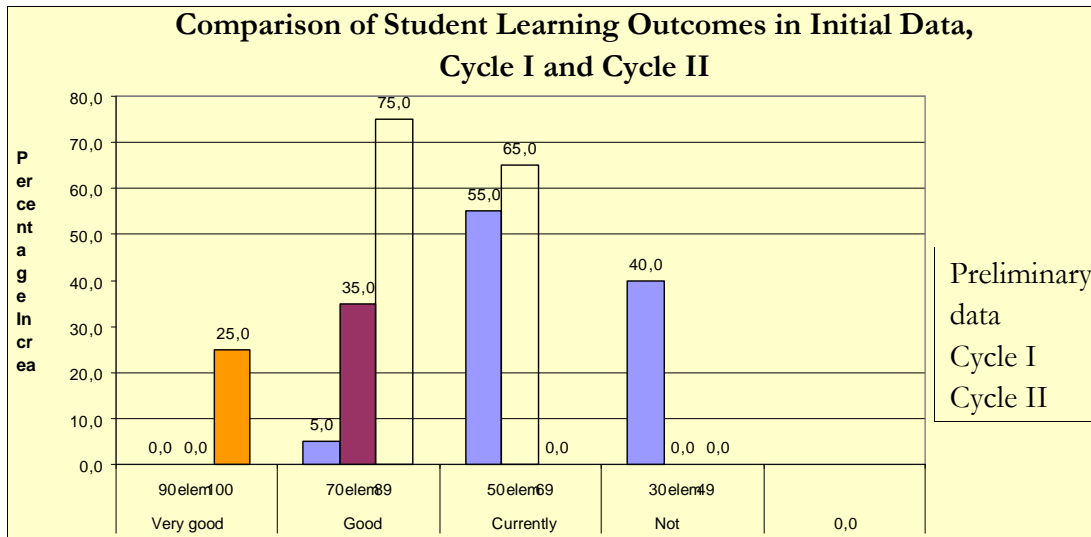
Classification	Intervals	Freq	%
Not enough	30 to 49	8	40 , 0
Very less	10 to 29	0	0 , 0
Amount		20	100

The reason for this table is to show the number of difficult Islamic subjects that students have concentrated on before graduating with a science certificate. Of the 20 students, 1 student got a pass score, 11 students got a medium score, 8 students got a score less than a star, but not a single student got a score very less than a star. I can't get it. In general, it looks like in Table 1.1. The average learning exclusion of substitute students is 49%, which means that the learning exclusion of students who get a place in the poor class is within the range of 30-49. Therefore, content creators need to take corrective action especially during the foundation cycle, and content creators accept that student learning outcomes will occur after the foundation cycle. In this testing, engineers perform commitment methodology. The use of perception in this research centers on the cycle and impact of learning exercises. Perception is carried out to determine the plans of educators and students in a meeting structure filled with observers and witnesses as well as student learning outcomes, and students get the results achieved. From the experimental results. The assistants act as observers or spectators, and the students' exercises are carried out by scientists, who also act as educators. This research consists of two cycles.

Table 3: Comparison of Student Learning Outcomes, in Cycle I and Cycle II

Learning		data	start		Cycle s I		Cycle II	
Classification	Standard	Freq		%	Freq	%	Freq	%
Very good	90 to 100	0		0	0	0	5	25
Good	70 to 89	1		5	7	35	15	75
Currently	50 to 69	11		55	13	65	0	0
Not enough	30 to 49	8		40	0	0	0	0
Very less	10 to 29	0		0	0	0	0	0
Amount		20		100	20	100	20	100

Comparison of student learning outcomes can also be seen in the diagram image the following:



Assuming we focus on the influence of subsequent time perceptions on student learning outcomes, then the learning outcomes demonstrated by students will increase compared to the principal's term. This hidden information shows that 49% of students' grades are still classified as bad because educators have not fully implemented the system, so that in the first semester, 63% of students' grades were lower. continues to expand to some extent 1, the teacher presents errors and methods that are unfortunate because certain students actually know nothing about what the teacher understands. In general, this will indicate that student learning outcomes have not yet reached the final benchmark score, while the final benchmark score determined by Public Alementary School Negeri Gresik is 65. Meanwhile, educators have completed the validation of final benchmark score in Cycle II. Where adventure innovation can be utilized effectively. Student learning outcomes tend to increase with a delegation score of 77 'Very Good'. This means that student learning outcomes have reached the specified Minimum Completeness Criteria. This means that instructive exercises in the next cycle have a more prominent influence than exercises in the essential cycle. This means that students need time to answer questions little by little. From the start, serious preparation is required, but over time students will have valuable opportunities to deal with problems without the help of educators.

Discussion

The results of the pre-information picture show that learning outcomes before remedial activities were carried out showed an increase in student learning outcomes, especially in the middle of the main cycle by 49%, after restorative activities were carried out student learning outcomes expanded. studen improved significantly. in year. restoration specialist. I cycled at an average speed of 63% which is normal. or conversely, overall learning outcomes increased, then in cycle II there was also an average increase of 77% in large classes. The relationship between student learning outcomes before moving to cycles I and II is clearly visible in the combined table:

Table 4: Recapitulation Of Student Learning Results Through Methods Projects On Islamic education Cycle I And Cycle Ii Subjects

No	Cycle	Average value	Information
1	Before Action	49	Not enough
2	Cycle I	63	Currently
3	Cycle II	77	Good

From table 4 above it can be assumed that student learning outcomes before the movement is finished are classified as poor with an average of 49%. Therefore, specialist teachers who act as teachers carry out restorative actions, in cycle I it is seen that student learning outcomes increase by 63% compared to the average according to the essential grouping. students bring about Part III. Then when testing was completed in cycle II the increase was also normal, namely 77% which was considered good. Looking at the discussion above, we accept that the lack of adequate education with Assignment Techniques before giving assignments and Cycle I can be corrected in Cycle II, so that it reaches a very extraordinary level which can truly improve student learning outcomes. 25% of students scored excellent when they learned the most common ways of carrying out Task II procedures. Around that time, 75% of students were accepted. There are no students with typical grades. The increase in student learning outcomes in cycle II compared to the previous cycle shows that the use of various techniques with peer teachers in the Islamic Religious Education experience can also further improve the learning outcomes of class III students at Public Alementary School Negeri Gresik.

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Conclusion

It is clear from the results of the experiments and conversations described above that "Students' learning outcomes at Public Elementary School Negeri Gresik Class III Outline of Heavy Islamic Teaching and Preparation can be further developed with responsibility strategies. The Ventura method is proven to be able to improve student learning outcomes even further, meaning that students experience an increased ability to follow guidelines from educators and overcome learning difficulties.

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