

Project-Based Learning Planning in Islamic Religion Subjects (Three Pillions of Faith and Pillions of Islam for Religious Strengthening in Elementary School Students)

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Abstract

In the era of autonomy, the quality of education is largely determined by government policy. Therefore we must be able to carry out effective learning for students, namely by creating educational learning creativity in elementary schools, it is hoped that students can understand educational learning to develop aspects of students' physical, cognitive, emotional and social development. Students are expected to be able to understand aspects of educational learning in order to develop aspects of the physical, cognitive, emotional, and social development of students. Students can recognize and know the types of angels along with their duties. Students are expected to have high religious behavior and attitudes, students can show works and various activities using various media

Keywords : project-based learning planning, pillars of faith and pillars of Islam.

Introduction

In the era of autonomy, the quality of education is largely determined by government policies. Therefore we must be able to carry out effective learning for students, namely by creating educational learning creativity in elementary schools, it is hoped that students can understand educational learning to develop aspects of students' physical, cognitive, emotional and social development.

Therefore, we took the design idea by providing learning media "Tree of the Pillars of Faith and the Pillars of Islam for Religious Strengthening in Elementary School Students". The reason we took this design is to educate students so they can recognize and know the pillars of faith and the pillars of Islam

Ritonga, ZS (2020) That one thing that is an obstacle is the lack of administrative staff who are experts in educational planning so that decisions about planning are only made by the school principal. Rojiun, R. (2012) That the problem of this research is How to plan the implementation of the community-based education curriculum at MA Darunnajat Pruwatan Bumiayu and what is the academic planning . Nurjaman, R (2015) That based on tracing the three study locus areas, namely Sukabumi Regency, Bandung Regency, and Sumedang Regency, the local government has made several preparations, both related to making derivative regulations (Perda/Perbup) as well as

village capacity building programs and their tools. The Bandung Regency Government, for example, in carrying out the implementation of the Village Law, has issued 2 regional regulations and 1 regional regulation, including: Regional Regulation No. 19 of 2014 concerning Election and Dismissal of Village Heads, which was then implemented through Perbup no. 3 of 2014, Regional Regulation no. 20 of 2014 concerning Village Finance, and the Regent's Regulation concerning village budget allocations which are in the process of being drafted. Widyawati, F (2017) That in facing globalization, Manggarai people must develop awareness and a critical attitude by improving education, exploring religious values and getting to know other cultures. From these two articles a novelty entitled Learning Problems from Culture and Society in Education can be developed. Rosiana, Rita et al (2017) That this research has discussed or is aligned with what is discussed in the journal. In this study the lack of socialization in society. The results of this research are in accordance with the objective of identifying marketing principles. The conclusion has answered the usefulness of the research, which is to serve as a reference for other researchers so that they can further develop related to Islamic banking marketing and the suitability of Islamic banking practices with Islamic principles . Afifuddin, Mohammad (2017) That this research has discussed or is aligned with what is discussed in the journal. In this study, the lack of children going to school as well as health problems such as toddlers with malnutrition and the risk of death for mothers in childbirth were found in most villages. The results of this research are in accordance with the objective of identifying marketing principles. The conclusion has answered the usefulness of research, which is to become information for achieving data-based programs. Marsus Suti (2011) That the efforts that need to be made in managing institutions to improve the quality of education in every region and region throughout the Republic of Indonesia are efforts to implement external aspects of education by paying attention to the factors of benefits and impacts of educational outcomes. Aspects, factors, elements, components and approaches are a very broad and complex quality of education. Cahyana, A. (2010) That the results of the discussion from research efforts to improve school quality through educational unit autonomy. School programs that are developed jointly between schools, parents and the community are unique and may differ according to their services to meet the needs of the community, so the programs that must be prepared must support the development of the national curriculum by taking into account the steps and who will convey them in the learning process. The research is in accordance with the research objectives, namely the variety of school environmental conditions and the varying needs of students in the learning process. This conclusion has answered the benefits or uses of research, namely the process of improving the quality of education in the concept of school-based quality improvement management.

Methods Of Implementing Project Activities

Recognize the contents of the tree of the pillars of faith and the pillars of Islam.

The reason we took the title of the project "Trees of the pillars of faith and pillars of Islam", because the project is in accordance with the material we took, namely "Learning Planning in Islamic Religion Subjects" in which elementary schools must be equipped with education related to religion. It is hoped that students can improve aspects of physical development, cognitive and high religious attitudes. Therefore, we took the design idea by providing learning media "Tree of pillars of faith and pillars of

Islam for religious strengthening in elementary school students". The reason we took this design is to educate students so they can know the contents of the pillars of faith and the pillars of Islam.

Atmosphere of Students in Project Activities

The class atmosphere is comfortable and fun. Students are free to express themselves in drawing and cutting the fruit they draw . During project activities, we provide guidance and implementation of the project activities that we make and apply direct discussions to students, with direct interaction, have a friendly and humorous attitude, pay a lot of attention, and give gifts to students to provoke and guide students to learn to be brave express their opinion so that the class atmosphere becomes active. Thus students can focus on participating in learning activities and activity objectives can be achieved.

Criteria for Student Assessment in Carrying Out Project Activities

The assessment of this project is,

Attitude assessment

Students can appreciate and love between friends, students can use polite words when talking to teachers and friends, students are able to say and answer greetings properly.

Knowledge and skills

Students can be active and express opinions in discussions , students are able to work together in solving an individual question. Students know how to position the shape of the cut fruit on the appropriate colored paper.

Target Audience

The target of implementing project activities is elementary school students. Our project activities are carried out at SDN 29 KOTA SELATAN to be precise for grade 4 students . We chose grade 4 because this class is a high class that must prepare for maturation in learning so that they can become students expected by the school community. Therefore, we carry out project activities for grade 4 students to hone students' motor, cognitive and psychomotor abilities/skills, to prepare students to take part in learning activities in elementary schools .

Activity Method

The activity method used is direct observation, where project activities are carried out by directly observing SDN 29 KOTA SELATAN . In class we make direct observations and records regarding project activities carried out as well as students' responses during learning activities, both the attitude of students to dare to go forward to lead prayers, answer when asked questions, as well as in discussion activities.

Results And Discussion**Research Result**

The "Tree of the Pillars of Faith and Pillars of Islam" project activities in this project were divided into 2 groups, in which group 1 Pillars of Faith and Group 2 Pillars of Islam and also the students had their own characteristics in answering questions. Each student is able to express what they already know and what they have observed.

**Discussion**

This project activity was carried out on October 17, 2022 at 09.00 WITA at SDN 29 Kota Selatan. This activity begins with greetings and then continues with prayer. Then entering the introductory session, we introduced ourselves to each of the students and got a good response from them. We also invite them to introduce themselves.

After that the division of the group was divided into 2 groups, Group 1 Pillars of Faith and Group 2 Pillars of Islam. After that, we prepared learning media in the form of a tree made of cardboard and we have designed it in such a way. After that we showed the students, and asked them how many pillars of faith and pillars of Islam there were and what were the contents of each pillar of faith and Islam.

Project activities in grade 4 ended at 10.30 WITA. Before closing the activity we provide reflection or evaluation to students regarding today's learning activities and students are very enthusiastic in expressing their feelings during the learning activities taking place.

Our project activities run smoothly and there are no problems. At the end of the activity we provide opportunities for students to give opinions about today's learning activities. Many students are enthusiastic in expressing their feelings .

Students are very happy and enthusiastic when they get to know the pillars of faith and the pillars of Islam and their respective contents. They were very enthusiastic in guessing and answering the questions we gave.

Students are very active in class and they compete to answer and guess what the contents of the pillars of faith and Islam are.

Conclusion

In the era of autonomy, the quality of education is largely determined by government policies. Therefore we must be able to carry out effective learning for students, namely by creating educational learning creativity in elementary schools, it is hoped that students can understand educational learning to develop aspects of students' physical, cognitive, emotional and social development. Therefore, we took a design idea and created learning media in the form of a project, namely the pillars of faith and the pillars of Islam for strengthening telegius in elementary school students.

Students are expected to be able to understand aspects of educational learning in order to develop aspects of the physical, cognitive, emotional, and social development of students. Students can recognize and know every content listed in each of the pillars of faith and Islam. Students are expected to have high religious behavior and attitudes, students can show works and various activities using various media.

Suggestion

The school environment as a place for learning activities to take place is expected to provide positive motivation for the development of creativity and the development of students. In the school environment, it has a considerable influence on the development of students' children, namely in knowing the content of the pillars of faith and the pillars of Islam. Environmental factors, association and the way they are educated greatly influence the development of students. It is hoped that students must begin to develop character and interest in learning, so that they can achieve maximum learning goals.

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