IMPLICATIONS OF THE APPLICATION OF THE PROJECT-BASED LEARNING MODEL REVIEWED FROM THE INDEPENDENT CURRICULUM IN DEVELOPING STUDENT LEARNING ACTIVITIES AT SCHOOL

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Abstract:
This article aims to find out how Project Based Learning is implemented at SMPIT Permata Kraksaan in terms of the Merdeka Curriculum and how active students are in Islamic Religious Education through Project Based Learning. The method used in this research is a qualitative method with a case study approach. The presentation of this research report illustrates that the learning model implemented is in accordance with the achievements of creativity and the independent curriculum, because students can accept Project Based Learning as a learning model that helps them develop their creativity in learning according to the independent curriculum. Thus, there is a recommendation for other researchers, that this research only reviews a small part of the problems related to Project Based Learning and student creativity. It is recommended that other researchers can carry out further research and carry it out better. Recommendations for educators are that they can prepare this learning model in a more conceptual way so that students' creative achievements can be maximized.

Keywords: *Project Based Learning, Independent Curriculum, Student Activity.*

INTRODUCTION

Education is an effort made by an individual to develop the potential and abilities within him consciously and systematically (Nurkholis, 2013:34). So the aim of education in Indonesia is to develop all abilities in students so that students have good characters such as being independent, creative, responsible and faithful.

Learning means an activity that can develop students' abilities in accordance with the goals of education in Indonesia. An effort made by a person consciously and structured to make changes for the better and relatively permanent, that is, they can be obtained through direct experience of the individual in his interactions with the surrounding environment. (Surya in Ma'rifah, 2018:32).

One of the learning activities carried out at junior high school (SMP) level is the subject of Islamic Religious Education and Character (PAI BP). The aim of Islamic religious education and character education subjects in junior high school is to foster and cultivate faith by providing and cultivating Islamic knowledge, gratitude, practice, piety, faith and noble morals in personal life, society, nation and state (Hamdani, 2012:239). Based on these objectives, the essence of Islamic Religious Education and Character Education is the study of Islamic knowledge which includes Islamic sharia, creeds, morals, jurisprudence and Islamic history. In aqidah students will learn about the concept of faith, in sharia and fiqh students are invited to study worship and muamalah, and in terms of morals students will learn about the explanation of the concept of ihsan. One of the characteristics of the Pancasila student profile is teaching students to be active as in the Independent Curriculum guidelines set by the government in Indonesia today. An active state is a state where students are continuously involved mentally and

physically (Hollingsworth & Lewis (2006), and active learning, according to Indrawati & Setiawan (2009), namely student-centered learning. And the opinion of Helmiati (2016) regarding learning Active, namely learning that aims to optimize all the potential that students have based on their characteristics so that students achieve satisfactory learning outcomes. This means that in learning, students are at the center of learning who play an active role in understanding learning both physically and mentally by using their existing potential. optimally. The teacher's task is to ensure that students are active according to the context and understand the learning material according to their respective learning styles.

This research aims to show the level of active learning of class VII students at SMPIT Permata Kraksaan in Probolinggo Regency which uses the Merdeka curriculum based on the theory of Paul B Diedrich in Sardiman (2014: 101). The types of learning activities according to Paul B. Diedrich (in Sardiman, 2008: 101), are as follows: (1) Visual activities, for example: reading, looking at pictures, demonstrations, experiments; (2) Oral activities: asking questions, giving suggestions, expressing opinions and discussions; (3) Listening activities, for example: listening to descriptions, conversational discussions; (4) Writing activities, for example: writing reports, copying; (5) Drawing activities, for example: drawing, making graphs, diagrams; (6) Motor activities, for example: conducting experiments; (7) Mental activities, for example: remembering, analyzing, making decisions; (8) Emotional activities, for example: happy, brave, passionate.

Interesting and student-centered learning is expected to be able to bring change and development for each individual and for the Indonesian nation, each individual has the right to receive appropriate and equitable education (Fadia Nurul Fitri, 2021). Education is an effort to help the souls of students from the outside and inside, both from their natural character towards a better direction. Education is an effort to increase knowledge, both obtained from formal and informal institutions, to become a quality human being. Plus the rapid development of the times has had a positive impact on education (Puspitasari, 2019). If there is no education, it is impossible for human groups to develop in accordance with their aspirations and dreams for progress (M. Y. Ahmad et al., 2018).

The key to the success of an education system is in the learning process that occurs in the classroom, no matter how good the curriculum and program used, if the learning carried out in the classroom is not optimal, it still applies the old mindset and the old paradigm, of course the output is also not optimal, it's just a change names and change administration without any changes in the world of education.
Another learning problem is that the learning model used tends to be monotonous, resulting in students feeling bored and not interested in receiving learning material. This also causes learning objectives not to be achieved, or to be achieved with many obstacles. This obstacle definitely occurs in every learning, whether in public schools or private schools.

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Another learning problem is that the learning model used tends to be monotonous, resulting in students feeling bored and not interested in receiving learning material. This also causes learning objectives not to be achieved, or to be achieved with many obstacles. This obstacle definitely occurs in every learning, whether in public schools or private school. (1.) Educators have the skills to identify basic competencies which emphasize skills or knowledge at the application, analysis, synthesis and evaluation levels.
(2.)Educators are responsible for mastering the material so that they can choose the material or topics that will be used as project themes so that they are interesting. (3.)Educators must at least be skilled at motivating students in working on projects. That way, it is hoped that students will feel "ownership" of the project or projects that have been implemented. (4.)There are sufficient learning facilities and resources so that students or groups of students can have their needs met. (5.)Educators must ensure that participants match the project time with the academic schedule or calendar so that project activities do not conflict or experience certain obstacles

Apart from that, previous research has also proven the superiority of the Project Based Learning learning model which is useful for increasing the effectiveness of the learning model. Project Based Learning is a model where learning is centered on students. So far there have been several studies on the Project Based Learning model to develop student learning creativity. Researchers Eka Titik Pratiwi and Eunice Widyanti Setyaningtyas analyzed the critical thinking abilities of elementary school students using the problem-based learning model and the project-based learning model so that it can be concluded that there is a significant difference between the use of problem-based learning and project-based learning models, reviewed from the results of critical thinking in thematic learning for class V of the Mungkur elephant group, Semester 1 of the 2019/2020 academic year. (Eka Point Pratiwi, 2020)

Then there was researcher Ilham Kamarudin who raised the theme of the article on the Application of Project-Based Learning Models in Education: Literature Review. However, implementing a project-based learning model also involves several challenges. From project planning to time management, comprehensive assessments, and adapting to the needs of diverse students, educators need to address a variety of issues for successful model implementation. In facing these challenges, educators can use clear assessment guidelines, professional training and support, collaboration with the community and external resources, and strategies that are responsive to individual student needs. (Ilham Kamarudin, 2022).

Researcher Nurlina Ariani Hrp, et al. which discusses the Effectiveness of Implementing the Project-Based Learning Model in Achieving Aspects of Mathematical Representation and Communication Ability in Class VI Students of Beringin Jaya Pinang Damai Elementary School. quasi-experiment (quasi-experiment). The research sample was class VI students at SD Negeri 118296 2020 which consisted of 2 classes with 35 and 35 students each. The data analysis technique uses the N-gain score test, t-test (t-test) and two-way ANOVA to see the increase in students' mathematical representation and communication skills from the two experimental and control classes. This research found that the results of increasing mathematical representation abilities and mathematical communication abilities of students who received learning through a project-based learning model were higher than students who received regular learning. And there is no interaction between learning and initial mathematical abilities on increasing students' mathematical representation abilities and mathematical communication abilities. Project-based learning has a high level of effectiveness in achieving aspects of mathematical representation abilities and mathematical communication abilities of class

VI students at SD Negeri 118296 Beringin Jaya Pinang Damai (Nurlina Ariani Hrp, et al., 2020).

This is different from a researcher named Lia Komala Sari with the theme of her article: Project-Based Learning Models Influence Science Learning Outcomes, who concluded that teachers lack creativity and innovation in choosing learning models so that students are less active in learning. The aim of this research is to analyze the project-based learning model on students' science learning outcomes. The population in this study was all 33 grade 4 students. Data was obtained from interviews, field notes and documentation. Based on the research results, it can be concluded that this project learning model has a positive influence on students' science learning outcomes.

We consider this research to be very important in developing students' abilities, in essence project-based learning and students' creativity are two mutually sustainable things. If these two things can be applied simultaneously, PAI learning will be more impressive and meaningful for students. This research focuses on discussing, among others; how to implement Project Based Learning at SMPIT Permata Kraksaan in terms of the latest curriculum in Indonesia, namely the independent curriculum; as well as forms of student activity in PAI subjects through the Project Based Learning learning model.

RESEARCH METHODS

This research uses a qualitative method with a case study approach. Case studies consist of detailed studies, often data, collected from a particular period, phenomenon, and context, with the aim of providing an analysis of the context and process of the study's theoretical inquiry (Prihatsanti et al., 2018). This research is qualitative, meaning it is research with non-nominal quality data collection. According to Sugiyono (2019: 10), "Qualitative research views objects as something dynamic, the result of thought construction and interpretation of observed phenomena, holistically because every aspect of the object has a unity that cannot be separated." The nature of the research used in this research is collaborative research, namely research carried out between researchers and colleagues who assist in the research.

In this research, the researcher collected data using the observation/observation method, the observations carried out by the researcher were participant observers, namely direct observation (Goenardi et al., n.d.) which means the researcher was directly a participant in the research, while the object observed was the implementation of the activity. P5 learning is a characteristic of the independent curriculum carried out by SMPIT Permata class VII students, totaling 28 students. Then the researcher conducted an interview with the head of the P5 activity organizer regarding the concept of implementing the agenda. Then the researcher took some documentation from a series of activities from start to finish. The data analysis technique for this research uses the Miles and Huberman model which consists of: 1) Data Collection means collecting data that has been found during the observation process; 2) Data Reduction means summarizing, selecting and sorting the main points of the data obtained and focusing on the important things; 3) Data Display is presenting data that we have previously processed, then including reflections and conclusions (Khoirunnisa, Ismaidah, 2022). Qualitative research has a number of characteristics that differentiate it from other research, including: naturalistic, descriptive data, concern with process, inductive, and meaning.

RESULTS AND DISCUSSION
Project Based Learning Learning Model

The problem based learning model is a model that makes students the center of learning or in other words the problem based learning model is a model that is student centered (Yarshal, 2015: 6). One option implemented to train students' understanding and imagination is to apply a project based learning model. This project based learning learning model is a learning model that is highly recommended in the implementation of the 2013 Curriculum where learning cannot be transferred directly from the teacher but the teacher must give students the freedom to gain knowledge, construct, process and use the knowledge they have acquired. By implementing the project based learning

model, students can gain all of these learning experiences.

According to a character named Douglas in his book, he states that projects are intensive experiences that engage students in activities that interest them and are relevant to their studies. They can involve community members and backgrounds and often produce exhibitions or products for a real purpose or audience (Flemming, 2000). Project Based Learning is a learning model that can bring out students' creativity. This Project Based Learning learning model is a long-term learning, which involves students to create projects to overcome problems in everyday life, in fact this learning focuses on improving the ability to solve problems in working on a project that can produce something. (Sari & Angreni, 2018).

From several of the figures' arguments, it can be concluded that the Project Based Learning learning model has its own advantages in bringing out student creativity, training student activity and providing valuable experience by directly experiencing problem-based learning so that it becomes a long-term memory for students. In this research, students are invited to get to know the theme of local wisdom and sustainable lifestyles by providing a rundown of activities in the form of making drinks that are beneficial for health and preserving nature by recycling used goods and greening the school (Go Green) with plants that are useful for cooking practices (Cooking). at school. The difference here is that students are formed into groups and directed to provide bright ideas in implementing all the programs above. For example, in the local wisdom theme, students make sour turmeric drinks with various different recipes according to the group's ability to try ingredients that combine between those brought by the group and those provided by the school. Then, on the Sustainable Lifestyle theme, students were given the problem of global warming due to the unstoppable accumulation of plastic or paper waste, so they were invited to solve this problem until the students came up with an idea to process it into useful items and plant various seeds that are beneficial for health.

Independent Learning Curriculum

The curriculum is the heart of the school. Thus, to improve the quality of education in schools, of course we cannot ignore various elements of the curriculum because the curriculum is an important first step for carrying out various teaching and learning activities in particular. The curriculum is very important for a school, one expert even believes that the heart of a school is the curriculum which cannot be separated from various sciences. The core of knowledge and the main content or subjects of teaching are found in various subjects, especially those of an intellectual nature, such as learning Islamic Religious Education, one of which is. (Arif Munandar, 2017).

The Independent Learning Program was launched by the Minister of Education, Culture, Research and Technology (Kemendikbud Ristek) Mr. Nadiem Makarim as a form of evaluation action to improve the previous curriculum, namely the 2013 Curriculum. Teacher involvement in the curriculum development process is important to align the curriculum content with student needs. in the classroom. The curriculum consists of lesson plans, materials and learning experiences that have been programmed by schools, both public and private schools. The curriculum is a reference for all educators in implementing the learning and teaching process.

The term curriculum has been known since approximately a century ago. In Webster's Dictionary in 1856, curriculum was used in the field of sports. It is estimated that this term has been used since 1890. In Indonesia in 1854 Governor General Eerens was instructed to expand education for natives. The first regulation regarding education was issued in 1871 which provided a lengthy description of the Educator Education Curriculum. The 1871 regulation was soon replaced by the 1885 decree which reduced educational costs and simplified the curriculum, rapid development after 1863 when the economy soared under the liberal minister "Van De Putte", soon stopped after the economic depression of 1885, then the 1874 statute stated that all religious studies were prohibited in school. So the existence of this independent curriculum is an option for educational units that are ready to implement it. (Arif Munandar, 2017)

Students are Active in Learning

According to Indrawati & Setiawan (2009) expressed another opinion about active learning, namely student-centered learning. And the opinion of Helmiati (2016)

regarding active learning, namely learning that aims to optimize all the potential that students have based on their characteristics so that students achieve satisfactory learning outcomes. This means that in learning, students are the center of learning who play an active role in understanding learning both physically and mentally by using their existing potential optimally. The teacher's task is to ensure that students are active according to the context and understand the learning material. In an effort to improve human resources, developing student creativity is a very important thing (Mulia, 2018).

Teachers can measure student activity through active indicators. According to Hollingsworth & Lewis (2006), the characteristics of active learning are when students are enthusiastic, active, lively, continuous learning, strong, effective. Another opinion expressed by Rusman, Maftukhin, & Nurhidayati (2012), activeness is shown when students have the courage to ask and answer questions. Riandari (2012) stated that student activity is measured through student involvement in group activities, class discussions, ability to ask questions, ability to answer, and courage to appear in front of the class. Based on these three opinions, several important points are highlighted as indicators of activity, namely: (1.) Be enthusiastic about learning (2.) Dare to ask questions during learning (3.)Dare to answer the questions given (4.)Dare to present the results of your understanding in front of the class.
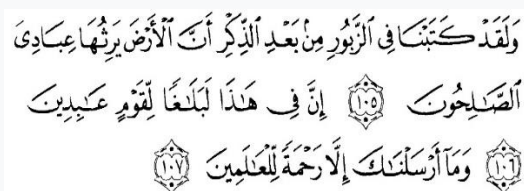
Through these indicators, teachers can measure student activity in the classroom during learning. Not only that, teachers can also see the significant impact of activeness in learning, namely understanding the material and achieving learning objectives. This understanding can be demonstrated through student learning outcomes during evaluations and formative tests carried out. This is in accordance with what was stated by Nurwahyunita & Suwasono (2012) that activeness influences the quality of learning which influences learning outcomes. In this current era, learning is expected to be able to keep up with the times, with increasingly sophisticated technology and science, Muslims must be able to make good use of it (Choli, 2020).

One method that involves interaction between teachers and students during learning is the Project Based Learning method. Interactive methods will increase student activity and creativity (Aminah, 2018). Looking at the background of the article, the problem formulation of this article is "what is the influence of the Project Based Learning method as an effort to increase student activity?" and the purpose of writing this article is to determine the influence of Project Based Learning in an effort to increase student activity.

Project Based Learning to Develop Student Creativity Viewed from the Independent Curriculum

Project Based Learning is a project-based learning model and is in accordance with the independent curriculum. In this case, SMPIT Permata Kraksaan applies the agenda of the independent curriculum, namely the P5 program (Project for Strengthening Pancasila Student Profiles). All 28 class VII students participated in each series of activities with great enthusiasm. According to information obtained during an interview with the chief organizer of this activity, the theme chosen by SMPIT Permata Kraksaan was "Local Wisdom and Sustainable Lifestyle".

In this activity, students are taught to manage plastic waste into objects that can be reused. This is in line with PAI learning, where Islam is Rahmatan lil 'alamin (grace for the entire universe), of course in terms of cleanliness and environmental management are also discussed in Islam. Islam is a pioneer in environmental management as a manifestation of love for the universe. The Islamic concept of Rahmatan Lil Alamin is an interpretation of verse 107 of Surah al-Ambiya (21) as stated above. This verse by Ahmad Mushthafa al-Maragy is interpreted as follows.

وَلَقَدْ كَتَبْنَا فِى ٱلزَّبُورِ مِنۢ بَعْدِ ٱلذِّكْرِ أَنَّ ٱلْأَرْضَ يَرِثُهَا عِبَادِىَ ٱلصَّٰلِحُونَ ۝ إِنَّ فِى هَٰذَا لَبَلَٰغًا لِّقَوْمٍ عَٰبِدِينَ ۝ وَمَآ أَرْسَلْنَٰكَ إِلَّا رَحْمَةً لِّلْعَٰلَمِينَ ۝

Meaning: That is, I did not send you Muhammad with this Koran and similar ones in the form of Shari'a and laws which are guidelines for a happy life in this world

and the hereafter, but rather as a mercy and guidance for their life in this world and the hereafter.From the explanation above, the practices below are in accordance with the Pancasila student profile, which is one of the characteristics of the independent learning curriculum, so that students' creativity and talent interests can develop.

Various P5 activities for SMPIT Permata Kraksaan Students:

The first step is to hold socialization on the implementation of the Pancasila Student Profile Project (P5). This socialization was carried out by internal educators at SMPIT Permata Kraksaan. This socialization activity was limited to class VII students in the school hall. Students are encouraged to listen carefully and pay attention to important things explained by the educator.

Figure 1. Students listen to socialization from school

The third step is the practice of planting tomato, chili and eggplant seeds using planting media using used bottles and cans. Students are asked to bring the planting media from home or boarding without detailed provisions for shape and size so that students can be creative because they are given the freedom to display their creations in a place determined by the school. Utilizing plastic waste into handicrafts is a good solution for turning used goods into useful goods again (Setiorini, 2018). Then they made attractive pots that suited the students' tastes and creativity which would later be used as containers for planting vegetable seeds that had been provided by the school.

Figure 2. Students plant seeds

The fourth step is to discuss and create a concept map regarding the concept of what students want to plant, and how they will care for the plants provided by the school and arrange their plants in the area provided by the school. Look at the following picture.

The fifth step is to create a trash can from materials that have been brought by group agreement. Students are free to paint it according to their taste, students work together with their group of friends to design it as best as possible.

Figure 4. Students create trash can creations

The next step is to arrange the plants. In this step, students arrange their plants in the area provided by the school. This is also a small use of land, because the increasing number of settlements has resulted in a shortage of agricultural land

(Sariwati et al., 2018). The students arranged their plants to make them look neat. It was seen that there were several types of vegetables that they planted, such as: eggplant, tomatoes and chilies. Students are also required to monitor the development of the vegetables they plant.

Figure 5. Plants that have been arranged in the area provided by the school.

On the Local Wisdom Theme, our school chose to make a typical drink, namely Kunir Asam. Starting with socialization activities from the school's P5 Team regarding what typical drinks are healthy for the body, students were encouraged to ask what the benefits were and students were asked to practice making Jamu Kunir Tamarind. The materials provided by the school are processed by the students into turmeric tamarind herbal medicine and then processed for sale in the school canteen.

Figure 6. Process of Making Tamarind Turmeric.

From the explanation above, this Project Based Learning learning model is one of the appropriate models to be used in the independent curriculum, because this learning model can develop the potential of students in an effort to increase creativity in accordance with the profile of Pancasila students, which is one of the characteristics of students. from the independent learning curriculum. The implementation of the Pancasila student profile project is focused on solving a problem that can provide more meaningful and enjoyable learning for students and have long-term memory effects. Because with the Project Based Learning method, learning in class or out door becomes more alive. In her book, Wena explains that project learning is a collection of knowledge transfer activities to students through assignments and projects. Project-based learning is a learning model that demands skills during learning, based on the principle of learning or learning by doing (Sari & Angreni, 2018).

CONCLUSION

Based on the research results, it can be concluded as follows Project-based learning is a learning approach that gives students the freedom to plan learning activities, carry out projects collaboratively, and ultimately produce work products that can be

presented to others. The Project Based Learning (PjBL) model is a model in which there are activities that must create meaningful work through activities that encourage students to show creativity. Project Based Learning is one of the appropriate models to be used in the independent curriculum, because this learning model can develop the potential of students in an effort to increase creativity in accordance with the Pancasila student profile, which is one of the characteristics of the independent learning curriculum . The implementation of the Pancasila student profile project is focused on solving a problem that can provide more meaningful and enjoyable learning for students and have long-term memory effects. Because with the Project Based Learning method, learning in class or out door becomes more alive.

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