

ABSTRAK

Baizura Barnas, 211.371.076. 2025. Implementasi Model Pembelajaran *Project Based Learning* Pada Mata Pelajaran Hadis Untuk Meningkatkan Hasil Belajar Peserta Didik Kelas X Mipa 6 Madrasah Aliyah Karantina Putri Islamic Centre Bin Baz Yogyakarta Tahun Ajaran 2024/2025.

Penelitian ini dilatar belakangi oleh rendahnya keterlibatan aktif peserta didik dalam proses pembelajaran Hadis serta dominasi metode ceramah yang menyebabkan hasil belajar peserta didik belum optimal. Penelitian ini bertujuan untuk mengetahui: 1) Implementasi model pembelajaran *Project Based Learning* pada mata pelajaran Hadis di kelas X MIPA 6 Madrasah Aliyah Karantina Putri Islamic Centre Bin Baz Yogyakarta Tahun Ajaran 2024/2025, 2) Peningkatan hasil belajar peserta didik melalui penerapan model pembelajaran tersebut, serta 3) Faktor pendukung dan penghambatnya

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari tahap perencanaan, pelaksanaan, pengamatan, dan refleksi. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, tes, dan dokumentasi. Subjek penelitian ini adalah seluruh peserta didik kelas X MIPA 6 yang berjumlah 30 peserta didik. Analisis data dilakukan secara deskriptif kualitatif dan kuantitatif.

Hasil penelitian menunjukkan bahwa implementasi model pembelajaran *Project Based Learning* secara signifikan dapat meningkatkan hasil belajar peserta didik. Pada pra-siklus, ketuntasan belajar hanya mencapai 20% dengan rata-rata nilai 65. Pada siklus I meningkat menjadi 60% dengan rata-rata nilai 76, dan pada siklus II mencapai 100% ketuntasan dengan rata-rata nilai 97. Dari aspek afektif dan psikomotorik juga terjadi peningkatan signifikan, seperti partisipasi aktif dalam proyek dari 74% menjadi 100%, keberanian bertanya dari 53% menjadi 77%, dan kreativitas dari 82% menjadi 100%.

Faktor pendukung keberhasilan meliputi antusiasme peserta didik, ketersediaan media pembelajaran, lingkungan pesantren yang kondusif, kerja sama kelompok yang solid, kemampuan adaptasi peserta didik, dan kompetensi guru dalam mengelola PjBL. Adapun faktor penghambatnya adalah keterbatasan waktu pembelajaran dan terbatasnya sarana prasarana.

Kata Kunci: Peningkatan Hasil Belajar, Mata Pelajaran Hadis, Model Pembelajaran *Project Based Learning*

ABSTRACT

Baizura Barnas, 211.371.076. 2025. *The Implementation of the Project Based Learning Model in the Hadith Subject to Improve the Learning Outcomes of Grade X MIPA 6 Students at Madrasah Aliyah Karantina Putri Islamic Centre Bin Baz Yogyakarta in the 2024/2025 Academic Year.*

This research is motivated by the low active engagement of students in the Hadith learning process and the predominant use of lecture-based methods, which has led to suboptimal learning outcomes. The objectives of this study are to: (1) describe the implementation of the Project-Based Learning model in the Hadith subject for Grade X MIPA 6 students at Madrasah Aliyah Karantina Putri Islamic Centre Bin Baz Yogyakarta in the 2024/2025 academic year; (2) determine the improvement in students' learning outcomes through the application of this learning model, and (3) identify the supporting and inhibiting factors in its implementation.

This study is a Classroom Action Research (CAR) conducted in two cycles. Each cycle includes planning, implementation, observation, and reflection stages. The data collection techniques employed are observation, interviews, tests, and documentation. The subjects of this study were all 30 students of Grade X MIPA 6. The data were analyzed using both qualitative descriptive and quantitative methods.

The results showed that the implementation of the Project Based Learning model significantly improved student learning outcomes. In the pre-cycle, the mastery learning rate was only 20%, with an average score of 65. In the first cycle, this increased to 60% with an average score of 76, and in the second cycle, it reached 100% mastery with an average score of 97. There was also a significant increase in affective and psychomotor aspects, such as active participation in the project (from 74% to 100%), willingness to ask questions (from 53% to 77%), and creativity (from 82% to 100%).

The success of the implementation was supported by students' enthusiasm, the availability of learning media, a conducive pesantren environment, effective group collaboration, students' adaptability, and the teacher's competence in managing Project Based Learning. On the other hand, the implementation faced obstacles such as limited instructional time and inadequate facilities and infrastructure.

Keywords: Learning Achievement Improvement, Hadith Education, Project Based Learning (PjBL) Model