

Project-Based Learning Training for Teachers at Madrasah Aliyah Raudhlatul Irfan, Lengkon Kulon Village

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ABSTRAK

Madrasah Aliyah Raudlatul Irfan mengalami tantangan dalam proses pembelajaran karena masih mengadopsi model konvensional seperti ceramah dan penugasan. Dampaknya, pembelajaran menjadi monoton dan kurang mendukung eksplorasi kemampuan individual murid. Perlu dilakukan perubahan dan peningkatan kreativitas untuk membuat pembelajaran lebih menarik dan memfasilitasi keberagaman kemampuan belajar. Pengenalan metode *Project Based Learning* diharapkan dapat menciptakan pembelajaran yang lebih dinamis dan memungkinkan murid mengembangkan kemampuan berpikir kritis. Melalui proyek, murid memiliki kesempatan untuk menghasilkan bukti konkret penguasaan materi, sementara guru telah mengalami peningkatan kemampuan melalui pelatihan. Metode pelatihan melibatkan ceramah, tanya jawab, diskusi, dan demonstrasi, yang berdampak positif pada pengetahuan guru tentang Project Based Learning. Evaluasi menunjukkan peningkatan kemampuan guru, mengindikasikan bahwa pelatihan ini berhasil meningkatkan pemahaman mereka terhadap model pembelajaran inovatif ini.

Kata kunci: Berpikir kritis; Guru; Pembelajaran Berbasis Proyek

ABSTRACT

Madrasah Aliyah Raudlatul Irfan faces challenges in the learning process as it still adopts conventional models such as lectures and assignments. Consequently, the learning experience becomes monotonous, lacking support for individual students' exploration of their abilities. Changes and increased creativity are necessary to make the learning process more engaging and to facilitate the diversity of learning abilities. The introduction of the Project-Based Learning method is expected to create a more dynamic learning environment, allowing students to develop critical thinking skills. Through projects, students have the opportunity to produce tangible evidence of their mastery of the material, while teachers have improved their skills through training. The training methods involve lectures, Q&A sessions, discussions, and demonstrations, positively impacting teachers' knowledge of Project-Based Learning. Evaluation results indicate an improvement in teachers' abilities, suggesting that this training has successfully enhanced their understanding of this innovative learning model.

Keywords: Critical Thinking; Project Based Learning; Teacher

INTRODUCTION

The Education Sector is an essential process that every human must go through. Education is a continuous developmental process (Kokotsaki et al., 2016). The idea of education is to prepare children or the younger generation for the responsibilities and rights of adult life, where education should make individuals aware of their current potential to make them suitable to face future needs (Pradana et al., 2023). With education, every individual can sustain themselves through the use of knowledge and

blend into society, creating harmonious relationships through morally grounded interactive processes (Darling-Hammond et al., 2020).

In the education sector as a whole, there has been a paradigm shift where learning needs to transition from a horizontal approach to a circular knowledge integration that combines knowledge, application, and ongoing contribution (Rofieq et al., 2019). Identifying the four main components of skills: digital literacy, creative thinking, effective communication, and high productivity. Based on these four main components, critical thinking skills are considered essential and are seen as a new foundation for the learning process in the classroom (Anazifa & Djukri, 2017).

Students with adequate critical thinking skills are more likely to systematically approach problem-solving, face myriad challenges in an organized manner, formulate innovative questions, and design solutions considered relatively novel. Improving the classroom learning process related to critical and creative thinking skills is crucial because if such weaknesses are not anticipated and addressed, they persist, hindering the achievement of broader learning objectives (Guo et al., 2020a). Therefore, there is a need for quality learning alternatives, meaning innovative learning that provides more opportunities for students to develop critical thinking skills as a foundation for both current and future life (Sukerti, 2019).

Madrasah Aliyah Raudlatul Irfan is one of the private formal educational institutions in Lengkong Kulon village, where it is managed by the Ministry of Religion. Currently, the learning process at Madrasah Aliyah Raudlatul Irfan still relies on conventional teaching models such as lectures and assignments, resulting in a monotonous learning experience, limiting students' exploration of their abilities. Additionally, the use of instructional media is infrequent. This indicates that the current learning process is unable to accommodate and facilitate the diverse learning abilities of each student. There is a need for improvement and creativity to make the learning experience more engaging for students, placing them as the primary focus of education and fostering the development of critical thinking skills.

One alternative learning method that provides opportunities for students to develop critical thinking skills is Project-Based Learning. Problem-Based Learning is an instructional approach that begins by presenting students with a problem. In the context of learning, Problem-Based Learning is a teaching strategy implemented in the classroom, involving problem-solving activities and providing more opportunities for students to engage in critical thinking (Sudadi, 2019). The Project-Based Learning model is one of the recommended approaches applied in classroom learning, requiring students to: (1) solve real-world problems and address issues that are relevant to others, (2) actively participate in learning and choose significant aspects during the project, (3) demonstrate effectively that they have learned key concepts and skills (Susilawati et al., 2017). Projects provide students with an opportunity to produce observable evidence that they have mastered the established curriculum standards, as they apply their learning and solve problems independently. Projects and exhibitions also offer extensive evidence of self-directed work processes and learning (Argawati & Suryani, 2020) (Argawati & Suryani, 2020).

The problem faced by teachers at Madrasah Aliyah Raudlatul Irfan is a lack of knowledge in implementing the Project-Based Learning model by introducing projects that are engaging, meaningful, and align with the development and characteristics of the students. The students' developmental level is at the concrete operational stage, meaning they easily understand a concept when directly manipulating concrete objects. Physical experiences with tangible objects play a crucial role in the students' developmental stage. Therefore, teachers are required to create a learning environment that is creative, effective, and enjoyable while training students to think systematically and logically (Merdekawati et al., 2022).

Regarding the teaching model, it is expected that teachers can master a learning model that captures students' attention and thoroughly understands the learning process (Zhou, 2023). This teaching model is also anticipated to enhance the competencies of the school's graduates. It is crucial for this teaching model to be proficiently applied to ensure effective and efficient teaching activities, thereby improving students' learning outcomes and motivation (Guo et al., 2020b).

Based on the mentioned issues, it is necessary to conduct training on the implementation of the Project-Based Learning model in teaching for students at Madrasah Aliyah Raudlatul Irfan. This training is highly beneficial for teachers to enhance the quality of the learning process and its outcomes. The training will be conducted online through the Zoom application as a solution to the challenges faced by Madrasah Aliyah Raudlatul Irfan teachers, aiming to achieve innovative, creative, and enjoyable learning. The goal is to increase teachers' knowledge about implementing the Project-Based Learning model, generate tools for implementing Project-Based Learning in teaching, and enhance teachers' skills in designing, implementing, scheduling, overseeing the work process, providing assessments, and evaluating meaningful, active, innovative, creative, and enjoyable learning. The training activities will involve implementing the Project-Based Learning model for teaching material in the classroom (Selasmawati & Lidyasari, 2023).

Furthermore, the integration of Project-Based Learning (PBL) into the teaching methodology at Madrasah Aliyah Raudlatul Irfan presents a promising solution to address the identified challenges. PBL encourages students to explore real-world problems, fostering a dynamic learning environment that promotes critical thinking and problem-solving skills. By engaging in hands-on projects, students not only deepen their understanding of academic concepts but also develop practical skills that are applicable beyond the classroom. This approach aligns with the evolving educational landscape, emphasizing the importance of preparing students with competencies that extend beyond traditional rote memorization.

Additionally, the utilization of online platforms such as Zoom for training sessions offers a flexible and accessible avenue for educators at Madrasah Aliyah Raudlatul Irfan to enhance their skills. The virtual nature of the training allows teachers to collaborate, share insights, and learn from experts in the field of Project-Based Learning, transcending geographical constraints. Moreover, this online approach aligns with the contemporary shift towards digitalization in education,

equipping educators with the necessary tools to navigate and integrate technology seamlessly into their teaching methods. As the training progresses, teachers can gain practical insights into structuring engaging projects, leveraging digital resources, and assessing student performance within the Project-Based Learning framework.

Thus, the main objective of this activity is to achieve a revolution in the teaching and learning experience at Madrasah Aliyah Raudlatul Irfan. The integration of Project-Based Learning with online training is seen as a key element to address existing educational challenges. By providing knowledge and skills to educators to implement innovative teaching methods, the institution aims to create a more dynamic and effective learning environment. This holistic approach not only benefits the immediate educational outcomes but also prepares students for the complexities of the ever-changing world. In this context, the goals of the activity involve improving the quality of learning through increased student engagement, the development of teacher skills, enhanced accessibility to learning, and the evaluation of the positive impact of integrating innovative teaching methods. By achieving these objectives, it is hoped that Madrasah Aliyah Raudlatul Irfan can become an adaptive and relevant educational institution in this ever-evolving era.

METHOD

The method of implementing the Community Partnership Program at Madrasah Aliyah Raudlatul Irfan is illustrated in Figure 1 below. This section provides a brief overview of the implementation method within the Community Partnership Program at Madrasah Aliyah Raudlatul Irfan. The figure or chart, as depicted in Figure 1, offers additional details regarding the steps or stages involved in carrying out these activities. It is important to note that the activities are scheduled to take place on June 7, 2023, involving the participation of 12 teachers from Madrasah Aliyah Raudlatul Irfan. Their collaboration is integral to the successful execution of the Community Partnership Program.

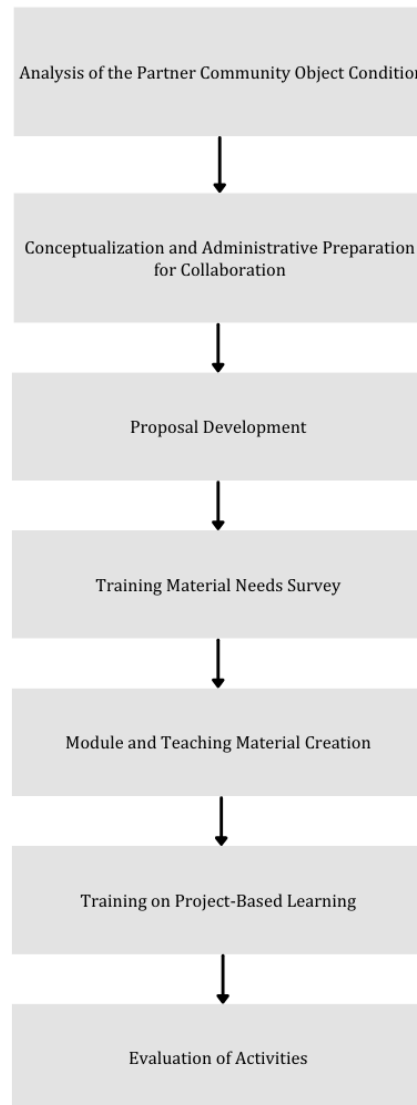


Figure 1. Implementation Method of The Program

The description of the community service program activities is as follows:

1. Analysis of the Partner Community Object Condition

Conducting surveys and interviews with the community service partners, specifically Mr. Nasir and Mr. Slamet, administrators of Madrasah Aliyah Raudlatul Irfan, who will be the focal point of the community service program. The aim is to gain insights into the specific needs for training materials required by the participants. This initial step serves as a foundation for tailoring the upcoming training program to the identified needs of the Madrasah Aliyah Raudlatul Irfan community.

2. Conceptualization and Administrative Preparation for Collaboration

Initiating coordination efforts and preparing the administrative aspects of the community service activities, including submitting requests for speakers from our partners to Multimedia Nusantara University. This phase involves aligning the

expectations of all parties involved and ensuring seamless collaboration for the successful execution of the program.

3. Proposal Development

Drafting a comprehensive proposal for the community service program, a crucial step in securing internal grant funding from Multimedia Nusantara University. This proposal outlines the objectives, methodologies, and expected outcomes of the program, providing a clear roadmap for the intended community service initiatives.

4. Training Material Needs Survey

Delving deeper into the needs of the participants by conducting a survey focused on the required training materials. Engaging in discussions with Mr. Nasir and Mr. Slamet further refines our understanding of the specific content necessary for the training program. This iterative process ensures that the materials developed will be tailored to the unique requirements of Madrasah Aliyah Raudlatul Irfan.

5. Module and Teaching Material Creation

Building on the insights gathered, the next step involves the creation of modules and teaching materials specifically designed to address the needs identified during the survey. The materials will be aligned with the overarching theme of 'Project-Based Learning Training for Madrasah Aliyah Raudlatul Irfan Teachers in Lengkong Kulon Village,' providing a structured and comprehensive learning experience for the participants.

6. Training on Project-Based Learning Mastery will be conducted through two approaches:

- a. Training on the implementation of Project-Based Learning as a model in teaching. This training encompasses fundamental knowledge about selecting core learning materials that can utilize tools and designing learning experiences that leverage tools in implementing the Project-Based Learning model in the classroom. The aim of this training is to enhance the competency of Madrasah Aliyah Raudlatul Irfan teachers in Lengkong Kulon village.
- b. Coaching for the training participants, focusing on understanding and applying knowledge and skills in using Project-Based Learning with available tools. The objective is to empower teachers to design and implement projects, create project schedules, oversee the project execution process, provide project assessments, and evaluate projects in meaningful, active, innovative, creative, and enjoyable learning environments. The training also aims to design active, creative, and enjoyable learning experiences using tools (from planning, material selection process to the use of Google Classroom in classroom learning) (Azhari et al., 2022).

7. Evaluation of Activities

Distributing questionnaires to participants of the computer training program 'Project-Based Learning Training for Madrasah Aliyah Raudlatul Irfan Teachers in Lengkong Kulon.' This step aims to gather feedback on the conducted training,

allowing for improvements in subsequent community service activities. Penyusunan Laporan kegiatan dan publikasi kegiatan.

RESULTS

From this series of activities, a number of results have emerged, illustrating the success and positive impact achieved. The outcomes provide an overview of the improvement in competencies among the teachers at Madrasah Aliyah Raudlatul Irfan in Lengkong Kulon Village, Pagedangan, Tangerang, Banten. Additionally, the program evaluation indicates satisfactory participation from the attendees, with 13 teachers surpassing the predefined target. Let us collectively examine some of the significant achievements accomplished during the implementation of this program.

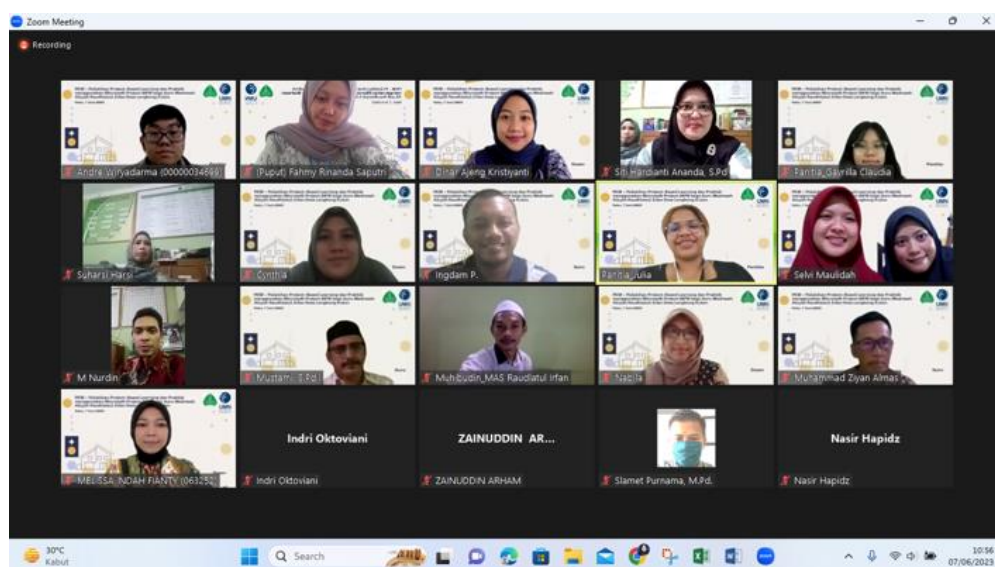


Figure 2. Implementation of Training Activities

The community service program is manifested through training activities conducted at Madrasah Aliyah Raudlatul Irfan in Lengkong Kulon Village, Pagedangan, Tangerang, Banten. As depicted in Figure 2, the training program specifically involves 13 teachers from Madrasah Aliyah Raudlatul Irfan in Lengkong Kulon Village, Pagedangan, Tangerang, Banten. The evaluation of the training program's implementation revealed promising results, with 13 participants successfully meeting the targeted attendance out of the intended 15. Notably, each participant represented different classes within Madrasah Aliyah Raudlatul Irfan. The training sessions spanned from 09:00 AM to 12:30 PM, with Melissa Indah Fianty, S.Kom., MMSI, the head of the community service team from Multimedia Nusantara University, delivering a 10-minute opening address. Subsequently, a representative from Madrasah Aliyah Raudlatul Irfan extended a welcoming speech for an additional 10 minutes.



Figure 3. The activity of delivering materials to the participants

Figure 3 captures the session where the community service team delivers instructional content to the participants. The team focuses on elucidating two key aspects:

1. The conceptual framework of the project-based learning model, delineating its definition and fundamental principles (Maros et al., 2021).
2. The procedural steps involved in the project-based learning model, encompassing planning, implementation, and reporting phases. This segment of the activity delves into the detailed sequencing of steps within the project-based learning model, illustrated in the schematic diagram presented in Figure 4 (Widyaningsih & Yusuf, 2018):

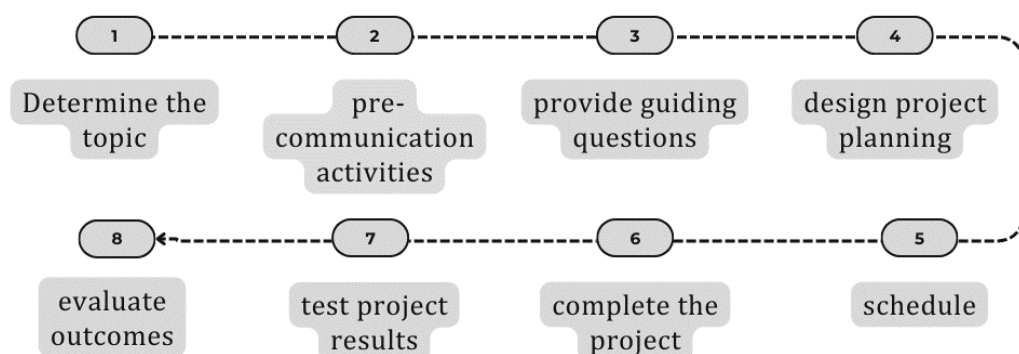


Figure 4. Scheme of the eight steps of the project-based learning model

The comprehensive discussion aims not only to familiarize the participants with the theoretical underpinnings of project-based learning but also to provide practical insights into the actionable steps involved in its effective implementation. By grasping both the conceptual and procedural dimensions, the participants are better equipped to integrate project-based learning methodologies into their teaching practices, fostering a more dynamic and engaging learning environment.

3. Designing the lesson plan (RPP) for the subject, which includes core competencies, basic competencies, and indicators, learning objectives, materials, methods and approaches, learning activities for each session, learning resources and media, questions, evaluation, and assessment rubric.
4. Utilizing GanttProject tool to schedule how long the project will take and track progress in project creation. Project scheduling involves determining the timeframe for project activities to be completed, workforce, and the time required for each activity. Project scheduling assists a project developer in showing the relationship between each activity and the entire project, identifying the precedence relationship among activities, and establishing a realistic timeline.

This socialization activity proceeded quite smoothly and went according to plan. The participants' enthusiasm during the training was evident through their attentiveness to the presenters and the interaction and Q&A sessions between participants and presenters. Furthermore, since the commencement of the training at 09:00 AM until 12:30 PM, no participants requested permission to leave or were absent due to other commitments. Almost all participants actively engaged in the entire sequence of activities, from the beginning to the end.

Not only that, the level of participant participation in this community service program also had a noticeable impact on the presenter team. This was evident in the number of attendees meeting the target with no absentees, indicating that almost all teachers participating in the training and community service attended every part of the event from start to finish at 12:30 PM. Additionally, participants displayed high enthusiasm in listening to the presenters' explanations, and the interactive discussion and Q&A sessions clearly indicated the participants' strong interest in the presented material.

The understanding of the material conveyed by the presenters proved to be quite good. Although some foreign terms were initially challenging for participants, with the presenters' competence and effective delivery style, participants were able to easily grasp the material and responded positively. Moreover, some community service participants had questions related to the implementation of the Problem-Based Learning (PBL) strategy with character components in the classroom learning process. In this context, the presenters endeavoured to explain and provide several alternative choices for teachers in applying character-laden PBL strategies, allowing participants to comprehend and implement them in classroom teaching.

The program implementation was designed using scientific discussion methods and Q&A sessions. According to participant interviews, perceived benefits included an enhancement of knowledge about PBL strategies as a teaching method to improve the quality of instruction in the classroom. Additionally, the material presented by various other presenters in this activity was also considered beneficial.

This training program involves all 13 teachers from Madrasah Aliyah Raudlatul Irfan in Lengkong Kulon Village. Based on the evaluation results of the implementation of this socialization and counseling program, it was revealed that the number of participants who attended has reached the set target, which is 13 participants out of the total 15 targeted. Additionally, the attending participants successfully represented all classes in Madrasah Aliyah Raudlatul Irfan in Lengkong Kulon Village. The methods applied in the implementation of this activity involved material discussions, practical exercises using tools, and Q&A sessions. The training proceeded smoothly and met expectations. The presenter team sensed enthusiasm and satisfaction from the participants of this community service program. This was evident from the presence of all participants and the absence of requests to leave the event, indicating that almost all teachers as participants in this training and community service followed every stage of the activity from the beginning until 12:30 PM.

Participants also appeared very interested and focused on the explanations provided by the presenters. Interaction in the discussion and Q&A sessions further served as concrete evidence that participants had a strong interest in the material presented by the presenters.



Figure 5. The implementation team

Figure 5 depicts the moment when the community service team, consisting of lecturers and students from Multimedia Nusantara University, gathered to conduct a Problem-Based Learning (PBL) socialization activity. The atmosphere in the room is full of enthusiasm and collaboration. All members of the community service team work together to create an environment that supports learning in making positive changes in education.

CONCLUSION AND RECOMMENDATIONS

Conclusion that can be drawn from the implementation of this community service program is as follows: This socialization activity has successfully enhanced the knowledge and understanding of teachers regarding the creation and implementation

of the Problem-Based Learning (PBL) Strategy with a character dimension, to advance teacher professionalism in the classroom. Furthermore, it has also improved their understanding in the context of learning that focuses on innovation, creativity, and joy. The program has successfully sharpened teachers' understanding of implementing the Project-Based Learning model, producing tools to apply it in the learning process, and enhancing their skills in various aspects such as planning, implementation, scheduling, supervision, assessment, and evaluation of meaningful, active, innovative, creative, and enjoyable learning experiences.

The execution of this community service program proceeded smoothly and met expectations from both the teaching team and the participants. This is evident from the achievement of the target number of participants and the high enthusiasm of the participants in attending the material presentations by the speakers, as well as in the discussion and question-and-answer sessions. Additionally, the materials presented by the speakers and teaching team were easily absorbed, understood, and received positive responses from the socialization participants. The evaluation results of this training have also contributed to improving teachers' knowledge of the Project-Based Learning model.

Going forward, it is recommended to continue the development of innovative teaching methods, particularly Project-Based Learning (PBL), at Madrasah Aliyah Raudlatul Irfan. Increasing the use of technology, such as integrating digital media and online platforms, should also be a focus to enrich the learning process. The importance of ongoing training for teachers in implementing new teaching models and leveraging technology needs to be acknowledged, while periodic evaluations can help determine necessary improvements. Full support from the Ministry of Religion is crucial, including in the development of a curriculum that supports innovative teaching methods. Collaboration and the exchange of experiences with other educational institutions can also enhance insights and best practices. Active participation of teachers, empowerment of students, and clear measurement of learning objectives are crucial elements to support continuous improvements in the quality of education at Madrasah Aliyah Raudlatul Irfan.

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