The Implementation of Project Based Learning *Paper* in the Course of Islam Religious Education Learning to Increase 21st Century Skills of University Students

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ABSTRACT

To be successful in the 21st century, people need certain soft skills: communication, cooperation, creativity, and critical thinking skills. Thus, universities need to educate students to have those skills. One of the teaching models to increase those skills is project-based learning *paper* (PjBL paper). This study aims to portray the effect of the implementation of the PjBL paper in Islam religion education learning toward 21st-century skills of students and student response. To implement PjBL paper, all participants in groups, 37 students are from Faculty of Letters, UM were asked to do a social service project in an orphanage in 2019. Based on the interview data from all participants, the results of the interview data revealed that the implementation of the PjBL paper improved students' communication, work, creativity, and critical thinking skills, with critical thinking skills are considered as the lowest skill improvement. Furthermore, all participants perceived pPjBL paper as pleasing, kind, and beneficial for them due to some reasons such as heart-touching, a reminder to be grateful, and mindset-changing. To conclude, the implementation of the PjBL paper in Islam religion education learning can increase the 21st-century skills of students and be considered as positive by students.

Keywords: PjBL Paper, 21st century skills, Islam Religion Education, university students

1.INTRODUCTION

To be successful in the 21st century, people need certain soft skills. The Partnership for 21st-Century Learning has identified several skills and competencies necessary for future success in the workplace [1]. These higher-level skills include communication, cooperation, creativity, and critical thinking skills. In education, these skills are often called the 4Cs.

In the 4Cs, creativity has been conceptualized as deriving or generating "solutions that are novel and appropriate to the task at hand" and is considered an increasingly important skill in demand by the marketing industry. Meanwhile, critical thinking is conceptualized as students' ability to interpret, analyze, evaluate, make inferences, and explain data. Collaboration is the ability to collaborate, work, and function effectively as part of a team. This skill has always been important. As the modern workplace evolves into a remote workplace, some argue that the ability to work as a team is becoming a more

important skill. Communication includes students' verbal and nonverbal communication skills. These skills are even more relevant today as organizations move increasingly toward more agile ways of thinking and executing [2].

Considering the importance of 4Cs skills in the 21st century, universitis need to educate students to have those skills. This research is aimed to prepare students to work and solve problems in the future. One teaching model to increase those skills is Project-Based Learning *Paper* (PjBL *Paper*). PjBL *Paper* which is created by Abdur Rahman As'ari (professor of Mathematics UM) has five learning steps or syntax, namely: Presenting significant issues, Analyzing the existing condition, Planning the Project, Executing the project, and Reporting the project [3]. This PjBL Paper is designed to increase 4Cs skills and was proven to increase 4Cs of adult students [4].

As one course in Indonesian university, IRE also needs to implement PjBL Paper to develop students 4Cs. IRE is one of some general university courses focused to develop students' character. In more specific, the objective of IRE is to increase students' faith, character, and religiosity [5]. Even though IRE's objective is mainly related to the affective domain, this course is still responsible to participate in developing the 21st skills of students because Islam teaches that everything urgent for human life is compulsory to do. These 21st soft skills are important for students to survive and work in the future. Furthermore, the contribution of IRE in developing the 21st skills of students will increase students' perception of IRE.

2. METHOD

This research is begun with a grouping of 37 students or participants into four groups. Every group is then asked to make the project 'social service' by implementing five steps of PjBL *Paper* in doing the project with the supervision of the lecturer. The main role of the lecturer is to motivate and encourage participants to think critically and creatively in the three first steps: presenting significant issues, analyzing the existing condition, and planning the project. Meanwhile, in the last two steps, executing the project and reporting the project, the lecturer acts as a facilitator. At the fifth step, every group should present their report, including their impression of the project, to other groups and the lecturer in a classroom.

After all, groups did the project of social service in some orphanages in Malang, every participant was required to fill written form containing some questions: 1) questions related to their increase in communication, cooperation, creativity, and critical thinking skills in form of yes-no question and description of their answer. The function of the description is to check whether the yes-no answer was valid or not, and 2) the question asked their perception to PjBL Paper. This written form is the main instrument to get research data, which is supplemented with observation to participants when they presented their report, especially their impression of the project. All data is analyzed using descriptive qualitative analysis with three steps: data condensation, data display, and conclusion [6].

3. FINDINGS AND DISCUSSION

3.1. Findings

This research result is classified into two aspects: the effect of implementation of PjBL Paper to students' 4Cs skills and respond of students to the implementation. The effect of implementation of PjBL Paper is described in Table 1 as follows.

Table 1 indicates that in general the implementation of PjBL Paper can increase 4Cs skills of participants, with exception in critical thinking skill.

Table 1: The effect of PjBL paper implementation

Type of skill	Number of answer	Simple Answer	Description of answer	Conclusion
Creativity	37	All answer yes	All descriptions are relevant to the answers	Increased
Critical thinking	37	All answer yes	18 descriptions are irrelevant to the answers	Increased partially
Communication	37	All answer yes	All descriptions are relevant to the answers	Increased
Cooperation	37	All answer yes	All descriptions are relevant to the answers	Increased

In more detail, all 37 participants answered yes, that is their creativity skill increased after PjBL Paper implementation. This answer is relevant to the descriptions of creativity improvement that they wrote in the written interview. The similar condition also happened to communication and cooperation skills which are said to be increased after implementation of PjBL Paper. Critical thinking skill, however, is said to increase partially due to almost half description of answers is not relevant to

simple answers. It means that critical thinking skill improved to half of participants.

In term of students' respond, all participants gave their perception to PjBL Paper implementation. Some participants wrote two or three responds, other only gave one respond. Table 2 below reveals respond of students to PjBL Paper.

Table 2: The students' responses to PjBL Paper implementation

Number of participants	Student Responses	Conclusion
37 participants	open my mind, change my mind, bringing consciousness, very useful, very pleasing, very thankful to God, very enthusiastic and happy in doing social service, very good to be repeated, impressive project, wonderful experience, heart-touching, remind us to be thankful, remind me to remember God, encourage me to care to other people, learn from real life, encourage me to be more patient, encourage to appreciate parent, show me the meaning of life, new and impressive experience,	Very positive

Based on participants' respond compiled in table 2, it can be stated that all students perceived the implementation PjBL Paper using social service project in some orphanages as very positive learning activity. They said that they feel happy, very enthusiastic, and very pleasing to the activity. In addition, the project taught them many positive attitudes such as thankful, patient, being care to other people, appreciating parent, and remembering God. As a result, participants informed that the project was very useful, impressive, wonderful, and very good to be repeated in future.

3.2. Discussion

The result of this research indicated that implementation of PjBL in learning can increase students' soft skills as confirmed by some theories and studies. Rohm et al. [1] found that implementation of Live PjBL in university support the development of 4Cs and technical skills of students. Similar study in Indonesian university also reported that implementation of PjBL in IRE courses improve soft skills which are creativity, hard work, and independency [7]. Another study in Taiwan revealed that implementation of STEM PjBL in Middle school improved students' creativity, positive attitude toward science, and building a supportive and empowering atmosphere among their peers in science learning [8]. Furthermore, the implementation of PjBL in developing university student's worksheet can improve student's creativity and critical thinking skills, also their time management skills [9].

In term of students' responses, the implementation of PjBL Paper is perceived as very pleasing, happy, and comfortable. In learning theory perspective, this kind of instruction is named joyful learning which is suggested by many education experts to allow students enjoy and love learning [10]. The positive responses of students to PjBL Paper are reinforced in a study conducted by Culclasure et al. [11] in United States public schools that most of students enjoyed and excited to PjBL classrooms, and they encouraged to respect people, had the ability to manage their time, and other benefits.

Another study stated positive opinion to PjBL is research in middle school by Chen and Lin [8] that the implementation of STEM PjBL resulted in positive attitude of students to subject of study and situation in classroom.

Result of this research that students had very positive opinion and got positive attitudes from PjBL Paper implementation in social service project indicated that learning from experience is enjoyable and useful. An extensive study [12] reported that students perceived experience-based learning as pleasing. Similar study in universities also revealed that learning from real life and social interaction is pleasing and useful [13].

4. CONCLUSIONS AND SUGGESTIONS

To conclude, the implementation of PjBL *Paper* using social service projects in IRE learning can increase students' 21st-century skills: creativity, critical thinking, communication, and cooperation, with critical thinking skills, only increasing in half more students. In terms of students' perception, all participants perceived PjBL *Paper* as a very positive learning activity. PjBL *Paper* is said to be very pleasing, very useful, wonderful, heart-touching, to remind the student to be thankful and patient; and to change student's mindset.

Based on the conclusion, it is important for lecturers of IRE to implement PjBL Paper in teaching IRE to prepare students to cope with life and problems in the future. It is also interesting to know the effect of the implementation of the PjBL Paper in IRE learning for senior high school students.

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