

## Literacy-Based Project Based Learning (PjBL) in Fiqh Learning at MAN 1 Lamongan

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### ABSTRACT

This study discusses the implementation of the literacy-based Project Based Learning (PjBL) learning model in Jurisprudence learning in MAN 1 Lamongan using a case study qualitative approach and data collection through interviews, observation, and documentation. The result of this research is that the teacher assigns students to work on a project in the form of papers and videos, where when assigning students using this PjBL model, the steps of the PjBL model are also applied. Among them are questions. This step questions are carried out by asking basic questions students. Planning is done by grouping students and determining what is in the project. Scheduling determines the project completion time. Supervision is carried out by monitoring the project work process. The assessment was carried out by students presenting the results of the project. Evaluation, by reflecting between the teacher and students.

### Introduction

Education is very important for life in the universe. In education, young generations can develop their potential in their respective fields so that a quality generation is printed.<sup>1</sup> Education is endless because education is a process without end. There is also an expression that states that education is throughout life. These expressions show how important education is for a person. Education also greatly determines the journey of one's own life.<sup>2</sup> Education in Lamongan is no exception. The world of education in this city is very good. From elementary school, middle school, Islamic boarding school, tertiary institution, from the ordinary level to the extraordinary, and most importantly, education in this city is not outdated.

Talking about the times, education in the world today is so sophisticated. The advancement of technology in the world today brings both positive and negative

<sup>1</sup> Silmi Nauli Izati et al., "Project Based Learning Berbasis Literasi Untuk Meningkatkan Hasil Belajar Tematik," *Jurnal pendidikan* 3, no. 9, (September, 2018): 1122, diakses pada 01 Oktober 2022, <http://dx.doi.org/10.17977/jptpp.v3i9.11508>.

<sup>2</sup> Hepi Ikmal, *Nalar Humanisme dalam Pendidikan: Belajar dari Ki Hadjar Dewantara dan Paulo Freire* (Lamongan: Nawa Litera Publishing, 2021), 2

sides to the world of education. On the positive side, with technology's increasing yearly sophistication, students can easily access their lessons anywhere and anytime. While the negative side is that students now have less interest in reading, or what we usually call literacy. In 2016 the Education Research Center (Puspendik) of the Ministry of Education and Culture revealed the results of the Indonesia National Assessment Program, the distribution of the average literacy ability of Indonesian students nationally was 46.83% in the poor category, only 6.06% in the good category and 47.11 in the good category.<sup>3</sup> Indonesia itself ranks 57th out of 65 countries in terms of reading ability. For that, it can be said that literacy in Indonesia is still low.

Literacy has traditionally been seen as the ability to read and write. In this view, people who are said to be educated can read, write, or are not illiterate. Literacy has a meaning that continues to grow. Starting from the traditional definition, the initial development, the second development, up to the fifth development currently in effect. As information and communication technology develops, teachers in schools need to realize that literacy is a concept that will impact the use of digital media in schools, communities, or the classroom.<sup>4</sup>

Literacy has an important position in the development of student's knowledge. Literacy activities can add insight and knowledge to students through language activities, such as reading and writing.<sup>5</sup> Literacy also has benefits that cover several aspects of development. Literacy is related to learning and decision-making abilities and adaptation to the environment, so it includes cognitive skills and social, language, and emotional skills. Literacy is related to higher-order thinking skills. Therefore, the easiest way to ensure its implementation in class is to reflect on the skills and attitudes the teacher grows daily.<sup>6</sup>

Apart from the problem of lack of student literacy at this time, some problems occur during teaching and learning activities between teachers and students in class. The problem is that there are still students who are slow in understanding the material provided and students who do not want to pay attention to the teacher's explanation or take notes because they feel bored with the lecture learning model. To overcome this problem, the teacher must be able to use innovative learning following today's developments. However, selecting a learning model cannot be taken lightly because choosing the right one must pay attention to the conditions of the students, the nature of the material or teaching materials, facilities, the media available, and the conditions of the educator himself. Schools or teachers must be innovative in the application of learning. One suitable model to be applied to this problem is the Project Based Learning (PjBL) model.

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<sup>3</sup> Lilik Tahmidaten dan Wawan Krismanto, "Permasalahan Budaya Membaca di Indonesia," *Jurnal pendidikan dan kebudayaan* 10, no. 1, (Januari 2020): 22.

<sup>4</sup> Yunus Abidin et al., *Pembelajaran Literasi: Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca, dan Menulis* (Jakarta: Bumi Aksara, 2018), 1-3

<sup>5</sup> Silmi Nauli Izati et al., "Project Based Learning berbasis literasi..." 1122

<sup>6</sup> Najeela shihab dan Komunitas guru belajar, *Literasi Menggerakkan Negeri* (Tangerang: Literati, 2019), 14

Project Based Learning (PjBL) is a learning model that develops the skills demanded today. The teacher's role in project learning is to present problems, ask questions, and assist students in designing the projects they are working on. Student creativity will be encouraged due to this project-based learning because they can design a project and then work on it within the time specified by the teacher, according to the lessons they have learned.<sup>7</sup>

In general, project-based learning (PjBL) emphasizes lessons requiring a lot of practicum, such as biology, physics, etc. However, in religious subjects, some lessons are required for practice, one of which is Jurisprudence. It also contains problems that can be examined, such as differences in ablution procedures, things that cancel ablution from the four schools of thought, and many more that can be solved through this project-based learning model.

The Fiqh subject is part of Islamic religious education. It teaches students about Islamic teachings from syara law, teaches them to have faith and understand Islamic law correctly, and familiarizes them with applying it in everyday life.<sup>8</sup> One of the topics discussed in Islamic religious education and applied in educational institutions is Jurisprudence. From elementary education to Islamic tertiary institutions, learning Fiqh still exists because one of the goals of learning Fiqh is to form human beings who understand Islamic religious shari'ah.

In the teaching and learning process, Madrasah Aliyah Negeri (MAN) 1 Lamongan also uses Project Based Learning (PjBL) learning, including Jurisprudence learning. Mrs. Muyasaroh, a teacher of Jurisprudence at MAN 1 Lamongan, stated that the implementation of project-based learning in Jurisprudence learning was implemented this school year. Before using the Project Based Learning (PjBL) learning model, the Fiqh learning process used the traditional learning model, namely the lecture and discussion methods. Mrs. Muyasaroh also said that applying the Project Based Learning (PjBL) model in Jurisprudence learning was not aimed at each chapter but only at certain chapters suitable for application using the Project Based Learning (PjBL) learning model. For this reason, researchers are interested in researching "Literacy-Based Project Based Learning (PjBL) in Jurisprudence learning at MAN 1 Lamongan". Hopefully, this research will interpret how literacy-based Project Based Learning (PjBL) learning is in Jurisprudence learning.

## Method

This study uses a descriptive qualitative approach. Namely, research that does not use statistics but through data collection and analysis, which will then be interpreted. Qualitative research emphasizes understanding problems based on life with real conditions and natural settings.<sup>9</sup> The subject of this research is MAN 1

<sup>7</sup> Maria Anita Titu, "Penerapan Model Pembelajaran Project Based Learning Untuk Meningkatkan Kreativitas Siswa Pada Materi Konsep Masalah Ekonomi," *Jurnal prosiding seminar nasional*, (Juni 2015): 177, diakses pada 01 Oktober 2022, <https://core.ac.uk/outputs/33518660>.

<sup>8</sup> Ahmad Zaid Syahputra et al., *Strategi Pembelajaran Fikih Kontemporer* (Medan: CV. Pusdikra Mitra Jaya, 2022), 3

<sup>9</sup> Albi Anggito dan Johan Setiawan, *Metodologi Penelitian Kualitatif* (Sukabumi: CV Jejak, 2018), 9

Lamongan. Researchers have considerations in choosing research subjects, namely in MAN 1 Lamongan using the literacy-based Project Based Learning (PjBL) learning model in Jurisprudence lessons. The informants in this study, namely teachers of Jurisprudence subjects and students, as the main actors in the teaching and learning process. Informants were determined using purposive sampling. For data collection techniques using interviews, observation, and documentation. As for data analysis using data reduction techniques, data presentation, and concluding. Moreover, to test the validity of the data from this study using triangulation.

## Result and Discussion

### Project Based Learning (PjBL)

Project-based learning (PjBL) is an immediate learning process that involves students producing a project. In its implementation, this learning model provides broad opportunities for students to make decisions in choosing topics, conducting research, and producing a project.<sup>10</sup>

According to the Big Indonesian Dictionary (KBBI), a project is a work plan with clear objectives and a set deadline. Meanwhile, Joel L Klein stated that project-based learning is a learning strategy that empowers students to gain knowledge and understanding based on new experiences through various presentations.<sup>11</sup> Project-based learning (PjBL) allows students to do the project individually or in groups depending on their abilities and, according to the time specified, to complete the project beforehand and produce a product.

Project Based Learning (PjBL) has several characteristics: 1) Within the established framework, students make their own decisions. 2) Students try to solve challenges or problems that do not have a clear solution. 3) Finding solutions to problems is designed with student input. 4) Students are expected to be involved in critical thinking, problem-solving, teamwork, and experimenting with various forms of communication. 5) Information collected by students is their responsibility. 6) To educate students, experts in fields related to the project are often invited to participate as guest teachers in individual sessions. 7) During the project, evaluation is carried out continuously. 8) Students consider the process and the results of their actions. 9) Products from the end of the project are presented in public and evaluated for quality. 10) In the classroom, an atmosphere of tolerance for mistakes and changes is developed and encourages feedback and revisions to emerge.<sup>12</sup>

In addition, the Project Based Learning (PjBL) learning model also has advantages and disadvantages. Among the advantages possessed by the Project Based Learning (PjBL) model are: Increasing student learning motivation to boost their abilities, Improving problem-solving abilities, Students becoming more active

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<sup>10</sup> Rona Taula Sari dan Siska Angreni, "Penerapan Model Pembelajaran *Project Based Learning* Upaya Peningkatan Kreativitas Mahasiswa," *Varia pendidikan* 30, No. 1, (Juli 2018): 80.

<sup>11</sup> Widyantini, *Laporan penelitian pengembangan model pembelajaran project based learning dalam pembelajaran Matematika* (Yogyakarta: PPPK, 2014), 179

<sup>12</sup> Hosnan, *Pendekatan Sainifik dan kontekstual dalam pembelajaran abad 21* (Jakarta: Ghalia Indonesia, 2014), 321.

and successful in solving problems, The spirit of students to collaborate increases, Inspires students to improve communication skills, Improving student resource management skills, Providing learning opportunities and direct experience to students, Providing learning experiences that involve students, Involve students to learn to retrieve information and demonstrate the abilities of the students themselves, Make the learning atmosphere more enjoyable. Meanwhile, the disadvantages of this learning model are that finding solutions to problems takes much time and is quite expensive, many teachers prefer traditional learning models where instructors take over class leadership, require a large supply of equipment, students are weak in terms of experiments and gathering information will face challenges, students may be less involved in group projects, it is feared that students will not understand the topics given as a whole when the topics given are different for each group.<sup>13</sup>

The Project Based Learning (PjBL) learning model also has several steps in its application. Six steps must be taken when implementing the Project Based Learning (PjBL) learning model: questions, planning, scheduling, monitoring, assessment, and evaluation.

### **Literacy-Based**

Language literacy comes from the Latin *Litera*, the writing system accompanying it. Goddy argues that the notion of literacy in a narrow sense is the ability to read and write. Literacy is a literate ability (the ability to read and write). Literacy here is not only about the ability to read and write but also the ability in which a person can recognize and understand ideas conveyed visually.

Alberta explained another opinion about literacy. She stated that literacy is the ability to read and write and to increase knowledge, skills, and abilities that can make a person think critically. In contrast to Alberta, Cordon explains the notion of literacy, saying that literacy is a fun science, because it can build students' imaginations to explore the world and knowledge.<sup>14</sup>

From all the opinions of several experts above, it can be concluded that literacy is not just the ability to read and write. However, literacy has evolved according to the times, namely, one's ability to identify symbols of letters, numbers, graphics, and other visual appearances.

Literacy also has several goals; initially, the purpose of literacy is only intended so that students can master the linguistic aspects of literacy. However, in the 21st century, literacy has the main goal, namely, to provide opportunities for students to develop themselves as competent communicators in multiliteracy. Several literacy learning objectives emerged from this main objective: 1) To teach students to read, write, and communicate effectively. 2) Help students develop

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<sup>13</sup> Itsna Laila Sa'adah dan Faninda Novika Pertiwi. Pengaruh Model Pjbl Berbasis Literasi Ilmiah Terhadap Peningkatan Hasil Belajar Siswa." *Jurnal Tadris Ipa*, Vol. 2 No. 1, (2022): 15. diakses pada 01 Oktober, <https://doi.org/10.21154/jtii.v2i1.464>.

<sup>14</sup> Ibadullah malawi dan Dewi Tryanasari, *Pembelajaran Literasi Berbasis Sastra Lokal* (Magetan: CV. AE Media Grafika, 2017), 6-8



better thinking habits and improve their thinking skills. 3) Deepen and increase motivation for student learning. 4) Encouraging students to become innovative and creative independent learners.<sup>15</sup>

## Fiqh Learning

The word Fiqh comes from the Arabic language, meaning understanding or deep understanding.<sup>16</sup> According to terms, Fiqh is called the science of halal and haram, the science of shari'a and law. Jurisprudence is a science that discusses the law of differences by relying on specific arguments. The object of Jurisprudence is the obligatory actions of Muslims, sunnah, mubah, makruh, haram, and so on.<sup>17</sup>

Kassani revealed that there is no knowledge after knowledge about knowing God that is nobler than Jurisprudence. However, Fiqh has a more popular definition put forward by Imam Syafi'i in the book *Jam'u al-Jawami* quoted by Imam Subki, which means "Fiqh is the science that discusses the law of syara' related to deeds (actions) obtained through detailed arguments."<sup>18</sup>

Meanwhile, Al-Syatibi revealed that understanding, investigation of shari'ah, and the necessary rules are called Jurisprudence. In contrast to Al-Syatibi, Jesser already has opinions on various schools of thought on applying shari'ah in everyday life, which can be found in Fiqh, a large collection of scholars sent down by Allah.

According to the various definitions of Jurisprudence above, it can be understood that it is an in-depth understanding of the verses of the Qur'an and Hadith by Ulama, who are then assisted by Jurisprudence experts (*fuqaha*) with their knowledge. Of course, scholars can have different points of view. Several factors can influence differences of opinion among scholars, including language proficiency, subject matter expertise, situational awareness, and understanding of legal hadith (*ahkam*).<sup>19</sup>

Fiqh also has several scopes in it. In general, the scope of Jurisprudence includes two things: the Jurisprudence of worship and the Jurisprudence of muamalah. Fiqh of worship contains about regulating the relationship between humans and their God. At the same time, Fiqh muamalah regulates the relationship between humans and other humans. Mustafa A. Zarqa divides the study of Jurisprudence into six areas: 1) Laws related to *ubudiyah*, such as fasting, prayer, zakat, and pilgrimage. Fiqh of worship is the name of this provision. 2) Guidelines for the law of household life. Like the provisions of lineage, and divorce marriage, *Ahwal Syakhsiyah* is the name of this provision. 3) Laws related to social interaction among Muslims regarding services and finance. Such as leasing, pawning, and

<sup>15</sup> Yunus Abidin et al., *Pembelajaran Literasi: Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca, dan Menulis* (Jakarta: Bumi Aksara, 2018), 22-25

<sup>16</sup> M. Rizqillah Mansyur, "Metodologi pembelajaran Fiqih," *Jurnal Al-makrifat* 4, No. 2, (Oktober 2019): 34.

<sup>17</sup> Rosidin, *Pengantar Kaidah Fikih* (Malang: Edultera, 2020), 12

<sup>18</sup> Sapiudin Shidiq, *Studi awal perbandingan mazhab dalam Fikih* (Jakarta: Kencana, 2021), 8-9

<sup>19</sup> Hafsa, *Pembelajaran Fiqh* (Bandung: Citapustaka Media Perintis, 2016), 3-4

buying and selling. The term of this provision is Fiqh muamalah. 4) Legal arrangements relating to sanctions against criminal demonstrations such as qiyas, diyat, and *hudud*. The name of this field is Fiqh jinayah. 5) Legal provisions governing how citizens interact with their government. Politics and bureaucracy are two examples. Fiqh siyasa is the name of this provision. 6) Guidelines for social ethics for Muslims and others in social situations are known as *ahkam khuluqiyah*.<sup>20</sup>

### **Implementation of Literacy-Based Project-Based Learning (PjBL) in Fiqh Learning**

The literacy-based Project Based Learning (PjBL) model is direct learning that involves students in their learning process with research activities and completing a learning project. One of the advantages of literacy-based Project Based Learning (PjBL) is honing various basic skills that must be mastered by students, including critical thinking, decision-making, creativity, problem-solving, and at the same time, developing students' self-confidence. Because this learning model is student-centered, the teacher is only a facilitator, motivates students to think critically and creatively, and encourages students to collaborate in groups. This literacy-based Project Based Learning (PjBL) teaches theory and completes activities that produce a product, communicate and develop higher-order thinking skills.<sup>21</sup>

In this study, the researchers found the application of the literacy-based Project Based Learning (PjBL) learning model to Jurisprudence learning at MAN 1 Lamongan. During its implementation, the Fiqh teacher, Mrs. Muyasaroh, implemented this PjBL model by assigning her students to write a paper on the buying and selling chapter, which would later be divided into several groups, and each group would be divided into a different material. The assignment of making papers in the buying and selling chapter aims to gain more knowledge about buying and selling and also be able to improve skills new to learning. Another goal of Project Based Learning (PjBL) learning is to make students more active in solving problems given by the teacher regarding buying and selling, with the result being a real product. Meanwhile, Alfina applies the Project Based Learning (PjBL) model by assigning her students to make a video with predetermined material, namely the chapter on marriage. Making this video aims to increase collaboration between students when working on projects and, of course, to train students' abilities to understand the visuals in the video when working on projects on the marriage chapter. This literacy-based PjBL model will indirectly train students' literacy skills where students will be required to read when searching for the specified material and can also improve students' visual understanding by assigning them to make videos.

As we know before, today's literacy is not just a person's ability to read and write but also to identify letter symbols and graphics and understand visuals.

<sup>20</sup> Hafsa, *Pembelajaran Fiqh* (Bandung: Citapustaka Media Perintis, 2016), 4

<sup>21</sup> Himmatur Rofi'ah dan Haris Supratno, "Pembelajaran PAI dengan model *Project based learning* berbasis literasi di MTsN 4 Jombang", *Jurnal Education and development* 11, No. 1 (Januari 2023): 312

Implementing the literacy-based PjBL model at MAN 1 Lamongan is also supported by various facilities in the madrasa, one of which is a library that is quite large, and of course, several programs in the madrasa to support students' literacy skills. Following the statement of one of the Islamic Religious Education teachers at the madrasa that "there are already many programs here to support student literacy, one of which is the library, then there is another program called *Gelem, Gelem* stands for the madrasah literacy movement. The Gelem program also has a program called *guava stone brush sword*".<sup>22</sup> This shows that the madrasa is very supportive of increasing student literacy, including supporting implementing this literacy-based Project Based Learning (PjBL) learning model.

For the project work process to run as desired, steps are needed to help facilitate the project's work. Several steps or stages must be carried out in this PjBL learning model. As stated by Sri Wahyuni in her research, there are 6 steps in this project-based learning model, namely: questions or project determination, design, schedule arrangement, supervision, assessment, and evaluation.<sup>23</sup>

Following the steps of the Project Based Learning (PjBL) that have been mentioned, in this study, the Fiqh subject teacher at MAN 1 Lamongan also used these steps when using this project-based learning model, including:

1. Early learning questions

In this first stage, the teacher stated that the thing to do was to ask questions to students related to the material to be assigned later. Covers the what, why, and how. This follows what was stated by Mrs. Muyasaroh, the Fiqh teacher who teaches class X, "usually, before I give them the paper assignment, I first ask questions related to the material that will be made of the paper. Usually, what I assign for papers is about the buying and selling chapter. Now I will ask them what they know about buying and selling, then the terms of buying and selling, and so on for an introduction. This question usually includes What, why, how, and why".<sup>24</sup>

Like Mrs. Muyasaroh, Mrs. Alfina as the teacher of Fiqh class XI also determines basic questions about the material to be assigned later. He stated, "Usually I give questions or descriptions about a series of wedding processions in the community then ask students to write down whether the description that I have conveyed earlier is following the objectives of Islamic shari'ah."<sup>25</sup> This shows that starting learning by giving basic questions is one of the activities the teacher can carry out to help improve students' critical thinking skills by equipping students with basic knowledge before starting learning.<sup>26</sup>

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<sup>22</sup> Muyasaroh Thoha, *Wawancara*, Lamongan 17 Januari 2023

<sup>23</sup> Sri Wahyuni, "Pengaruh Model Pembelajaran *Project Based Learning* Terhadap kemampuan pemahaman konsep mahasiswa", *Jurnal Edutech* 5, No. 1 (Maret 2019): 85

<sup>24</sup> Muyasaroh Thoha, *Wawancara*, Lamongan 20 Februari 2023

<sup>25</sup> Alfina, *Wawancara*, Lamongan, 07 Maret 2023.

<sup>26</sup> Nadia Ulfa dan Elfia Sukma, "Analisis Langkah-langkah model PjBL Pada Pembelajaran Tematik Terpadu di Sekolah Dasar", *Journal of Basic Education Studies* 4, No. 2 (Desember 2021):49



## 2. Project Planning

At this stage, the teacher divides the students into several groups, and later each group will be divided into a different material. This is also following Mrs. Muyasaroh's statement, and she stated, "Usually I divide groups, and then for each group, I will give different material but stay in that one chapter."<sup>27</sup> As stated in previous research, in this second stage, educators grouped students according to the procedure for doing a project. Then students problem-solve through discussion activities and even go directly into the field.<sup>28</sup>

## 3. Scheduling of Project Activities

In this study, the scheduling phase is carried out by determining the project's completion time and the deadline for collecting project results. In this study, the teacher stated that the time given was 2-3 weeks to complete the project, depending on whether the material was difficult.

As for the video project itself, the processing time usually takes more than 3 weeks. Because the project is done by making videos, the manufacturing process takes quite a long time. Ms. Alfina also stated this, whereas we know she assigned her students to make a video. He stated that "for this scheduling, it is usually 3 weeks or sometimes even more because later it is clear that it will take time to prepare whatever is needed when shooting the video, not to mention later the children will edit it too".<sup>29</sup> The purpose of this scheduling stage is to provide students with an understanding that to carry out a large project, a group needs a good work schedule so that it is carried out according to plan.<sup>30</sup>

## 4. Project Supervision

The research results at this stage are that the teacher not only monitors his students' work but also helps students who do not understand the assignments given. This supervision stage was not only carried out during class hours. In this study, the teacher stated that this supervision was also carried out online. This is following the statement from Mrs. Muyasaroh, who stated, "I usually ask where the progress is, where the work is, are there any difficulties or not. And the children usually consult me and ask if the work is correct or not or usually they also ask via WA".<sup>31</sup> This supervision is carried out to see and monitor students' progress when working on projects.

## 5. Project Assessment

At this stage, the teacher will carry out an assessment utilizing which students will present the results of the projects they have worked on. This assessment is aimed at students who are active in the process of working on the

<sup>27</sup> Muyasaroh Thoha, *Wawancara*, Lamongan 20 Februari 2023

<sup>28</sup> Putri Dewi A. dan Siti Sri Wulandari, Analisis penggunaan model pembelajaran Project Based Learning dalam peningkatan keaktifan siswa, *JPAP* 9, No. 2 (2021): 294, diakses pada 01 Maret 2023, <https://doi.org/10.26740/jpap.v9n2.p292-299>

<sup>29</sup> Alfina, *Wawancara*, Lamongan, 07 Maret 2023

<sup>30</sup> Fathullah Wajdi, "Implementasi *Project Based Learning* (PjBL) dan Penilaian Auntenik Dalam Pembelajaran Drama Indonesia," *Jurnal Pendidikan dan Sastra* 17, No. 1, (April 2017): 87 diakses pada 02 Oktober 2022, [http://dx.doi.org/10.17509/bs\\_jpbsp.v17i1.6960](http://dx.doi.org/10.17509/bs_jpbsp.v17i1.6960).

<sup>31</sup> Muyasaroh Thoha, *Wawancara*, Lamongan, 20 Februari 2023

project because not all students are active in participating in the project. This assessment is carried out to measure the achievement of student competence. Following what was said by Mrs. Alfina earlier that "the assessment is carried out as usual, which is based on the activeness of students while working on the project."<sup>32</sup>

The assessment by presenting the product results has many benefits for students. Presentations can foster students' self-confidence, enabling the emergence of various abilities, such as the ability to analyze problems, argue, and defend their opinions.<sup>33</sup>

## 6. Evaluation

For self-evaluation, the teacher stated that in the evaluation of the activities carried out was to give students conclusions about the material that had been assigned and to reflect together with the students. This evaluation will later improve the learning carried out by the teacher on his students. As said by Mrs. Muyasaroh, "For the evaluation itself, usually after the presentation I ask while working on this paper what are the difficulties just sharing like that".<sup>34</sup> Mrs. Alfina also reflected on this evaluation stage, she stated that "For my own evaluation I give more appreciation and notes to students for the projects they have successfully worked on".

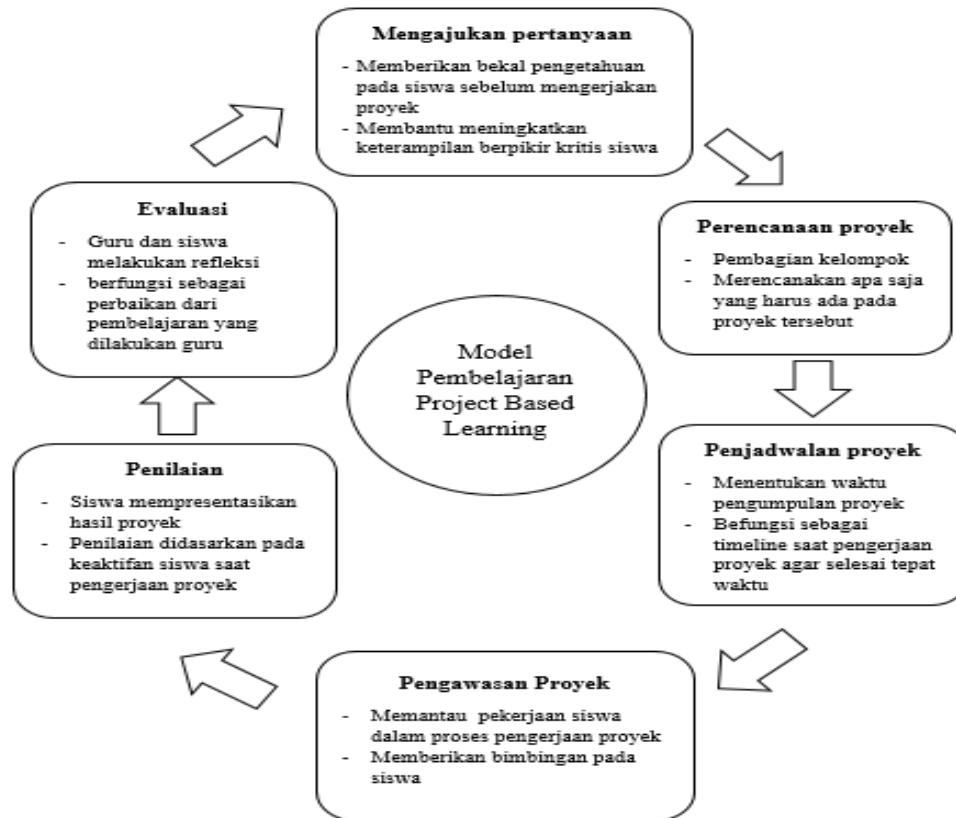
From the several steps of implementing the Project Based Learning (PjBL) learning model described above, it can be concluded through the following figure:

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<sup>32</sup> Alfina, *Wawancara*, Lamongan, 07 Maret 2023

<sup>33</sup> Nadia Ulfa dan Elfia Sukma, "Analisis Langkah-langkah model PjBL...":56

<sup>34</sup> Muyasaroh Thoha, *Wawancara*, Lamongan, 20 Februari 2023



**Figure 1.**  
Project Based Learning (PjBL) learning model

## Conclusion

Applying the literacy-based Project Based Learning (PjBL) learning model to Jurisprudence learning at MAN 1 Lamongan is to assign students to write papers and make a video. The madrasa also applies a 6-step Project Based Learning (PjBL) learning model when learning occurs: 1) Questions, the teacher asks basic questions to equip students before working on a project. 2) Planning, the teacher divides his students into several groups and plans what should be in the project later. 3) Scheduling, teachers and students determine the time of project work and project submission time. 4) Supervision: The teacher will monitor and guide student work during the project work process. 5) Assessment, the teacher gives a value according to the level of student activity. 6) Evaluation, the teacher and students reflect to improve the teacher's learning if there are errors in their learning.

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