Implementation of Project-Based Learning Model in Social Studies Subjects at Islamic Junior High School

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A R T I C L E I N F O

A B S T R A C T

This study aims to explore the implementation of the Project Based Learning (PjBL) learning model in learning Social Sciences (IPS) at MTs Zainul Hasan 4 Boto Lumbang, Probolinggo Regency. The research method used is qualitative with a case study approach. Data were collected through direct observation, in-depth interviews with teachers and students, and document analysis related to the implementation of PjBL. The results showed that the implementation of PjBL at MTs Zainul Hasan 4 had a positive impact on student learning engagement and motivation. Students are more actively participating in the learning process through projects that are relevant to real life, which allows them to develop critical thinking, collaboration and problem-solving skills. In addition, PjBL also helps students connect theory with practice, thus deepening their understanding of social studies concepts

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INTRODUCTION

The problem of education is closely related to the teaching and learning process at school and the condition of students. The learning process at school is expected to develop all the potential possessed by students and direct students to become useful people and have broad knowledge in all respects. Basically, education is also a pedagogical effort to convey a number of values adopted by the people of a nation to a number of target students with the learning process. Efforts to improve the quality of education cannot be separated from the quality of educators. qualified educators will produce quality students as well. One of the efforts that can be made to improve the quality of education by increasing the learning creativity of students. According to Kristin, creativity is the ability a person has to produce something new both from ideas, and the ideas he has will produce something that has usability (Surya, 2018).

Creative learning is a learning process that requires educators to motivate and bring out the creativity of students during the learning process by involving students in learning to stimulate students to bring out their creativity. Through learning that involves students will be able to solve problems and can draw conclusions from various aspects of the point of view that will improve the creativity of students, one of which is in social studies learning. Social studies is an educational program that basically questions humans in the physical and social environment. Social Studies in it is not only the theory, but most students only memorize the concept of the material and less able to use the concept of the material in real-life problems. This can lead to various problems ranging from students do not understand the concept of social studies material studied to result in learning creativity, while the role of social studies for students is very important, because the sciences studied in social studies will make the knowledge, attitudes and skills of students develop, and can shape it to have a good citizen character (Ega et al., 2023).

One of the main problems in social studies learning is the lack of student involvement in the teaching and learning process. Many students feel that social studies subjects are irrelevant to their daily lives so that their interest and motivation in learning this subject tend to be low. A study by Wahyudi (2018) shows that low student engagement in social studies learning is often caused by monotonous and less interactive teaching methods. Teachers often use the lecture method which makes students passive and less likely to participate in the learning process. Secondly, the use of conventional teaching methods, which are still dominantly used by many social studies teachers, is also a problem. This method usually focuses on delivering information in a one-way manner from teacher to student without involving students much in the active learning process. As a result, students often just memorize facts without really understanding the concepts taught. Research by Nugroho (2019) found that conventional teaching methods reduce students' ability to think critically and solve problems. Students are not invited to explore, analyze and synthesize information, which should be the core of social studies learning.

Another issue is the lack of adequate learning resources and media. Many schools, especially in rural areas, do not have access to the textbooks, teaching

aids and technology needed to support effective social studies learning. This results in social studies learning becoming less interesting and difficult for students to understand. According to research by Susanti and Wijaya (2020), the limited availability of resources severely limits teachers' creativity in developing innovative and interactive teaching methods.

A further problem is that teachers often do not receive adequate training and professional development to teach social studies effectively. Available training is often insufficient to equip teachers with the latest skills and knowledge in innovative teaching methods. Research by Rahmawati (2021) shows that many teachers feel less confident in using active learning methods and educational technology in social studies learning. This lack of training also impacts on teachers' ability to integrate social studies materials with contemporary issues relevant to students' lives. Another problem is that linking social studies learning materials with real life is a challenge. Many teachers struggle to make learning materials relevant and contextual for students. This is important to help students see the importance of learning social studies and how the knowledge can be applied in everyday life. A study by Hidayati (2022) revealed that students are more likely to be interested in and understand social studies material when they can see a direct connection between what they are learning and real events or problems around them. However, limitations in training and resources make it difficult for teachers to create relevant and interesting learning contexts.

Responding to problems in the social studies learning process above, of course, social studies teachers must play an active and innovative role to choose a learning model that suits the needs of students in the classroom. One of the learning models often used by social studies teachers is the Project Based Learning Model (PjBL), which is a learning model that emphasizes student involvement in relevant and meaningful projects as the main means of achieving learning objectives. PjBL integrates the theory of constructivism which states that students build their knowledge through direct experience and reflection. In the learning context, PjBL encourages students to be actively involved in the learning process, developing critical thinking, collaboration and problem-solving skills through complex, real-world-based projects (Thomas, 2020). Students do not only act as recipients of information, but also as active participants who are responsible for their own learning.

The implementation of PjBL in social studies learning can increase the relevance and engagement of students to the material being taught. Social studies is often considered a boring subject because it is delivered conventionally through lectures and memorization of facts. However, by using PjBL, students can see the connection between the knowledge they are learning and practical applications in real life, such as social research projects, local history case studies, or developing solutions to social problems that exist in their communities (Kokotsaki, Menzies, & Wiggins, 2016). These projects not only enhance students' understanding of social studies concepts but also foster important 21st century skills such as communication, collaboration, and digital literacy.

In addition, PjBL also provides opportunities for teachers to develop more dynamic and interactive teaching methods. The teacher acts as a facilitator who guides and supports students throughout the learning process, helping them overcome challenges and directing their research (Bell, 2019). In PjBL, assessment is not only based on the end result of the project, but also on the learning process itself, including active participation, research skills, and the ability to work in teams. Research shows that PjBL can significantly improve student learning outcomes compared to traditional teaching methods (Condliffe et al., 2017). Thus, the implementation of PjBL in social studies learning at MTs Zainul Hasan 4 Boto Lumbang can be an effective strategy to improve the quality of education and develop more competent and competitive students.

The reason for choosing the Project Based Learning Model (PjBL) in social studies learning at MTs Zainul Hasan 4 Boto Lumbang, Probolinggo Regency, is based on several important considerations that support the improvement of learning quality and student skill development. PjBL was chosen because it is able to create a learning environment that is collaborative, contextual, and relevant to students' real lives. This model allows students to actively engage in problem or research-based projects that require problem solving and application of knowledge in a real context (Bell, 2019).

PjBL was also chosen because it encourages students to develop critical, analytical, and creative thinking skills. Through complex projects, students not only hone their academic abilities but also acquire practical skills relevant to the world of work and everyday life (Condliffe et al., 2017). Research shows that PjBL can improve students' problem-solving skills as they are exposed to real challenges that require strategic and collaborative thinking. In addition, PjBL provides opportunities for students to develop interpersonal communication skills and work in teams. In PjBL projects, students are invited to collaborate with classmates, share ideas, and solve problems together, which improves their ability to interact and negotiate with others (Thomas, 2020). This is in line with the need to prepare young people who have strong social skills to face today's global challenges.

The choice of PjBL is also supported by the aim to increase students' intrinsic motivation towards social studies learning. This model allows students to have greater control over their own learning process, which can increase their sense of ownership over their learning outcomes (Kokotsaki et al., 2016). When students feel that what they are learning is relevant and useful, their motivation to learn naturally increases. PjBL emphasizes the use of real-world relevant projects, which help students relate learning to the context of their daily lives. The study by Hung (2015) highlights that project-based approaches such as PjBL allow students to learn through contextualized and applied experiences, which can enhance their understanding of social studies concepts. PjBL is consistently associated with the development of 21st century skills, such as collaboration, communication, critical thinking and creativity (Barron & Darling-Hammond, 2016). This model not only focuses on academic knowledge, but also on strengthening the skills needed for success in an increasingly complex world of work.

The implementation of PjBL has been shown to increase students' intrinsic motivation towards learning (Thomas, 2020). Adequate training and exchange of best practices among teachers are key to success in implementing PjBL effectively. A number of studies show that students who engage in PjBL tend to achieve better learning outcomes compared to traditional teaching methods (Helle, Tynjälä, & Olkinuora, 2021). PjBL projects encourage higher-order thinking and allow for a more comprehensive evaluation of students' understanding of the material. PjBL helps students develop skills to adapt to global changes and challenges, including intercultural skills and digital literacy (Krajcik et al., 2014). This is important given today's increasingly connected and complex world.

Finally, PjBL was chosen to prepare students for future global challenges. By providing holistic and applicable learning experiences, PjBL helps students develop the ability to adapt to change, work effectively in cross-cultural teams, and become creative innovators in solving complex problems (Bell, 2019; Rahmawati, 2021). The implementation of PjBL at MTs Zainul Hasan 4 Boto Lumbang is expected to make a significant contribution in creating results-oriented learning that can produce students who are better prepared to face future challenges. The explanation provides a strong theoretical and empirical foundation to support the selection of PjBL in improving social studies learning at MTs Zainul Hasan 4 Boto Lumbang. With a holistic and student-centered approach, PjBL is expected to make a significant contribution in improving the quality of education and preparing students to face complex and dynamic future challenges.

LITERATURE REVIEW

Komalasari (2014) asserts that project-based learning or textured tasks *Project-based learning* is a learning approach that requires a comprehensive learning where the student learning environment is designed so that students can investigate authentic problems including deepening the material of a lesson, working independently and ultimately producing real work. According to Hosnan (2014) *Project Based Learning is* a learning model that uses projects/activities as media. *Project Based Learning is* a learning method that uses problems as the first step in collecting and combining new knowledge based on their experience in real activities.

Project Based Learning (PJBL) is a learning model designed as a learner-centered learning model. PJBL is able to hone the competence of students by producing a product. The PjBL learning model does not focus on the end result, the most important thing is how students can solve problems by reasoning critically and producing a product. Based on the opinion of Mursid et al., (2022) that Project-Based learning (PjBL) is a strategy that can improve various competencies such as academic achievement, level of thinking, critical thinking, problem solving skills, creativity, independence, and present.

The characteristics of project-based learning according to the Buck Institute for Education in Wena (2011) consist of 8, namely:
1. Students make decisions and frameworks.
2. There are problems whose solutions are not predetermined.

3. Students design the process to achieve the outcome.
4. Responsible for obtaining and managing the information collected.
5. Students conduct continuous evaluation.
6. Regularly look back at what they are doing

The Project Based Learning model can make students think more critically and independently. Because when in the learning process students can do three stages. The three stages are, (1) students prepare the learning equipment they need, (2) when learning takes place students will make observations independently, (3) at the end of learning students conclude the activities that have been carried out. In the application of project-based learning model, the teacher acts not only as a learning resource but also as a guide and facilitator (Guo & Yang, 2012). Leaning on Becker (2011) *project based learning* has learning stages, namely:

1. Describe the concept/material being studied. The teacher assigns students to describe the concept being studied. For example, if students are learning about natural disaster mitigation, they are assigned to describe the factors that influence natural disasters and how they occur.
2. Define the problem . The teacher directs students to create a question by looking at the concept description that students have made. Then students are directed to identify small problems that concern a system as a whole.
3. Examining the problem. Using deeper thinking, students are invited to understand the problem as an effective first step. Students work cooperatively together
4. Students to find out what they need, not just what they know. The teacher acts as a facilitator by providing a variety of resources that students can use, refining questions, and connecting students who are experts on the subject.
5. Understand the parties involved. Students conduct discussions with experts in the matter. If that is not possible then they can use the web/internet.
6. Determine problem solving/solution. The solution must be based on a collective decision by considering the aspects of limitation and convenience. The teacher explains to the students that the solution must be based on criteria, which is the result of summarizing several possible solutions based on who, what, where, when and how questions. It also considers positive and negative aspects, based on the opinions of the parties involved/relevant experts, and the level of difficulty of each solution.
7. Planning the project. Collaboratively, students and teachers develop a schedule of activities in completing the project that includes timeline, deadline, materials tools and ways of working.
8. Implementing the project. The project is carried out collaboratively between students in the group. At this stage the teacher facilitates students in every process.
9. Summarize, evaluate, and reflect . At this stage the teacher provides an assessment of the projects that students have made.

Teachers and students discuss with each other to conclude, evaluate and reflect on the learning activities that have been carried out. This last stage is useful for improving performance during the learning process, so that an effective way can be found in shaping a good project in the future.

Project-Based Learning (PjBL) is a student-centered learning method that uses projects as the main means to achieve learning objectives. One of the main advantages of PjBL is its ability to increase student engagement and motivation. By working on relevant and challenging projects, students tend to be more interested and motivated to learn. These projects allow students to explore personal interests and apply their knowledge in a real-world context, which increases the meaning and relevance of learning (Bell, 2010; Thomas, 2000).

PjBL is also recognized for its ability to develop a range of important 21st century skills, including critical thinking, problem-solving, collaboration, and communication skills. In the context of PjBL, students must plan, execute and evaluate their projects, which requires analytical and strategic thinking. They also often work in teams, which helps develop the ability to cooperate and communicate effectively with others (Larmer, Mergendoller, & Boss, 2015).

Another advantage of PjBL is the development of time management and organizational skills. As projects usually require a longer period of time to complete, students must learn to effectively manage their time, organize their tasks, and work independently. These are very valuable skills that can be applied in various aspects of their future lives (Krajcik & Blumenfeld, 2006).

While PjBL has many advantages, there are also some disadvantages that need to be considered. One of the main disadvantages is the need for more time for planning and implementation. Teachers need to invest a lot of time to design projects that are meaningful, relevant, and appropriate to the curriculum. In addition, managing ongoing projects, providing timely feedback, and assessing student learning outcomes also require a lot of time and effort (Condliffe, 2017).

Another drawback is the possibility of an imbalance in the contributions of team members. In group projects, there is a risk that some students may take a more active role while others take a more passive role. This can lead to unfairness in assessment and skill development. Teachers need to monitor group dynamics closely and intervene where necessary to ensure that all students participate equally (Cohen & Lotan, 2014).

In addition, PjBL can also pose challenges in terms of assessment. As projects often result in diverse and complex products, objectively and consistently assessing student learning outcomes can be difficult. Assessment in PjBL requires clear rubrics and specific criteria to ensure that all aspects of the project are assessed fairly and comprehensively (Wurdinger & Qureshi, 2015).

Although there are challenges in implementing PjBL, the benefits it offers in terms of skill development and increased student motivation are significant. To maximize the advantages of PjBL, several recommendations can be made. First, it is important to provide training and support for teachers in designing and implementing projects. This training can include classroom management strategies, assessment techniques, and how to facilitate effective group work (Vega, 2012).

METHODOLOGY

This research uses a qualitative method with a case study approach to explore the implementation of the Project Based Learning (PjBL) learning model in learning Social Sciences (IPS) at MTs Zainul Hasan 4 Boto Lumbang, Probolinggo Regency. This method was chosen because it allows researchers to gain an in-depth understanding of the phenomenon being studied in its original context. The subjects of this study were social studies teachers and students in grades VII and VIII at MTs Zainul Hasan 4 Boto Lumbang. The selection of subjects was done by purposive sampling, considering their involvement in the implementation of PjBL. The data collection techniques used were participant observation, in-depth interviews, and documentation. The data obtained were analyzed using thematic analysis techniques. The stages of analysis include, data reduction, which is organizing the data that has been collected by grouping relevant information, then displaying data, which is presenting data in the form of tables, graphs, or narratives to facilitate understanding, and then drawing conclusions, which is concluding research findings based on patterns and themes that emerge from the data that has been analyzed. To ensure data validity, researchers used source and technique triangulation. Source triangulation is done by comparing data from various sources (observation, interview, and documentation). Triangulation of techniques is done by using a variety of different data collection techniques to get a comprehensive picture.

RESEARCH RESULT

Research on the implementation of Project-Based Learning Model (PjBL) in learning Social Sciences (IPS) at MTs Zainul Hasan 4 Boto Lumbang, Probolinggo Regency has revealed various important findings. The background of this research is based on efforts to improve the quality of social studies learning which is often considered boring by students. By using the PjBL approach, it is expected that students can be more active and involved in the learning process, so that their understanding of social studies material can increase.

Interviews with social studies teachers related to the implementation of this learning model activity in classrooms where the learning model process often raises themes about the history and local culture of Probolinggo. The project was chosen for its relevance to the social studies curriculum and the potential to make students more engaged with the material they are learning. The teacher designed this project with the aim of allowing students to explore local aspects that are often overlooked in conventional learning.

In the implementation of the project, students were divided into small groups of 4-5 members each. Each group was tasked with collecting information on various aspects of Probolinggo's history and culture, such as local traditions, historical figures, and important sites. Students were instructed to use various sources of information, including interviews with locals, visits to historical sites, as well as research through books and the internet. The project is designed to run for six weeks, with weekly meetings dedicated to guidance and evaluation of the project's progress.

During project implementation, the teacher plays an active role as a facilitator who provides guidance and support to students. Every week, the

teacher holds a guidance session where students can discuss their project progress, share the challenges they face, and get feedback from the teacher as well as their groupmates. The teacher also monitors the group dynamics to ensure that all members participate actively and no one is unfairly burdened. This helps to ensure that the project runs smoothly and every student gets the maximum benefit from this learning experience.

At the end of the project period, each group is required to compile a written report and prepare a presentation to deliver in front of the class. The written report includes their findings, analysis and reflections on their learning process. Presentations are made using a variety of media, including posters, PowerPoint slides and videos. Teachers use an assessment rubric that includes criteria such as the quality of information gathered, clarity of presentation, cooperation within the group, and students' ability to answer questions from the audience. The final results showed that students not only understood the social studies material better, but were also able to communicate their knowledge confidently and clearly.

The results showed that students' engagement and motivation increased significantly during the implementation of PjBL. Students were more enthusiastic and active in exploring information and discussing with their peers. They felt more responsible for their own learning and were more eager to share their findings with the class. Teachers noted that students' level of participation in class discussions increased, as did their attendance and engagement in project tasks.

In addition to improving understanding of social studies materials, PjBL also contributes to the development of 21st century skills such as collaboration, communication, problem solving, and critical thinking. Students learn to work together in teams, share tasks and manage conflicts. They also develop presentation skills when delivering their project results in front of the class. Teachers reported that students showed significant improvement in the ability to think critically and solve problems creatively.

However, the implementation of PjBL does not go without challenges. One of the main challenges is time management. Teachers and students had to adjust their schedules to ensure the project could be completed on time. In addition, some students had difficulty in gathering information from external sources, such as interviews with local residents. To overcome these challenges, teachers provided more detailed guidance and additional guidance to help students overcome these obstacles.

In the PjBL model, the teacher's role changes from a teacher to a facilitator. Teachers at MTs Zainul Hasan 4 play an active role in guiding students, providing feedback, and helping them overcome difficulties encountered during the project. Teachers also encourage students to take initiative and be responsible for their own learning. This role change requires different skills and readiness from teachers, which requires adequate training and support.

Assessment in PjBL is done comprehensively, including assessment of the process and final project results. Teachers use clear assessment rubrics to assess individual and group contributions, presentation quality, and understanding of

the social studies material. The assessment results show that students not only understand the material better but are also able to apply their knowledge in a real context. Some students' projects were even used as additional learning materials at school.

The long-term impact of the implementation of PjBL is seen in the changes in students' attitudes and perceptions towards social studies learning. Students who previously considered social studies as a boring subject now see it as something interesting and relevant to their lives. They are also more confident in their ability to explore and understand new material. Teachers reported that these positive changes continued even after the project was completed, with students showing greater interest in other subjects.

This research shows that the implementation of PjBL at MTs Zainul Hasan 4 Boto Lumbang, Probolinggo Regency has successfully increased student engagement, development of 21st century skills, and understanding of social studies materials. Although there were challenges in implementation, the benefits were significant. For continued success, it is recommended that schools provide ongoing training and support for teachers, and ensure that adequate resources and time are available for project implementation. The implementation of PjBL can be an effective learning model to improve the quality of education in other schools in Indonesia.

DISCUSSION

This Independent Curriculum emphasizes flexibility, contextuality, and relevance in learning, making Project-Based Learning (PjBL) an ideal method to apply. PjBL allows students to learn through real experiences and practical projects, in line with the principles of the Independent Curriculum which aims to develop students' critical thinking skills, collaboration, and creativity. In social studies learning, especially in materials such as Man, Place, and Environment, PjBL can help students understand the relationship between humans and the environment in depth.

In actualizing Independent Curriculum through PjBL, project design must be relevant to student life and the surrounding environment. For example, a project on "The Impact of Urbanization on the Environment and Society" can start by identifying real urbanization problems around the students' environment. Teachers can guide students in determining specific topics that are interesting and relevant, such as air pollution, land use change, or waste management. Contextualized projects help students see first-hand the impact of the concepts they are learning.

Flexibility in the Learning Process The Independent Curriculum gives teachers and students the freedom to determine the most suitable way of learning. In PjBL, this flexibility translates into a variety of learning activities that are not tied to one rigid method or time. For example, students can conduct field research, interviews with locals, or direct observation at a mutually agreed upon time. This flexibility ensures that learning remains dynamic and in line with students' needs and interests (MoEC, 2020).

One of the key principles of PjBL is collaboration. Students work in groups to complete projects, which requires them to communicate, negotiate and cooperate. This is in line with the objectives of the Independent Curriculum which wants to develop students' social and emotional skills. In a project on urbanization, for example, students can work together in collecting data, analyzing results, and compiling reports. This process teaches them about responsibility, teamwork, and respect for the opinions of others (Blumenfeld et al., 1991).

Problem and Inquiry Based Learning PjBL is very effective in promoting problem and inquiry based learning, where students actively seek solutions to the problems they face. In the context of social studies learning, students can be asked to identify environmental problems due to urbanization and find solutions that might be applied in their communities. This approach not only improves conceptual understanding but also trains students in critical and creative thinking to find real solutions (Thomas, 2000).

Authentic and Sustainable Assessment The actualization of the Independent Curriculum through PjBL is also evident in the assessment used. Assessment in PjBL is authentic and sustainable, including assessment of the process and final results of the project. Teachers use an assessment rubric that includes critical thinking skills, creativity, collaboration, and communication skills. In addition, individual and group reflections after completing the project become an important part of the assessment, allowing students to evaluate their learning and identify areas for improvement (Barron & Darling-Hammond, 2008).

The Use of Technology and Digital Resources in the Independent Curriculum encourages the use of technology in learning to support the development of students' digital literacy. In PjBL, technology can be used to access information, collect and analyze data, and create engaging presentations. For example, students can use software to create digital maps showing land use changes due to urbanization or use online platforms for collaboration between groups. This use of technology not only facilitates learning but also prepares students for the digital world (Grant, 2002).

Teacher Support as Facilitator In PjBL, the role of the teacher shifts from instructor to facilitator. The teacher provides the guidance, feedback, and support students need throughout the project process. This is in line with the principle of Independent Curriculum which places students at the center of learning. The teacher helps students identify problems, plan projects, collect data, and analyze results, as well as provide constructive feedback. This facilitator role ensures that students stay on track and get the support they need to succeed (Krajcik & Blumenfeld, 2006).

Application and Real Impact in the Community One of the advantages of PjBL is the application and real impact of the projects that students do. In the context of urbanization, students can implement the solutions they find to address environmental issues in their communities. For example, they could conduct an awareness campaign on air pollution or work with the local government to develop a waste management plan. This tangible impact gives

students a sense of accomplishment and relevance, and teaches them about the importance of active involvement in their community (Bell, 2010).

The implementation of the Project-Based Learning Model (PjBL) at MTs Zainul Hasan 4 Boto Lumbang Probolinggo Regency shows a lot of potential and challenges in improving the quality of Social Studies learning. PjBL emphasizes project-based learning that allows students to be actively involved in solving real problems or completing tasks based on planned projects. This is in line with the constructivist approach in education which emphasizes the construction of knowledge through direct and contextual experiences. In the context of MTs Zainul Hasan 4, PjBL not only aims to improve students' understanding of social studies materials, but also to develop their critical thinking skills, collaboration and creativity (Hmelo-Silver, 2004; Thomas, 2000).

The implementation of PjBL at MTs Zainul Hasan 4 began with careful preparation, including intensive training for teachers on project-based learning strategies and methodologies. Teachers are directed to act as facilitators who support students in managing their projects. This process enables students to take control of their own learning, develop independence, and take responsibility for their learning outcomes (Blumenfeld et al., 1991; Hmelo-Silver, 2004). In a study looking at the implementation of PjBL in secondary schools, it was found that the teacher's role as a supportive facilitator can increase student participation and lead to the achievement of better learning outcomes (Hung, 2008).

The steps in PjBL at MTs Zainul Hasan 4 include identifying a project topic relevant to the local context, planning, implementing and evaluating the project. For example, students may be asked to conduct research on local history or organize a project on community development around their school. This process not only develops academic skills, but also helps students to understand the relevance of the subject matter to their daily lives (Thomas, 2000; Walker, 2003).

Collaboration between students in project teams is also an important aspect of PjBL. At MTs Zainul Hasan 4, observations show that students learn to work together, respect different opinions, and contribute actively in achieving a common goal. These skills are important in preparing students to work in teams in the future, as well as in building strong social relationships (Blumenfeld et al., 1991; Hmelo-Silver, 2004).

In addition, PjBL also encourages the development of critical and creative thinking skills. Students are not only required to absorb information, but also to interpret it, evaluate it, and apply it in a relevant context. This process builds students' ability to think deeply about problems, identify possible solutions, and think outside the box in search of innovative solutions (Hung, 2008; Walker, 2003).

The main challenges in implementing PjBL at MTs Zainul Hasan 4 include time management, resource management, and adjusting to different levels of student ability. Students with different backgrounds and abilities may require a differentiated approach to support them in achieving project goals. In some studies, this challenge is often addressed by providing additional guidance and individualized support to students who need it (Blumenfeld et al., 1991; Hmelo-Silver, 2004).

Overall, the results of the implementation of PjBL at MTs Zainul Hasan 4 showed positive improvements in students' learning motivation, engagement in the learning process, and academic outcomes. Other studies have shown that the use of PjBL can increase students' intrinsic motivation to learn, as they see the practical value of what they are learning in the context of a meaningful project (Hung, 2008; Thomas, 2000).

Recommendations for the future of PjBL implementation at MTs Zainul Hasan 4 include continuing to develop teachers' capacity in PjBL strategies, expanding the range of projects that are relevant to local needs, and improving evaluation to ensure that learning occurs in line with the desired learning objectives. Support from the school, parents, and community is also needed to ensure the sustainability and success of PjBL in the long term (Walker, 2003).

The implementation of PjBL at MTs Zainul Hasan 4 Boto Lumbang Probolinggo Regency offers an innovative and effective learning approach in improving the quality of social studies education. Through this approach, students not only acquire the knowledge and skills necessary for academic success, but also to become critical-thinking and creative leaders in an increasingly complex and changing society.

The implementation of the Project-Based Learning Model (PjBL) at MTs Zainul Hasan 4 Boto Lumbang, Probolinggo Regency has shown some success in enriching students' learning experience in Social Studies. PjBL encourages students to be actively involved in solving problems and completing projects that are relevant to their local context. In an educational context, PjBL has been recognized as effective because it integrates academic knowledge with practical skills through projects that require complex problem solving and creativity (Hung, 2008; Thomas, 2000).

PjBL shifts the traditional, more passive learning paradigm, where students receive more knowledge from the teacher, to an approach that places students as active agents in the construction of their own knowledge. This is in accordance with the principles of constructivism in education, which emphasize the importance of direct and contextual experience in building deep understanding (Blumenfeld et al., 1991; Hmelo-Silver, 2004).

From the observations made, it appears that the PjBL process at MTs Zainul Hasan 4 begins with the selection of projects that are in line with the social studies curriculum and relevant to students' daily lives. These projects not only help improve students' conceptual understanding of social studies material, but also provide practical experience in applying knowledge in a meaningful context. For example, students may be asked to research the social impact of a government policy in their area or design solutions to social problems in the community around the school (Walker, 2003).

In the context of collaboration, PjBL at MTs Zainul Hasan 4 successfully creates an environment where students learn to work together in teams to achieve a common goal. This is crucial as it helps students develop social skills such as the ability to communicate, negotiate and problem solve in a group context. Studies show that collaboration in the context of PjBL can increase

student engagement and broaden their perspectives on complex problems (Blumenfeld et al., 1991; Hmelo-Silver, 2004).

In addition, PjBL at MTs Zainul Hasan 4 also successfully develops students' critical and creative thinking skills. In their projects, students not only gather information but also interpret it, evaluate its reliability, and formulate innovative solutions. These critical thinking skills are key in preparing students to be competent problem solvers in today's information age (Hung, 2008; Thomas, 2000).

However, there are some challenges that are also encountered during the implementation of PjBL at MTs Zainul Hasan 4. One of them is proper time management, especially since projects in PjBL require longer time to complete compared to conventional learning. This challenge often requires careful planning from teachers to ensure that projects can be completed within a realistic timeframe without compromising the quality of student learning outcomes (Blumenfeld et al., 1991; Hmelo-Silver, 2004).

In addition, proper evaluation is also crucial in assessing the success of PjBL implementation. The evaluation process in PjBL focuses not only on the final outcome of students' projects, but also on the learning process that occurs throughout the project. Teachers at MTs Zainul Hasan 4 need to ensure that the evaluation criteria are clear and fair, and provide constructive feedback to students to help them improve their performance in the future (Hung, 2008; Walker, 2003).

Thus, although PjBL offers various advantages in developing students' critical, collaborative, and creative thinking skills, its implementation is not without challenges. It requires strong support from all relevant parties, including teachers, schools, parents, and communities, to ensure the success and sustainability of this approach in the long run. By continuously improving the quality of teacher training, adapting the relevant social studies curriculum, and strengthening the supporting infrastructure, PjBL at MTs Zainul Hasan 4 can continue to be a driving force for educational innovation that has a positive impact on students and their communities.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of the Project Based Learning (PjBL) learning model in learning Social Sciences (IPS) at MTs Zainul Hasan 4 Boto Lumbang, Probolinggo Regency, showed very positive results. Through the PjBL approach, students not only acquire theoretical knowledge but also develop important practical skills, such as critical thinking, collaboration, and problem solving. The implementation of PjBL at MTs Zainul Hasan 4 involves students in relevant and contextualized projects, so they can see first-hand the application of the concepts they are learning in real life. Despite the many perceived benefits, there are some challenges faced in the implementation of PjBL. Some of these include limited resources, such as equipment and materials needed for the project, as well as the time required to complete the project thoroughly. In addition, not all students have the same level of ability, so some students need additional guidance to be able to follow the project well.

The recommendation from this study is that teachers need to receive adequate training on the implementation of PjBL, including how to design and manage projects, as well as strategies to motivate and support students. This training can be done through workshops, seminars, or other professional development programs. Then the school must ensure the availability of adequate resources to support the implementation of PjBL. This includes equipment, materials, and access to information needed for the project. In addition, schools can collaborate with the community or other institutions for additional support.

ADVANCED RESEARCH

Further studies can explore how PjBL affects students' metacognitive skills, i.e. their ability to plan, monitor and evaluate their own learning process. This can be done through in-depth interviews, surveys, and analysis of students' reflective journals. Then it is necessary to conduct a comparative analysis between students who learn with the PjBL method and students who learn with conventional learning methods. This research can measure differences in learning outcomes, student engagement, and mastery of social studies materials between the two groups.

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