

## Teacher Creativity in Developing Project Based Learning towards Student Learning Responsibility in PAI Subjects at SMAN 3 Tanjung Balai

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### ABSTRACT

The purpose of this study was to find out how creative the instructor of SMAN 3 Tanjung Balai designed Project Based Learning to fit the learning objectives of his students on the topic of Islamic Education. A descriptive design was used along with a qualitative approach. In-depth interviews, documentation, and observation were used to collect data. The deputy head of facilities and infrastructure, PAI teachers, parents, and school administrators were all the research subjects. Based on the research findings, it can be concluded that the key factor in improving students' learning responsibility is the teacher's inventiveness in developing and implementing Project-Based Learning. An engaging learning environment that encourages students' full participation in their projects is created by teachers through the integration of various educational materials, technology and interactive techniques. Students' capacity to collaborate, think critically and solve problems creatively is enhanced by the planned learning process, which also helps them acquire more information and expertise in the field of religion. The research findings show that teacher creativity in Project Based Learning can play an important role in increasing students' learning responsibility. This is not only important for students' academic success but also for their character development and readiness to face future challenges.

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## INTRODUCTION

The implementation of education through formal institutions or schools cannot be separated from the element of teachers as educators (Syarnubi, Syarifuddin, et al., 2023). Teachers are one of the components that greatly impact the education system (Syarnubi, 2019a). His important role and great responsibility in educating the nation's children make him have to exert efforts in the education program in accordance with the objectives of education (Syarnubi, S., Alimron, A., & Muhammad, 2022). Teachers must strive for a learning model or strategy that can arouse the spirit of creativity and discovery of students so that they can give birth to various positive ideas and benefit their lives on an ongoing basis. The content of the "learning technique" of the learning model is an explanation of learning from beginning to end which is only given by the educator (Kokom Komalasari, 2019). Since the style of a teacher is very important for the success of the learning process, the method must be adapted to his teaching style (Kharis Sulaiman Hasri, 2021,1).

It can assist students in being creative, solving problems, making decisions, and performing investigative tasks (Syarnubi et al., 2024). Project work is a very difficult exercise. Working on projects gives students the opportunity to take responsibility for design, problem solving, decision making, research, and independent work. Advanced assignments with very challenging subjects and problems are also included (Badriah, 2022, 465-466).

To help students understand and assimilate the theory presented with a contextual approach and to develop their critical thinking skills, project-based learning is often described as a teaching methodology that uses problems in its system (Putri Dewi Anggraini and Siti Sri Wulandari, 2021: 294). Therefore, to foster students' creativity in the learning process, SMAN 3 Tanjung Balai driving school implements project-based learning. As a result of the learning process, this increase in creativity is mainly seen in the ability to translate ideas into real products, such as project work.

Teacher creativity is the ability to generate new ideas that improve the quality of learning and motivate students. Teacher creativity also includes the ability to develop innovative and effective learning strategies and facilitate students' problem-solving and critical thinking processes. In addition, teacher creativity also includes the ability to collaborate with students and other stakeholders, as well as continuously evaluate and reflect on the learning process. Teacher creativity can also be influenced by several factors such as sensitivity to the environment, freedom of action, strong commitment to progress and success, optimism and risk-taking. In the secondary school PAI learning environment, more creative project-based learning from teachers can enhance teaching and improve student performance.

Education is a process of acquiring knowledge (Syarnubi, 2022). Education does not only prioritize reading and writing, but more than that (Fauzi, M., Lestari, A.R.S., & Ali, 2023). Because education aims to improve human abilities (Syarnubi, 2020). Education also aims to instill social and religious values that can live and be maintained in people's lives (Syarnubi, Fauzi, et al., 2023). So every individual should have an awareness of the importance of education for the continuity of the future, especially Islamic religious education (Syarnubi, 2024). In order to successfully achieve educational goals and raise standards, the teacher plays an important role as an educator. However, students continue to believe that Islamic religious education is difficult to learn and understand, and teachers must be very creative. This belief persists when Islamic religious education is taught in schools.

Because Islamic religious education is considered complicated and challenging, Islamic religious education teachers themselves need to address these perceptions with dynamic creativity. In essence, the teacher must manage the learning process to match what is expected (Syarnubi, 2016). The involvement of an educator in the field of education is very important and strategic (Syarnubi & Fahiroh, 2024). Teachers who interact directly are teachers who guide and model information for their students. In this context: Allah, swt., Says in Q.S. Al-An'am/6:135

قُلْ يَفْعَلُوا عَلَىٰ مَكَانَتِكُمْ إِنِّي عَامِلٌ ۖ فَسَوْفَ تَعْلَمُونَ ۚ مَنْ تَكُونُ لَهُ عَقَبَةُ الدَّارِ ۖ إِنَّهُ لَا يُفْلِحُ الظَّالِمُونَ

Meaning: Say (Prophet Muhammad), "O my people, do according to your position, I also do (so).

Later you will know who will have the best place in the Hereafter. Indeed, the wrongdoers will not prosper. (Ministry of Religious Affairs, 2019)

God's justice and goodness are also shown in this verse, according to al-Biq'a'i. In this case, God both warns and delays; how could someone who is harsh and unjust apply punishment without restraint or warning? As the Prophet Muhammad SAW realized, the threat and promise were inevitable and could not be ignored. Again, Prophet Muhammad (peace be upon him), so commanded Allah. Say: Do what you have to do to the best of your ability; in fact, I always do everything in my power. It is you who must bear the responsibility of performing their duties perfectly and protecting themselves in times of trouble, as inferred from the meaning of the word "qaum". Your greatest efforts at worship will stop me from preaching, but I will try harder to do so. Truth be told, the most unfortunate are religious people who are born tyrants. (Shihab, 2002)

It is clear from the above that we are the source of our own creativity. Therefore, to improve the level of teaching, a teacher must develop his creativity according to his talent. In addition, a sincere forgiving spirit, not being arrogant, understanding students' personalities and having knowledge of the subject matter are necessary to foster a teacher's creativity.

Educational activities have certain goals and objectives. These goals become clearer when we start from the most basic and useful ones, because the idea of the ultimate goal of education will have an impact on the goals that teachers and students want to achieve. Into desired personality

attributes, goals must be translated. Students are expected to have credentials equivalent to universal learning goals and targets.

Teachers are an important strategic instrument as they are at the forefront of the educational process. Without teachers, education will only be a grandiose slogan because all forms of policies and programs will ultimately be determined by the performance of those at the forefront (Syarnubi, 2019b). In times of rapid and increasingly sophisticated world development, the principles of building ethics, values and morals of students must still be held (Syarnubi et al., 2021). Teachers who work together with students to teach technology and information while building moral values through guidance and example are the best. In Q.S. Ali Imran 3: 110, Allah SWT states that:

كُنْتُمْ خَيْرَ أُمَّةٍ أُخْرِجَتْ لِلنَّاسِ تَأْمُرُونَ بِالْمَعْرُوفِ وَتَنْهَوْنَ عَنِ الْمُنْكَرِ وَتُؤْمِنُونَ بِاللَّهِ ۚ وَلَوْ آمَنَ أَهْلُ الْكِتَابِ لَكَانَ خَيْرًا لَهُمْ ۚ مِنْهُمْ الْمُؤْمِنُونَ وَأَكْثَرُهُمُ الْفَاسِقُونَ

Meaning: You are the best people born for mankind, enjoining the ma'ruf, and forbidding the munkar, and believing in Allah. If the People of the Book had believed, it would have been better for them; some of them believed, and most of them were ungodly (Ministry of Religious Affairs, 2019).

By your faith in Allah and your adherence to morality, you are the greatest individual ever born into humanity. It would have been better for the People of the Book if they had believed; of them, a minority are virtuous individuals. Except for minor annoyances, they can never harm you. If they engage in battle, they will undoubtedly retreat and lose. After that, they will not receive any help. They will be continually humiliated if they do not hold fast to Allah's religious beliefs and human covenants. Allah would then avenge them and bestow upon them humility once again. Therefore, they killed the prophets for no reason and did not believe in the word of Allah. Since they disobeyed and went beyond what was acceptable, this is what happened (Katsir, Tafsir Surah Ali Imran Verses 110-102, 2015).

Since Law No. 14/2005 came into effect, educational institutions are now under greater pressure to educate students and prepare their teaching staff for a career in teaching. Skilled educators are expected to have a variety of special talents that complement their teaching skills in addition to their ability to deliver high-quality instruction. To be considered a professional teacher, one must possess four key competencies: (1) Social Competence, which includes the ability to interact well with students, peers, and the school environment; (2) Professional Competence, which includes mastery of the material taught and the ability to apply knowledge in teaching practice; (3) Personality Competence, which focuses on developing the teacher's personal character in order to be a role model for students; and (4) Pedagogical Competence, which relates to the ability to manage learning, choose effective teaching methods, and assess and evaluate students' learning progress. (RI, 2005) With the issuance of this law, the dignity and position of teachers are increasingly valued.

Teachers need to have three fundamental abilities, according to Dawan Rahardjo: (1) have a certain attitude; (2) be able to complete professional tasks as a teacher; and (3) be able to understand certain disciplines that will be taught in front of the class (cognitive-based). independence (competence based on affective feedback) To get the anticipated quality improvement, children's cognitive, emotional, and psychomotor abilities must be modified (impact-based component) (Raharjo, p. 2020).

According to Zamroni, there are four important components in the teaching and learning process that need to be considered: (1) delivery of knowledge; (2) student motivation; (3) classroom management; and (4) modification of the social order. (Zamroni, p. 2019)

The main responsibility in optimizing the potential of students and educational units through the management and provision of learning resources lies with school administrators, teachers, and other education personnel.

Enco Mulyasa emphasized that learning should focus on the following things to improve student achievement:

- a. Emphasize to students the importance of learning in life, which requires methodical planning and management.

- b. Teaching students about life in accordance with the purpose of educating them about knowledge, action, character, and social life.
- c. Offer a friendly classroom atmosphere that makes learning comfortable and enjoyable for students.
- d. Cultivate various fundamental abilities to create a learning environment that supports the growth of student potential (Muliyasa, 2019).

In other words, education is a process that involves students interacting with their environment to change their behavior, thus enabling the community and school environment to recognize and understand the goals and principles of education.

With creativity, the goals of national education and school education can be effectively achieved. Education personnel in schools have effectively developed teaching and learning approaches that instill in students noble principles.

## METHODS

A qualitative strategy using descriptive methodology was used in this study. The ability of a teacher in carrying out his role in fostering project-based learning towards student responsibility was measured through the use of descriptive. The behavior, interaction, and activities of PAI education at SMAN 3 Tanjung Balai were observed directly through the use of observation. The director of facilities and infrastructure, PAI teachers, parents, and the principal were all contacted personally by the researcher during the interviews.

Ask questions about the research subject afterwards. Open-ended questions allow respondents to explain in more detail and provide more comprehensive answers. The documents may also include documentation in the form of student records, student location information, school organizational structure, infrastructure recommendations, and teacher and student situations.

## DISCUSSION

### A. Overview of Teacher Creativity

Because of their role as educational personnel, teachers are expected to be very creative in the learning process. The planning, delivery and assessment stages of the learning process all point to this. Developing learning strategies, selecting teaching materials and tools, establishing assessment procedures, and creating learning objectives are all included in learning planning. The delivery of teaching materials, the use of learning strategies, the utilization of media and resources, and the interaction between learning processes are all components of education delivery. Teachers conduct assessments using formative and summative evaluations (Syarnubi, 2023).

In essence, learning is a complex process with many interconnected components, and educators have an important role in leading and guiding this process. These constituents consist of elements including curriculum content, pedagogical approaches, student relationships, and educational assessment. Therefore, teachers must be able to create and implement interesting and creative teaching strategies to ensure learning occurs efficiently. To accommodate the various learning demands of students, it is necessary to apply flexible and diverse teaching and learning methodologies. For both you and others, creative education can lead to fresh insights. Experiments can be used by creative educators to develop, implement and perform learning. In their cognitive framework, they try to establish connections between pre-existing and new concepts. There are many ups and downs, sanctions and rewards, and interactions between teachers and students in the teaching profession. Developing interactional flexibility is greatly aided by teacher preparation programs. For educators to foster creativity in their students and encourage their own creative learning, they must possess the foundational quality of flexibility. (Sukmadinanta, 2019) Experience counts for a lot for creative teachers, who can utilize a wealth of knowledge.

Teachers must use their creativity in the classroom while still paying attention to the cognitive components of the learning process. Students will feel that learning is really fun when

these simple methods are used to build the right mental and psychological environment in their brains. Creative educators are those who apply their expertise and background as teacher-scholars in their teaching, according to Douglas Brown J. Learning is inherently creative, when done right. They are educators who give their students fresh perspectives on traditional and contemporary concepts (Rosalin, p. 2020). When Mu'adz ibn Jabal (may Allah be pleased with him) was scheduled to be sent to Yemen to preach and teach the people about Tawheed, the Messenger of Allah (peace and blessings of Allah be upon him) gave him some advice, as narrated by Ibn 'Abbas (may Allah be pleased with him):

حَدَّثَنِي حَبَّانُ أَخْبَرَنَا عَبْدُ اللَّهِ عَنْ زَكَرِيَّا بْنِ إِسْحَاقَ عَنْ يَحْيَى بْنِ عَبْدِ اللَّهِ بْنِ صَيْفِيٍّ عَنْ أَبِي مَعْبُدٍ مَوْلَى ابْنِ عَبَّاسٍ عَنْ ابْنِ عَبَّاسٍ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ لِمُعَاذِ بْنِ جَبَلٍ حِينَ بَعَثَهُ إِلَى الْيَمَنِ إِنَّكَ سَتَأْتِي قَوْمًا مِنْ أَهْلِ الْكِتَابِ فَإِذَا جِئْتَهُمْ فَأَدْعُهُمْ إِلَى أَنْ يَشْهَدُوا أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَأَنَّ مُحَمَّدًا رَسُولُ اللَّهِ فَإِنْ هُمْ طَاعُوا لَكَ بِذَلِكَ فَأَخْبِرْهُمْ أَنَّ اللَّهَ قَدْ فَرَضَ عَلَيْهِمْ خَمْسَ صَلَوَاتٍ فِي كُلِّ يَوْمٍ وَلَيْلَةٍ فَإِنْ هُمْ طَاعُوا لَكَ بِذَلِكَ فَأَخْبِرْهُمْ أَنَّ اللَّهَ قَدْ فَرَضَ عَلَيْهِمْ صَدَقَةً تُتَوَخَّذُ مِنْ أَغْنِيَائِهِمْ فُتَرَدُّ عَلَى فُقَرَائِهِمْ فَإِنْ هُمْ طَاعُوا لَكَ بِذَلِكَ فَأَيَّاكَ وَكَرَائِمَ أَمْوَالِهِمْ وَاتَّقِ دَعْوَةَ الْمَظْلُومِ فَإِنَّهُ لَيْسَ بَيْنَهُ وَبَيْنَ اللَّهِ حِجَابٌ قَالَ أَبُو عَبْدِ اللَّهِ طَوَّعَتْ طَاعَتْ وَأَطَاعَتْ لُغَةً طِعْتُ وَطُعْتُ وَأَطَعْتُ

Translation: Hibban narrated to me that 'Abdullah reported from Zakaria ibn Ishaq, who reported from Yahya ibn 'Abdullah ibn Shaifi, from Abu Ma'bad, a former slave of Ibn 'Abbas. He said that the Messenger of Allah (peace and blessings of Allah be upon him) said to Mu'adh when sending him to Yemen: "You will meet a people from among the People of the Book. When you arrive among them, call them to witness that there is no god but Allah, and Muhammad is His messenger. If they comply, then tell them that Allah has obliged them to pray five times a day and night. If they obey this command, tell them that Allah has also made it obligatory for them to pay zakat from their wealth, which is taken from the rich among them and given to the poor among them. If they obey in this, take care that you do not take their best possessions. Beware of the supplication of the wronged, for between him and Allah there is no barrier." Abu Abdullah added that in language, the words "thawwa'at, thaa'at, 'athaa'at" can be interpreted as "I obey" in various forms. HR: Al-Bukhari (Sahih Bukhari no. 4000: 406). (Ismail, 2011)

The root and foundation of education is Tawheed. Teaching children the words La ilaha illallah, Muhammad Rasulullah is what Ibnul Qayyim (may Allah have mercy on him) recommends when they are old enough to speak. Emphanahu wa Ta'ala (ma'rifatullah) and recognizing Allah as the One True God should be the subject of what they hear. Teaching them that Allah is on His throne is another important lesson. When they speak, Allah hears and sees them. They never really leave the presence of Allah (Al-Jauziah, 2009).

Therefore, creativity is the ability to find solutions to problems whether related to science, literature, or other art forms that are entirely new to a person and have been forgotten by others. In other words, creativity is not a new concept; rather, the result is something new to the particular individual, the world as a whole, and even to the creator.

## B. Definition of Project Based Learning

According to Ambiyar et al. (2020:127), Goodman and Stivers define project-based learning as a learning approach that prioritizes the use of real-world challenges and practical projects to highlight issues related to everyday life. Students using this method must work together in groups to solve various problems that are modeled based on actual circumstances and circumstances. Students gain real-world experience and practical skills that can be applied in their lives outside the classroom in addition to learning academic concepts through this approach. Students are able to learn more contextually and meaningfully as a result of project-based learning. In addition, project-based learning can be viewed as a student-centered paradigm,

according to Triani Lailatunnahar (2021:186). With this method, the learning process revolves around students, who use the projects they create to conduct an in-depth study of a subject. As their capacity for sophisticated problem solving increases, this method encourages students to be more engaged and critical of the subject matter. By applying a research-based approach to problems and themes that are significant, practical and relevant to students, teachers facilitate and guide students through this process.

By putting students to work to overcome challenges in the form of actual projects, project-based learning requires them to acquire learning concepts. Project-based learning has several properties, some of which include: One or more of the following is true: 1) the teacher serves only as a facilitator, assessing work products; 2) the project serves as a learning tool; 3) learning begins with real-world challenges; 4) contextual learning is prioritized; and 5) students complete the project by producing a simple item. (EE. Junaedi Sastraraharja, 2023) Natty and colleagues (2019: 1082-1092) concur, stating that the PjBL paradigm has the following characteristics: One of the following five things happens: 1) students are faced with a real-world problem; 2) they are given a project related to the subject matter; 3) they must work independently to solve the problem; 4) they develop a project or activity based on a problem; and 5) they are told to make a product, either individually or in groups.

Through collaborative project work, learning activities, and finished work that can be shown to others, students can organize and carry out learning activities in a way that is called project-based learning. (Mahendra, 2022)

With its unique project-based learning paradigm, students design their own learning freely. This paradigm is student-centered and views the teacher as a facilitator and motivator. (Al-Tabany, 2020) One of the learning processes in the project-based learning paradigm is the project itself.

The learning paradigm known as "project-based learning" utilizes projects or activities as a medium. (Daryanto, 2019) Students are expected to observe, read, and conduct research for assignments with a project-based learning paradigm (Aqib, 2020).

### C. Responsibility

Behavior or attitude involves both positive and negative emotions and is one of the elements of personality necessary for a person to decide how to behave towards an object. In terms of fulfilling one's responsibilities, whether personal, social, national, or religious, responsibility refers to one's behavior or attitude. (Suyadi, 2019)

Young children need to be taught responsible behavior; hopefully this can help them develop excellent character when they grow up. Acceptable small experiences can begin the early stages of responsible behavior formation in children; adults have responsibilities that go beyond early childhood development responsibilities. (Rohyati, 2020)

When I was a child, Rasulullah SAW took care of me, according to Umar bin Abu Salamah. He called me after I moved my hand back and forth in a sizable dish.

حَدَّثَنَا عَلِيُّ بْنُ عَبْدِ اللَّهِ أَخْبَرَنَا سُفْيَانُ قَالَ الْوَلِيدُ بْنُ كَثِيرٍ أَخْبَرَنِي أَنَّهُ سَمِعَ وَهْبَ بْنَ كَيْسَانَ أَنَّهُ سَمِعَ عُمَرَ بْنَ أَبِي سَلَمَةَ يَقُولُ كُنْتُ غُلَامًا فِي حَجْرِ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ وَكَانَتْ يَدِي تَطِيسُ فِي الصَّحْفَةِ فَقَالَ لِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَا غُلَامُ سَمِ اللَّهَ وَكُلْ بِيَمِينِكَ وَكُلْ مِمَّا يَلِيكَ فَمَا زِلْتُ تِلْكَ طِعْمَتِي بَعْدَ

Meaning: Ali bin Abdullah has narrated to us that Sufyan said that Al Walid bin Katsir told him, that he heard Wahb bin Kaisan say that he heard Umar bin Abu Salamah say: When I was a child and was under the care of the Messenger of Allah (peace and blessings of Allah be upon him), my hand used to move back and forth around the tray while eating. Seeing this, the Messenger of Allah (peace and blessings be upon him) said: "O young man, say the name of Allah (Bismillah), eat with your right hand, and take the food that is in front of you." From then on, that is how I ate. HR. Bukhari (Sahih Bukhari no. 4957: 402) (Ismail, 2011)

To strengthen and develop a sense of responsibility in children, we can start by giving them the feeling that they must always fulfill their obligations. This can be achieved by giving children simple tasks, giving them confidence and convincing them that they are capable of doing so. (Shihab, 2002).

#### **D. Definition of Learning**

Adopting a new behavior that will be further modified through practice or training is the process of learning. One of the mechanisms that allow humans to evolve is learning. Humans can change their behavior in various ways to get the best results through learning. Every endeavor and achievement in human history shows the impact of this learning. As a process and not a product, learning occurs in an integrated and active manner through the utilization of various activities to achieve predetermined goals. (Ahmadi, 2019)

In the learning process, both body and soul are involved. The movements produced by the body that correspond or connect with brain processes are necessary for learning to change. The changes discussed here are undoubtedly mental, caused by the entry of new perceptions during the transformation process, not physical changes. Mental changes, which also affect a person's behavior, can later be achieved through the learning process. (Djamarah, 2019)

When we use the term "learning" in the sense of the adjective "studying", we mean experiencing directly with the senses and learning through experience. Being "knowing" is the adjective of knowledge, meaning having direct understanding from experience. (Hilgard, 2020)

A process of behavior modification that is essentially lifelong and results from experience is learning. According to Kimble's definition, learning refers only to changes in behavior that are usually permanent and caused by a variety of factors, including lack of sleep, drug use, illness, or different motivations that are seen to be related to the subject under study. not mutually exclusive. (Baron, 2020) Through habituation and exemplification.

#### **E. Definition of Islamic Religious Education**

The term education comes from the Greek word "Pais" which means "someone" and the word "again" which means "to guide". (Uhbiyanti, 1991) Instruction, then, is the giving of direction (paedagogie). In contrast, education is sometimes described as the conscious monitoring of the physical and spiritual development of students by teachers to help them build their ultimate personality. Therefore, the development of the next generation's personality is thought to be strongly influenced by several variables, one of which is education. (Zuhairini, 2019) Furthermore, the concept of education is denoted by at least three names in Islam: tarbiyah, ta'lim, and ta'dib. But in the Arab world, tarbiyah is the expression that is now receiving attention. (Aly, 1991)

The older generation endeavors to provide experiences, knowledge, skills, and capacities to the younger generation so that they grow into devoted people through Islamic religious education. (Andayani, 2020) The deliberate effort of Islamic Religious Education is to direct the methodical and practical development of students' personalities, enabling them to live in line with Islamic teachings and feel satisfaction both in the world and in the hereafter. (Zuhairini, 2019) The definition of Islamic religious education is the process of implementing changes in behavior and attitudes in accordance with the teachings of Islam.

### **FINDINGS AND DISCUSSION**

Research based on previously published references suggests that project-based learning can be an effective way to investigate students' originality and creative thinking abilities. Researching the efficacy of project-based learning in improving creative thinking ability is researcher Zakiah (2020). She also offers a summary of the ways in which project-based learning can enhance students' critical thinking capacity. Students are encouraged to apply their creativity through project delivery, starting with product planning, creating goods (gaining knowledge, insights, and skills, producing products), presenting products, and assessing various products. In order to conduct a thorough, objective evaluation, and not only depend on the results (Sari, 2020).

Learning resources can be integrated into project-based learning by educators through resource design. Educators can support students in facing challenges and encourage experimentation by using project-based learning. As students complete their tasks, supervise their activities, Assist students through each step of the procedure, Take the role of mentor for students. In addition, it was found that the use of project-based learning is able to enhance students' original thinking capacity as well as their mental, emotional and physical abilities. Moreover, this teaching method is customizable, allowing teachers to use it to create learning objectives in any subject.

To find out the teacher's inventiveness in fostering project-based learning towards students' learning responsibility on PAI topics at SMAN 3 Tanjung Balai, the researcher conducted observations, interviews, and documentation. The findings are very good and quite responsible. Considering that many schools today are applying various technological technologies to support the teaching and learning process, this is understandable. Similar action was also taken by SMAN 3 Tanjung Balai school. The researchers collected data from references stating that the head of facilities and infrastructure and the principal worked hard to provide the maximum possible facilities and infrastructure to the students of SMAN 3 Tanjung Balai. The teachers also tried to provide various learning models such as making projects using cardboard, group discussions, and the use of information technology.

Project-based learning was used by the principal of SMAN 3 Tanjung Balai, the deputy head of facilities and infrastructure, and a number of teachers to improve the quality and engagement of learning activities. Incorporating project-based learning requires students to have greater courage in voicing their opinions and communicating clearly when articulating the lessons they have learned.

In order for project-based learning to be more creative, the creativity of PAI instructors is also developed. At SMAN 3 Tanjung Balai, PAI teachers demonstrate creativity in fostering a learning atmosphere that is inclusive, encouraging and supportive of their students. To foster positive relationships with students, appreciate diversity, and cultivate a positive learning environment, they use various techniques.

#### **A. PAI teacher creativity in the learning process at SMAN 3 Tanjung Balai**

In addition to teaching materials, the role of a teacher must also provide learning facilities for all students. In this way, learning can take place in a pleasant environment, full of enthusiasm, enthusiasm, without fear, and open to opinions. Students who possess these attributes will develop into responsible individuals who are able to face the demands of a globalized world and adapt to changing conditions.

There is never a dull moment in the classroom because religious educators always instill creativity in the teaching and learning process. For example, when teaching students outside the classroom, instructors use all the tools at their disposal. This enhances the quality of education and contributes to a more intellectually sophisticated nation.

In order to successfully achieve learning objectives, educators must be able to devise suitable techniques to provide religious information to students without facing major challenges when creating teaching materials. Making learning easy for children is the teacher's responsibility as much as imparting knowledge to them. (Elli, 2020)

The head of SMAN 3 Tanjung Balai, Dr. Nahwati, was interviewed by the researcher. According to her, the school's main strategy to encourage the creativity of Islamic Education teachers is to provide opportunities for educators, especially Islamic Education teachers, to integrate project-based learning techniques into their learning. We provide opportunities for the relevant instructors to express their creativity while developing teaching plans. By using various media that have been circulating, besides that we also provide guidance to facilitate the teaching and learning process of children.

The above explanation shows the need for us to make use of the resources provided by the school to ensure that teaching runs as it should. The same thing was also conveyed by the Principal Mrs. Nahwati who explained that: The innovation of Islamic education teachers of SMAN 3 Tanjung Balai plays an active role in improving the level of teaching and producing devoted and moral students. As seen in the interview above, Islamic Religious Education teachers

have played an active role in improving teaching standards in order to instill imtaq to their students. In this case, virtuous principles include visiting sick acquaintances, keeping a proper distance from parents, and respecting elders.

Dalam wawancara dengan Ibu Mahdaniar, guru PAI SMAN 3 Tanjung Balai, mengatakan sebagai berikut: Para siswa SMAN 3 Tanjung Balai menunjukkan kreativitas yang tinggi dalam pengajaran Pendidikan Agama Islam, yang terlihat dari perilaku sopan santun mereka terhadap guru dan staf lainnya. Mereka juga sangat bangga mempelajari dan mengamalkan Islam. Sebagai guru pendidikan agama Islam, Ibu Fitriyani juga menegaskan hal yang sama: kita tidak sekadar mengajar siswa menggunakan model dan metode pembelajaran yang sudah ada; sebaliknya, kami menggunakan pembelajaran berbasis proyek untuk menumbuhkan kreativitas mereka dan melakukan penyesuaian terhadap keadaan mereka.

Based on the parameters met by the students, it can be seen from these two reasons that the Islamic religious education provided at SMAN 3 Tanjung Balai is very effective. The research findings of SMAN 3 Tanjung Balai show that the instructor's inventiveness in the classroom is commendable and responsible. Teachers need to plan for their students to have an interesting and purposeful learning experience, according to the interviews the researcher conducted with a number of instructors using this project. Various additional teaching methodologies are used by them in addition to project-based learning.

In addition, while creating educational resources that are relevant to the needs and interests of their students, PAI teachers show innovation. To make learning more practical and meaningful, the educators incorporated religious principles into their students' daily life environments. Teachers' creativity is also reflected in their efforts to create an inclusive, supportive and motivating learning environment. They use various strategies to build good relationships with students, respect diversity and create a fun learning atmosphere. Through increased teacher innovation, the goal is to improve the quality of PAI learning at SMAN 3 Tanjung Balai and deepen students' understanding of religious concepts.

#### **B. Implementation of Project Based Learning Tanggung Jawab Belajar siswa di SMAN 3 Tanjung Balai**

Guided by the educational ideals found in the Quran, contemporary learning paradigms such as Project Based Learning can be practiced. Similar to verse 9 of Surah Az-Zumar (39): the verse emphasizes the importance of knowledge, understanding and wisdom in the life of a Muslim although it does not explicitly refer to one learning approach.

أَمَّنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ ۚ قُلْ هَلْ يَسْتَوِي  
الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ ۚ إِنَّمَا يَتَذَكَّرُ أُولُوا الْأَلْبَابِ

Meaning: (Are you the more fortunate of the polytheists or the one who worships at night, prostrating himself and standing, for fear of the Hereafter and for the mercy of his Lord? Say, "Are those who know equal with those who do not know?" In fact, only those who are of sound mind can learn. (Indonesian Ministry of Religious Affairs, 2019)

The views of the 14th-century commentator Ibn Kathir indicate this. According to him, people with knowledge and understanding of religious doctrine will be able to distinguish the authenticity of the Islamic faith and the majesty of Allah. They should recognize the oneness of Allah and give honest devotion. In contrast, without knowledge, people tend to ignore Allah's verses, commit mistakes, and worship false gods or idols. This verse emphasizes how those with knowledge and understanding will be better able to comprehend Allah's words and live an Islamic life. (Katsir, 2004)

Some students even struggle to push themselves to learn because of teachers' indifference to their critical thinking skills and lack of diversity in their learning methods. This is less enjoyable for children because the typical learning style in school is memorization and writing. While classroom teaching, where students receive most of their teaching directly from the instructor, who is seen as more knowledgeable and capable, project-based learning uses the teacher as a guide to help students find answers to key questions.

Learning materials may be substantially expanded, assessments are made from the start and results monitored, and students need to get used to working together in groups. The learning environment is often more customized than a traditional classroom, and most evaluations are concerned with learning outcomes rather than how the learning process and resources are used when students or instructors are still standing in front of them. When learning is project-based, the task becomes the main focus and learning objectives are defined. Students are also allowed to conduct more independent research, consider different viewpoints when creating a project, have enough time to think things through, and are free to use their imagination when designing and organizing a project of their choice as an answer to a given question.

Through training and refining students' thinking skills when planning a project not only in one direction but also in another plan, Project Based Learning lends itself to strengthening thinking patterns through skills, as it allows for better time management. Collaborating on a project increases accountability as well as facilitates smooth project execution. This is because students are responsible for the outcome of the project which is delivered in the form of a report. Project-based learning is used at SMAN 3 Tanjung Balai school to address Islamic religious education and character development. Project Based Learning provides the following benefits when practiced:

1. Increases students' enthusiasm in learning
2. Gets problems from students
3. Improve the ability to find information.
4. Promote more collaboration and passion.
5. Improve your ability to organize.
6. While this learning approach has its advantages, it also has its disadvantages, namely:
7. Requires a significant investment of time and money.
8. Difficulty getting ready.
9. Difficult to find the right references.
10. Choosing an appropriate project may be difficult. (Annisa Rehani, 2023)

Based on the research conducted by researchers at SMAN 3 Tanjung Balai, the results obtained by researchers about the implementation of project-based learning at SMAN 3 Tanjung Balai are:

- a. The implementation of project-based learning at SMA Negeri 3 Tanjung Balai is organized and guided. To introduce religious themes to students, teachers often apply project-based learning. Students are able to learn actively through authentic experiences when given tasks that are relevant to their lives.
- b. Partnership between instructors and Students: There is a good partnership between instructors and students in project-based learning. To help students plan and implement learning projects, teachers facilitate learning. To achieve project goals collaboratively, students are encouraged to work in groups, communicate and exchange ideas.
- c. Critical and Creative Thinking Skills Development Students' critical and creative thinking skills become another goal of project-based learning at SMA Negeri 3 Tanjung Balai. Students' problem solving, information analysis and creative solution making are encouraged through the projects they work on. Students benefit from this as their ability to think deeply and complexly develops.
- d. Project Based Evaluation: Students are evaluated according to their project progress, their presentation, and the learning process itself when project-based learning is implemented. To help students improve the quality of their projects and their learning ability, teachers provide them with in-depth critiques.

This means that through contextual and project-based learning, the use of Project Based Learning at SMA Negeri 3 Tanjung Balai has increased student engagement, encouraged the development of critical and creative thinking skills, and improved students' understanding of religious concepts.

### C. Forms of Responsibility of PAI teachers in Implementing Project Based Learning at SMAN 3 Tanjung Balai

Project-based learning teachers at SMAN 3 Tanjung Balai have tasks that are in accordance with the state of technology at the time, according to the results of the study they conducted on project-based learning subjects at the school. When using technology, such as infocus, to carry out projects, the aim is to facilitate students' understanding of the lesson the teacher is trying to convey. When teaching, PAI teachers often utilize cardboard as a way to get students more involved in the learning process. There are several forms of responsibility that researchers summarize, including:

- a. Designing Learning Projects: Designing educational activities related to Islamic religious issues is the responsibility of PAI teachers. They need to ensure that these initiatives can enhance students' understanding of Islamic religious beliefs and are in line with the curriculum.
- b. Developing Project Assignments: To foster critical thinking, teamwork, and the development of problem-solving skills in their students, PAI teachers should create difficult project assignments. In order for students to integrate Islamic religious principles into their daily lives, these project tasks should be in line with the learning objectives.
- c. Determining Success Criteria: PAI teachers should set clear project success criteria so that students can understand what is expected of them. These success criteria will also help the teacher in evaluating the students' project results.
- d. Facilitating Learning: Instructors who specialize in PAI are in charge of helping students complete assignments. They should help students with their projects by offering suggestions, critiques, and encouragement.
- e. Evaluating Project Results: After students have completed the project, PAI teachers should evaluate the results of the project. They need to assess students' understanding of the Islamic concepts applied in the project and provide constructive feedback.

As a result of fulfilling this task, PAI instructors at SMAN 3 Tanjung Balai are able to provide students with relevant and successful project-based learning opportunities that help them understand Islamic religious ideas.

### CONCLUSION

This study shows that in PAI classes at SMAN 3 Tanjung Balai, the use of innovative project-based learning by teachers greatly enhances students' learning responsibility. Through the application of creative and useful project-based learning in students' daily lives, active participation, learning independence and group work skills can all be enhanced. Instructors should continue to hone innovative project-based learning concepts to improve teaching quality and students' sense of responsibility for their education. In addition, educators can help children become more proficient communicators and collaborators. Research reveals that teacher creativity is truly utilized in the creation of Project-Based Learning, which seeks to give students more responsibility for their education. More efforts are needed to improve the quality of project-based learning and enhance teacher creativity in developing it. The ability to think critically and actively participate in the learning process will be enhanced in students.

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