

## **Implementation of Project-Based Learning in an Effort to Increase Social Awareness through Alms Activities in Class IV SDN 002 Rambah Hilir**

**Umi Fitri<sup>1</sup>, Mesis Leni<sup>2</sup>, Kasmawati<sup>3</sup>**

<sup>1</sup> SD Negeri 002 Rambah Hilir, Riau, Indonesia

<sup>2</sup> SMK Negeri 1 Kepenuhan Hulu, Riau

<sup>3</sup>SD Negeri 008 Rambah Hilir, Riau, Indonesia

Email : [Mesisleni2025@gmail.com](mailto:Mesisleni2025@gmail.com), [Kasmawati741@guru.sd.belajar.id](mailto:Kasmawati741@guru.sd.belajar.id),  
[Umi.ramhil@gmail.com](mailto:Umi.ramhil@gmail.com)

**Abstract,** This study aims to implement project-based learning in increasing students' social awareness through alms activities in grade IV of elementary school. The research approach used is Classroom Action Research, which consists of two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. The subject of the study was 20 grade IV students of an elementary school in Negeri 002 Rambah Hilir Riau in the subject of Islamic Religious Education. The results of the study show that the application of project-based learning through alms activities is able to increase students' understanding and awareness of the importance of sharing with others. In addition, there was an increase in the cognitive, affective, and psychomotor aspects of students that were related to the value of social care. Thus, project-based learning can be an effective strategy to instill the character of social care in elementary school students.

**Keywords :** Project-Based Learning, Social Care, Almsgiving Activities, Classroom Action Research.

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### **I. INTRODUCTION**

Character education is a fundamental aspect of the education system in Indonesia. In addition to equipping students with academic knowledge, education must also allow individuals to form noble characters, show empathy, and care for others (Ilham et al., 2023). One of the important character values to be developed from an early age is social

concern. Social concern reflects an individual's awareness of helping others in need, both in material and non-material forms (Hosany et al., 2022). One form of social concern that can be instilled in the school environment is alms activities. However, in practice, students' awareness of sharing is still relatively low (Elsayed, 2024).

Many students do not yet understand the importance of sharing and the positive impact that can result from simple actions such as giving alms. The lack of direct experience in implementing social values makes students' social concerns less developed optimally. This shows the need for learning strategies that are able to foster students' social awareness through hands-on experience (Khosi'in et al., 2024). One of the effective learning approaches for developing student character is Project-Based Learning (PjBL). This learning model provides a more meaningful learning experience by involving students in a project that has a real impact. Through project-based learning, students not only gain a conceptual understanding of the subject matter but can also apply social values in daily life (Almulla, 2020).

Several previous studies have discussed the importance of character education in fostering students' social awareness through various learning methods. Suminar et al. (2022) examined the application of the Project-Based Learning (PjBL) model in increasing the social awareness of elementary school students. The results of her research show that students' involvement in social projects such as fundraising and food distribution can increase their awareness and empathy for others. Nurhamidah et al. (2024) highlight the role of teachers in instilling the value of social care through a project approach in elementary schools. They found that teachers' involvement in guiding students in social projects greatly

influenced the success of this program. Based on these various studies, it can be concluded that project-based learning is an effective strategy for increasing students' social awareness by providing real experiences in sharing and helping others.

In the context of learning in elementary schools, the application of project-based learning can be associated with alms activities as an effort to increase students' social awareness. By designing projects that involve students in sharing activities, such as fundraising, food distribution, or other social activities, students can directly experience the benefits and meanings of such social actions. This is expected to foster the habit of sharing and build an attitude of empathy and solidarity in students (Ainur Rofiq et al., 2024). This study aims to apply a project-based learning model in increasing students' social awareness through alms activities in grade IV of elementary school. By implementing this strategy, it is hoped that students will not only understand the concept of social care but also have concrete experience in implementing it (Ramdani et al., 2025).

In addition, this study also aims to determine the effectiveness of project-based learning in shaping the character of students who are more concerned and empathetic to the surrounding environment. Thus, this research is expected to contribute

to the world of education, especially in developing effective learning strategies for shaping students' character (Rohmah & Diana, 2023). The application of project-based learning in activities is expected to be an alternative solution for educators who want to instill social values in students from an early age.

## **II. RESEARCH METHODS**

This study uses the Classroom Action Research approach, which is carried out in two cycles. Each cycle consists of stages of planning, implementation, observation, and reflection. The subjects of the study were 20 grade IV students at 002 Rambah Hilir elementary school for the 2022 academic year. Data was collected through observations, interviews, and questionnaires given to students and teachers. The research instruments included student engagement observation sheets, teacher reflection journals, and questionnaires that measured students' understanding and attitudes toward social care. Data analysis was carried out in a qualitative and quantitative descriptive manner to see the development of students' social care from one cycle to the next.

## **III. RESEARCH RESULTS AND DISCUSSION**

The study's results showed a significant increase in students' social concern after the implementation of project-based learning through alms activities.

### **Cycle 1**

In the first cycle, student participation in alms activities is still passive. From the observation results, only 12 out of 20 students were active in alms activities. Some students still don't understand the importance of sharing, so their involvement in the project is still limited. In addition, most students still need teacher guidance in the implementation of alms activities. The results of the questionnaire showed that students' understanding of the concept of social care only reached 60%. Therefore, reflection in the first cycle emphasizes the need to improve students' understanding through more in-depth discussions and more interactive activities.

### **Cycle 2**

In the second cycle, various strategies are implemented to increase students' social awareness. Teachers provide real examples of the benefits of almsgiving, hold group discussions, and encourage students to share their personal

experiences. As a result, student involvement in alms activities increased significantly. From the observation results, 18 out of 20 students were actively involved in this project. In addition, the results of the questionnaire showed an increase in students' understanding of the concept of social care by up to 85%. Students also showed positive attitude changes, such as being more active in helping friends in need and more enthusiastic about participating in social activities at school. In summary, the following table shows the differences in learning in cycles 1 and 2

Table 1. Comparison of cycles I and II

Aspects	Cycle I	Cycle II
Comprehension percentage (%)	60%	85%
Number of active students	12	18
Involvement in discussions	Low	High
Motivation to share	Medium	Very high
Teacher help is needed	Often	Rarely

From the table above, it can be seen that there has been a significant increase in various aspects of student social care. If student involvement is still low in the first

cycle and requires a lot of teacher guidance, then in the second cycle, students are more independent in carrying out alms activities. In addition, awareness and motivation to share also increased after being given a deeper understanding and real examples of the importance of sharing with others.

Overall, this study shows that project-based learning is effective in increasing students' social awareness. This can be seen from the increase in the number of active students, a better understanding of the concept of social care, and a higher motivation to share. With a more interactive and applicative approach, students become more aware of the importance of sharing and caring for others so that this learning model can be applied more widely in the context of basic education.

### Advantages and Disadvantages in the Implementation of Classroom Action Research.

In the implementation of this class action research, several advantages and disadvantages were found during the two cycles.

#### a. Excess:

1. Project-based learning provides students with a direct experience of applying the value of social care.
2. Students are more active in learning because they feel they have a role in almsgiving activities.

3. Student involvement in discussion and reflection increases, strengthening their understanding of social values.
4. Teachers can continuously evaluate and improve to increase the effectiveness of learning.

#### b. Deficiency

1. In the first cycle, students are still not familiar with this method, so it takes time to adapt.
2. Alms activities require good coordination between teachers, students, and parents, which is sometimes challenging.
3. More media and resources are needed to support project activities to make them more varied and interesting.
4. Not all students have the same understanding, so an individualized approach is needed to ensure all students get the same benefits.

Although there are some shortcomings, the results of this study show that project-based learning remains an effective strategy for instilling the value of social care in students. With improvements in aspects that are still obstacles, this learning model can be implemented better in the future.

#### IV. CONCLUSION

The application of project-based learning in alms activities has succeeded in increasing the social awareness of grade IV elementary school students. Students become more active in sharing and have higher social awareness. It is recommended that teachers apply this learning model more often and that schools hold alms programs regularly to strengthen character education.

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