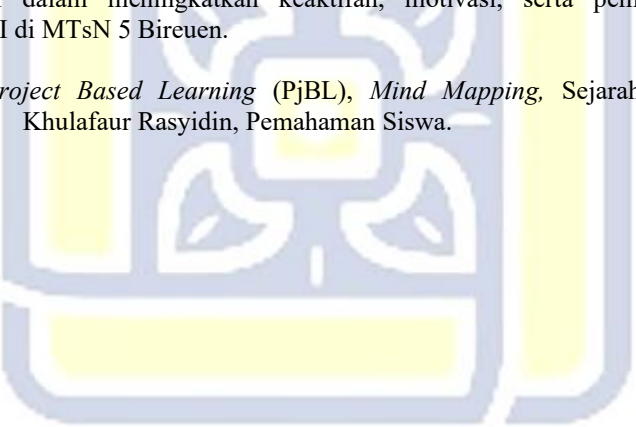


## ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi penerapan pembelajaran *Project Based Learning* berbasis *Mind Mapping* dalam pembelajaran Sejarah Kebudayaan Islam (SKI) pada materi Sejarah Khulafaur Rasyidin di MTsN 5 Bireuen. Latar belakang penelitian ini didasarkan pada rendahnya keterlibatan siswa dalam pembelajaran SKI yang masih didominasi metode ceramah, sehingga siswa cenderung pasif dan mengalami kesulitan dalam memahami serta mengingat materi sejarah Islam. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Subjek penelitian terdiri atas guru SKI dan siswa kelas VII MTsN 5 Bireuen. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Keabsahan data diperoleh melalui triangulasi, *member check*, dan kecukupan referensi, sedangkan analisis data menggunakan model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan kombinasi metode *Mind Mapping* dan PjBL terlaksana dengan baik melalui tahapan penyusunan peta konsep, pelaksanaan proyek kelompok, presentasi hasil, serta refleksi pembelajaran. Respon siswa terhadap pembelajaran sangat positif karena pembelajaran menjadi lebih menarik, menyenangkan, dan mendorong keterlibatan aktif dalam diskusi maupun kerja sama kelompok. Selain itu, penggunaan *Mind Mapping* membantu siswa mengorganisasikan informasi secara sistematis, sedangkan PjBL memberikan pengalaman belajar yang bermakna melalui kegiatan proyek. Pemahaman siswa terhadap materi Sejarah Khulafaur Rasyidin berada pada kategori baik dengan nilai rata-rata 77,5. Dengan demikian, kombinasi metode *Mind Mapping* dan *Project Based Learning* efektif dalam meningkatkan keaktifan, motivasi, serta pemahaman siswa pada pembelajaran SKI di MTsN 5 Bireuen.

**Kata Kunci:** *Project Based Learning* (PjBL), *Mind Mapping*, Sejarah Kebudayaan Islam, Khulafaur Rasyidin, Pemahaman Siswa.



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## ABSTRACT

This study aims to explore the implementation of Project Based Learning (PjBL) based on Mind Mapping in Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) learning on the topic of the History of the Khulafaur Rasyidin at MTsN 5 Bireuen. The background of this study is based on the low level of student engagement in SKI learning, which is still predominantly conducted through lecture methods, causing students to tend to be passive and experience difficulties in understanding and remembering Islamic historical materials. This study employed a descriptive qualitative approach. The subjects of the study consisted of an SKI teacher and seventh-grade students at MTsN 5 Bireuen. Data were collected through observation, interviews, and documentation. Data validity was ensured through triangulation, member checking, and reference adequacy, while data analysis employed an interactive model consisting of data reduction, data display, and conclusion drawing. The results of the study indicate that the implementation of the combination of Mind Mapping and Project Based Learning was carried out effectively through the stages of developing concept maps, conducting group projects, presenting the results, and reflecting on the learning process. Students responded very positively to the learning activities because the learning process became more engaging and enjoyable while encouraging active participation in discussions and group collaboration. Furthermore, the use of Mind Mapping helped students organize information systematically, while Project Based Learning provided meaningful learning experiences through project-based activities. Students' understanding of the History of the Khulafaur Rasyidin was categorized as good, with an average score of 77.5. Therefore, the combination of Mind Mapping and Project Based Learning was effective in enhancing student engagement, motivation, and understanding in SKI learning at MTsN 5 Bireuen.

Keywords: Project Based Learning (PjBL), Mind Mapping, Islamic Cultural History, Khulafaur Rasyidin, Student Understanding.