



Increasing Knowledge of Daarut Tauhiid Bandung Golden Islamic Boarding School Program Participants Through Project-Based Learning

Tati Ruhmawati¹, Kamsatun², Bambang Yulianto³, Asep Saepudin⁴

Department of Community Education, Faculty of Education, Universitas Pendidikan Indonesia,

*Correspondence: E-mail: muslimah.tati@upi.edu

ABSTRACT

SDGs target number 3.4 in 2030 reduces by one third the premature death rate from non-communicable diseases (PTM). The elderly are very at risk of experiencing PTM such as hypertension, heart disease, diabetes, stroke, rheumatism, and others.

Method: This type of research is quasi experiment with pre-posttest group design without control. The intervention provided is in the form of project-based learning. The population is the students of the Golden Age of Daarut Tauhiid Bandung as many as 19 people. Data collection techniques using a questionnaire sheet. Respondents measured knowledge before and after participating in learning. The data that has been collected is then processed and analyzed using the dependent T test.

Results: The average score of respondents' knowledge before learning was 71 and after learning was 82. The results of the dependent T test obtained a value of $p = 0.003$ less than α (0.05), which means that there were differences in the knowledge of respondents before and after project-based learning was carried out.

Conclusion: Project-based learning can increase respondents' knowledge about symptoms, how to prevent and treat non-communicable diseases (PTM) by 13.4%.

© 2023 Kantor Jurnal dan Publikasi UPI

ARTICLE INFO

Article History:

Submitted/Received 19 Jan 2022

First Revised 21 Maret 2022

Accepted 23 June 2022

First Available online 2 July 2022

Publication Date 22 August 2022

Keyword:

Learning, Increasing, Knowledge, Islamic Boarding Schools.

1. INTRODUCTION

Sustainable Development Goals (SDGs) is a global action plan agreed upon by world leaders, including Indonesia, to end poverty, reduce inequality and protect the environment. (Masruchiyah, 2023). The SDGs contain 17 Goals and 169 Targets that are expected to be achieved by 2030. Based on Alisjahbana and Murningtyas in Napitupulu, M.D., Pasaribu, V.A, & Sihombing, N (2022) The four pillars of SDGs include achieving fair and equal fulfillment of quality basic human rights to improve welfare for all people, achieving quality economic growth through sustainable employment and business opportunities, innovation, inclusive industry, adequate infrastructure, affordable clean energy and supported by partnerships, the achievement of sustainable management of natural resources and the environment as a support for all life, and the realization of legal certainty and governance that is effective, transparent, accountable and participatory to create stability and security and achieve a state based on law. (Napitupulu, 2022). According to Fadhilah (2023). SDGs target number 3.4, namely by 2030 reduce by one third the premature death rate from non-communicable diseases through prevention and treatment (Fadhilah, 2023).

Non-communicable diseases (PTM) are diseases or medical conditions that cannot be transmitted from one individual to another. WHO stated that in 2016, around 71 percent of the causes of death in the world were non-communicable diseases (PTM), which kill 36 million people per year. As many as 73% of deaths are currently caused by non-communicable diseases, 35% of them due to heart and blood vessel disease, 12% by cancer, 6% by chronic respiratory diseases, 6% due to diabetes, and 15% caused by other PTM (Marbun, 2021). Predicted, PTM will continue to increase. PTM is a challenge in the world of health. Globally PTM is the number one cause of death every year, namely cardiovascular disease. Cardiovascular disease is a disease caused by impaired heart and blood vessel function, such as coronary heart disease, heart failure or heart failure, hypertension and stroke (Ministry of Health RI, 2016). According to Siswanto and Lestari (2020) In Indonesia, the prevalence of PTM has increased, including cancer from 1.4% to 1.8%, stroke from 7% to 10.9%, chronic kidney disease from 2% to 3.8%, based on sugar screening. diabetes mellitus increased from 6.9% to 8.5%, and blood pressure measurement results, hypertension increased from 25.8% to 34.1% (Siswanto, 2020).

Based on Bureau Ministry of Communication and Community Services Republic of Indonesia Health, in Nuraisyah (2021) Changes in lifestyle (eating patterns with unbalanced nutrition, lack of physical activity, smoking and others) allow the increase in NCDs to continue. One age group that is vulnerable to non-communicable diseases is the elderly (Nuraisyah, .dkk, 2021) age, a person's health condition becomes more vulnerable. The elderly (elderly) are very at risk of experiencing non-communicable diseases such as hypertension, heart disease, diabetes, stroke, rheumatism, and others. the most common diseases in the elderly are non-communicable diseases, including; hypertension, dental problems, joint disease, oral problems, diabetes mellitus, heart disease and stroke, and infectious diseases, such as ISPA, diarrhea, and efforts to improve the health of the elderly, do not only rely on government programs, but can be carried out independently for certain groups. One of them

is the Golden Age Santri who are in the Daarut Tauhid Islamic boarding school in Bandung. The Golden Age Islamic Boarding School Program is one of the leading programs specifically for the elderly (elderly) who want to deepen their religious knowledge and familiarize it in everyday life so they can achieve husnul khotimah. As explained above that one of the age groups that is vulnerable to non-communicable diseases is the elderly, so apart from being equipped with religious knowledge it is also important to be equipped with knowledge about non-communicable diseases that the elderly always suffer from. For this reason, education is needed to increase their knowledge about non-communicable diseases. One alternative that is seen as being able to improve students' conceptual understanding, critical thinking skills, active and collaborative work is project-based learning. From Amelia and Aisyah (2021) This learning emphasizes student-centered teaching in this case the Daarut Tauhid Bandung Golden Age students with project assignments. Project-based learning provides opportunities for students to work more autonomously, to develop their own and more realistic learning (Amelia, 2021)

2. METHOD

This type of research includes quasi-experimental research with a one group pre and post test design without control, namely a research design before and after intervention using one group without control. The intervention provided is in the form of project-based learning. Respondents measured knowledge before and after being given learning. The research was conducted by the Daarut Tauhid Islamic Boarding School Program in Bandung. The population in this study were all participants Daarut Tauhid Bandung's Golden Age Islamic Boarding School Program, namely 19 people. Sampling was not carried out because the entire population was studied. The project in this lesson is educational materials packaged in the form of a booklet about symptoms, how to prevent and treat non-communicable diseases (hypertension, diabetes mellitus, gout) which are often suffered by the elderly. Booklets become their learning projects that continue to be studied independently. Data collection techniques were carried out through interviews using questionnaires. Respondents measured knowledge before and after participating in the activity. The data that has been collected is then processed and analyzed using the dependent test.

3. RESULTS

Based on the data that has been collected, the following research results are obtained:

TABLE 1 RESPONDENTS' KNOWLEDGE SCORES BEFORE AND AFTER FOLLOWING LEARNING

No	Prior Learning Knowledge Score	Frequency	No	Knowledge Score After Learning	Frequency
1.	56	3	1.	69	2
2.	62	4	2.	75	10
3.	68	2	3.	82	2
4.	75	4	4.	88	5
5.	81	5			
6.	87	1			
Amount		19	Amount		19
Average Score		71	Average Score		82

Based on table 1, it can be seen that the average respondent's knowledge score before learning was 71 and after learning was 82.

TABLE 2. DEPENDENT T TEST RESULTS

Paired Samples Test			
Paired Differences			Si

Means	Standard Deviation	Standard Error	95% Confidence Interval of the Difference	t	p-value (2-tailed)
Pair 1 Respondent's knowledge score before the intervention - Respondent's knowledge score after the intervention	1,158	1,363	1,863 - 4,453	3,4508	0,0030

Based on table 2, it can be seen that the value of $p = 0.003$ is less than $\alpha (0.05)$, which means that there is a difference in the knowledge of the respondents before and after the project-based learning is carried out.

4. DISCUSSION

Project-based learning can be used as one of the efforts that can be made to increase the knowledge and understanding of the elderly, so that the elderly are not only aware, know and understand but can also do as recommended to maintain and improve health status and prevent disease. The more someone gets knowledge, the more it encourages someone to be able to apply good behavior (Nelwan, 2019). Good knowledge about non-communicable diseases (PTM) can influence people's behavior in preventing them (Limbong et al., 2018).

So that body condition remains healthy and fit in the elderly, it is very wise if the elderly start adopting a healthy lifestyle as early as possible (Ambartana & Nursanyoto, 2019). Elderly awareness of the importance of health will affect the quality of life of the elderly. Quality of life in general according to the World Health

Organization is divided into four areas, namely: physical health, psychological health, social relationships, and the environment. (WHOQOL Group 1998; Larasati 2012 in Anggarawati,T., and Sari,N.W., 2021) By doing sports such as gymnastics for the elderly, it can improve reserve energy in its function against increasing demands, for example pain due to decreased muscle mass and strength, maximum heart rate, exercise tolerance, aerobic capacity and an increase in body fat. In fact According to Setiawan in Saeroji (2022), various studies have shown that exercise or sports such as gymnastics for the elderly can eliminate various risks of diseases such as hypertension, diabetes mellitus, and heart disease. coronary artery (Saeroji,2022). The health of the elderly is the well-being of the rest of their age, if the health of the elderly is not controlled it will cause the disease that is suffered from an early age to be undetected so that it becomes a chronic or chronic disease. Chronic disease significantly reduces the quality of life of the elderly. The existence of chronic diseases is synonymous with a decrease in quality of life (Setyoadi, S., Ahsan, A., Abidin, AY 2013).

Project-based learning is process-centered learning, relatively timed, problem-focused, meaningful learning units by integrating concepts from a number of components, be it knowledge, disciplines or fields (Mulyadi in Nur, E. W. (2022). In project-based learning the learning activities take place collaboratively in heterogeneous groups. Project-based learning has enormous potential to train students' thinking processes that lead to students' critical thinking skills. Critical thinking skills are developed at each stage of learning the project-based learning model (Suteja, S., & Setiawan, D.2022). Students become motivated in their learning, educators act as mediators and facilitators (Sastrika, Ida Ayu, Sadia I Wayan and Muderawan I Wayan, 2013).

According to Maudi, N. (2016). Project-based learning (Project Based Learning) is learning that provides opportunities for teachers to manage classroom learning by involving project work. Project-based learning has enormous potential to make learning experiences more interesting and useful for students In the project-based learning process, students experience a process of analyzing and synthesizing information which delivered by educators. (Maudi, 2016)

Every learner is actively involved both physically and mentally at each aspect activities so that students' understanding of learning material becomes better. The emphasis on learning is not limited to trying to stuff someone with a number of rote concepts, but rather lies in making someone have a set of knowledge, attitudes, values, and skills. The learning process is carried out by giving participants the freedom to find solutions or solve problems from various sources. Freedom which is given for students to find alternative solutions to the problem providing a more meaningful learning atmosphere and comfortable conditions in the learning process. (Nur, I. R. D. 2016) To increase the meaningfulness of learning, the learning process should focus more on the activity of forming knowledge in students, not that the learning process is more concerned with how the knowledge transfer process takes place. (Rati, NW, Kusmaryatni, N., and Rediani, N., 2017).

5. CONCLUSION

There are differences in knowledge scores before and after learning is carried out, where the average knowledge score before learning is 71 and the average knowledge score after learning is 82. Project Based Learning can increase respondents' knowledge about symptoms, how to prevent and prevention of non-communicable diseases (PTM) of 13.4%.

6. REFERENCE

- Adhania, C. C., Wiwaha, G., & Fianza, P. I. (2016). Prevalensi Penyakit Tidak Menular pada Fasilitas Kesehatan Tingkat Pertama di Kota Bandung Tahun 2013-2015. *JSK*, 3(4), 204–211.
- Ambartana, I.W., Nursanyoto, H. (2019). *Sosialisasi Manfaat Makan Sayur dan Buah Serta Manfaat Olahraga untuk Mencegah Obesitas Pada Lansia di Kecamatan Ubud Kabupaten Gianyar*. *Jurnal Pengabmas Masyarakat Sehat*. 1(1):39-44.
- Amelia, N., & Aisyah, N. (2021). Model Pembelajaran Berbasis Proyek (Project Based Learning) dan Penerapannya pada Anak Usia Dini di TK IT Al-Farabi. *BUHUTS AL ATHFAL: Jurnal Pendidikan dan Anak Usia Dini*, 1(2), 181-199.
- Anggarawati, T., & Sari, N. W. (2021). Peningkatan kualitas hidup lansia melalui self help group Di Rumah Pelayanan sosial lanjut usia. *Indonesia Jurnal Perawat*, 6(1), 33-41.
- Fadhilah, N. (2023, August). Identifikasi Faktor Pola Hidup Anak Usia 5-12 Tahun Sebagai Penunjang Perancangan Produk. In *SERENADE: Seminar on Research and Innovation of Art and Design* (Vol. 2, No. 1, pp. 297-304).
- Limbong, V. A., Rumayar, A., & Kandou, G. D. (2018). Hubungan pengetahuan dan sikap dengan kejadian hipertensi di wilayah kerja Puskesmas Tateli Kabupaten Minahasa. *Kesmas*, 7(4).
- Marbun, R., Sugiyanto, S., & Dea, V. (2021). Edukasi Kesehatan Pada Remaja Dalam Pentingnya Gizi Seimbang Dan Aktivitas Fisik Di Era Pandemi Covid-19. *SELAPARANG: Jurnal Pengabdian Masyarakat Berkemajuan*, 4(3), 508-512.
- Masruchiyah, N., & Laratmase, A. J. (2023). Pemberdayaan Perempuan dalam Pembangunan Berkelanjutan di Era Revolusi Industri 4.0. *Jurnal Green Growth dan Manajemen Lingkungan*, 12(2), 125-138.
- Maudi, N. (2016). Implementasi Model Project Based Learning Untuk Meningkatkan Kemampuan Komunikasi Matematis Siswa. *Jurnal Pendidikan Matematika Indonesia*, 1(1), 39-43.

- Napitupulu, M. D., Pasaribu, V. A., & Sihombing, N. (2022). Analisis Implementasi Sustainable Development Goals (SDGs) Desa Bakal Gajah Melalui Pengembangan Badan Usaha Milik Desa (BUMDes). *Citra Sosial Humaniora (CISHUM)*, 1(1), 1-11.
- Nelwan, J.E.(2019). Pengaruh Penyuluhan Kesehatan Terhadap Perubahan Pengetahuan Masyarakat tentang Hipertensi di Kota Manado. *Journal Public Health Without Border*.1(2):1-7.
- Nur, E. W. (2022). Project-Based Learning counseling guidance in restoring student learning motivation after Covid-19. *International Journal of Applied Guidance and Counseling*, 3(2).
- Nur, I. R. D. (2016). Meningkatkan kemampuan berpikir kreatif matematis dan kemandirian belajar siswa dengan menggunakan model pembelajaran brain based learning. *JUDIKA (Jurnal Pendidikan Unsika)*, 4(1).
- Nuraisyah, F., Purnama, J. S., Nuryanti, Y., Agustin, R. D., Desriani, R., & Putri, M. U. (2021). Edukasi Pencegahan Penyakit Tidak Menular pada Lansia untuk Meningkatkan Kualitas Hidup: Non-Communicable Disease Prevention Education for the Elderly to Improve Quality of Life. *PengabdianMu: Jurnal Ilmiah Pengabdian kepada Masyarakat*, 6(4), 364-368.
- Rati, Ni Wayan, Kusmaryatni Nyoman dan Rediani Nyoman. (2017). *Model Pembelajaran Berbasis Proyek, Kreativitas dan Hasil Belajar Mahasiswa*. *Jurnal Pendidikan Indonesia*, 6(1): 60-71.
- Saeroji, M., Syahleman, R., & Supriyatna, Y. (2022). PENGARUH SENAM LANSIA TERHADAP KADAR GULA DARAH SEWAKTU PASIEN DIABETES MELLITUS TIPE. II PADA WANITA MENOPAUSE DI WILAYAH PUSKESMAS KARANG MULYA KEC. PANGKALAN BANTENG KAB. KOTAWARINGIN BARAT. *Jurnal Borneo Cendekia Vol*, 6(1).
- Sastrika, Ida ayu, Sadia I Wayan dan Muderawan I Wayan. (2013). Pengaruh Model Pembelajaran Berbasis Proyek terhadap Pemahaman Konsep Kimia dan Keterampilan Berpikir Kritis. *Journal Program Pasca Sarjana Universitas Pendidikan Ganesha*, 3(1): 1-10.
- Setyoadi, S., Ahsan, A., Abidin, A.Y. 2013. *HubunganPeran Kader Kesehatan Dengan TingkatKualitas HidupLanjut Usia*. *Jurnal Ilmu Keperawatan:Journal of Nursing Science*, 1(2):183-192.
- Siswanto, Y., & Lestari, I. P. (2020). Pengetahuan Penyakit Tidak Menular dan FaktorRisiko Perilaku pada Remaja. *Pro Health Jurnal Ilmiah Kesehatan*, 2(1), 1-6.

Ruhmawati, dkk., Increasing Knowledge of Daarut Tauhiid Bandung Golden Islamic Boarding School Program Participants Through Project-Based Learning | 160
Suteja, S., & Setiawan, D. (2022). Students' critical thinking and writing skills in project-based learning. *International Journal of Educational Qualitative Quantitative Research*, 1(1), 16-22.