

THE EFFECT OF THE IMPLEMENTATION OF THE PROJECT BASED LEARNING MODEL ON STUDENTS' LEARNING INTEREST

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Abstract: *This study aims to analyze the effect of implementing the Project-Based Learning (PBL) model on students' learning interest in Islamic Religious Education (IRE) at SMP Negeri 1 Dolok Batunanggar. The background of this study is based on the low level of students' interest in learning Islamic Religious Education, which is often caused by conventional teaching methods that do not actively involve students in the learning process. The PjBL model was chosen because this approach emphasizes learning through real-world projects, which can increase students' motivation and engagement. This study employed a quasi-experimental method. The study population consisted of seventh-grade students at SMP Negeri 1 Dolok Batunanggar, with a sample of 72 students divided into an experimental class (using the PjBL model) and a control class (using conventional teaching methods). Data were collected through a learning interest questionnaire administered before and after the intervention and analyzed using a Likert scale to identify significant differences. The results of the study indicate that the implementation of the PjBL model has a positive and significant effect on students' learning interest in Islamic Religious Education. This study concludes that the PjBL model is effective in increasing students' learning interest in Islamic Religious Education; therefore, it is recommended to be implemented more widely in other schools. This study contributes to the development of more innovative and student- centered teaching methods for Islamic Religious Education.*

Keywords: *Project-Based Learning, learning interest, Islamic Religious Education, junior high school*

INTRODUCTION

Education plays a role in improving human welfare and shaping human culture. It has a significant impact on human well-being. With today's rapid technological advances, the learning process can be conducted actively and interactively.(Ulvya *et al.*, n.d.) Education has become a major concern for society, with reforms to the education system and teaching methods aimed at making learning more effective and efficient. Education is also an effort to transform knowledge, defined as a means of achieving a goal through the training and education of students (Islam *et al.*, 2023). In QS. Al-Mujadala h verse 11, Meaning: "O you who believe, if it is said to you: "Stand up in the assembly", then

spread out, Allah will make room for you. And if it is said: "Stand up", then stand up, Allah will surely elevate those who believe among you and those who have been given knowledge by several degrees. And Allah is All-Knowing of what you do."

The verse above shows that increasing knowledge is something noble in Islam which must be encouraged through appropriate learning methods, and shows that knowledge is a means to get closer to Allah SWT.

Discussing education cannot be separated from its core activity: learning. Learning effectiveness depends heavily on the appropriate strategies, learning models, or methods used. In the learning process, educators play a crucial role and are key to success. Therefore, the teaching and learning process is delivered using various learning models, making it easier for students to understand the material being presented and motivating them to learn. Therefore, it is necessary to use learning models that can improve student learning effectiveness in the learning process (Meilasari *et al.*, 2020).

However, weak learning is a problem in our education system. Students' critical thinking skills are not sufficiently promoted during the learning process. Current advances in science and technology have shifted from traditional teaching methods to more active and interactive ones (Ramadani *et al.*, 2024).

Many students lack interest in Islamic Religious Education (PAI) due to the environment that influences and shapes their attitudes. Lack of understanding of the material also reduces students' interest in learning. Everyone has different learning interests. Students who are interested in a particular subject will appear motivated and more enthusiastic, as well as diligent in learning. This is different from students who simply accept the material given without responding (Siti maisaroh, 2020).

In Islamic religious education (PAI) teaching, there's still a heavy emphasis on reasoning and memorization. Memorization certainly has its benefits. However, if it becomes dominant and requires memorizing all subjects, it will produce students who lack creativity and are reluctant to express their own opinions. Therefore, as educators, we can provide examples that students can understand. When determining learning methods, educators must also adapt them to the material being taught.(Primadoniati, 2020).

There are various learning models that can be applied by educators, including the *Project Based Learning learning model* (PJBL). The *Project Based Learning* (PJBL) model is one of the learning models that uses projects/activities as its learning objectives. This learning model focuses on student activities in their learning activities. Therefore, it can provide educators with the opportunity to manage an effective learning process by creating a project.(Masruri & M. misbah, 2023).

According to (Mahesa putra & Efriyanti, 2023)*Project-Based Learning*, it is a learning model that allows teachers to build classroom knowledge and skills through experimental activities necessary to motivate students and provide opportunities for enhanced learning. Students acquire creative thinking skills by choosing based on their interests.

Students are viewed as active participants in the learning process based on this concept through direct involvement in a project that is related to real-life problems or situations. With the *Project-Based Learning approach*, students are encouraged to explore and design their learning experiences independently or in teams, as well as develop creative problem-solving skills. Students are challenged to find creative solutions to the problems they face. This learning model involves problem-solving activities and provides learning outcomes in the form of projects, which can enhance students' interactive skills. (Nur azizah *et al.*, 2025).

Project-Based Learning (PJBL) focuses on development or performance, where students generally carry out activities such as organizing group learning activities, conducting studies or research, and solving problems. PJBL is not only collaborative learning, but also innovative and focuses on solving problems related to students' lives. PJBL is considered to develop various basic skills and is also effective in fostering students' self-confidence and self-management. (Hutapea & Simanjuntak, n.d.).

This study aims to quantitatively measure the effect of *Project-Based Learning implementation* on Islamic Religious Education (PAI) students' learning interest at SMP Negeri 1 Dolok Batunanggar, using instruments such as questionnaires. The results are expected to provide clear empirical data on the effectiveness of this model, so that schools can use it as a primary learning strategy. This research also contributes to efforts to improve religious education, ensuring students not only understand theory but are able to apply it in real-life contexts. Thus, this research is expected to be the first step towards more effective learning innovations in schools.

Literature Review

The project-based learning model is an approach based on the constructivism theory developed by Jean Piaget and Vygotsky, where learning is understood as an active process that involves students in creating their own knowledge through direct experience and social interaction.

In Dewey's view of education, effective learning must involve hands-on activities, interaction, and relevance to everyday life. He argued that students gain the best understanding when they are directly involved in meaningful activities, where the learning process is not simply receiving information but also through practical experiences that solve problems. Dewey emphasized the importance of project-based learning because it can enhance understanding through exploration and reflection (Agung pramana *et al.*, 2024).

According to Hidi and Renninger's (Hidi & Ann Renninger, 2006) *four-phase interest development model*, there are four phases of situational and individual interest within the affective and cognitive processes. This also identifies the context of interest as the basis for the emergence of a person's interest.

a. Triggered Situational Interest (Triggered Situational Interest)

Situational interest refers to a state of psychological interest resulting from temporary changes in emotional and thought processes; this interest can also be triggered by environmental features.

b. Maintaining Situational Interest (Maintaining Situational Interest)

Persistent situational interest Refers to a psychological state of engagement that arises due to the presence of a specific trigger, involving intense focus and persistence over a long period of time.

c. Emerging Individual Interest (the emergence of individual interest)

Students begin to routinely create questions that reflect their curiosity about topics that arise from personal interests. As a consequence of their self-determined curiosity, students are able to change their task expectations based on their emerging personal interests.

- d. Well-Developed Individual Interests (well-developed individual interests).
A person's rapidly growing interest is characterized by positive feelings, as well as more accumulated value for certain types of content compared to other activities, including newly emerging interests.

1. Project Based Learning *in* the Context of Islamic Religious Education

Project-Based Learning is a learning strategy that involves students working on a project to solve a problem in society or the environment. In Islamic studies, a project is an activity in which students create a work to solve a problem (Ema juwanti et al., n.d.)..

In the context of Islamic Religious Education (PAI) learning, *Project-Based Learning (PBL)* enables students to gain a deeper understanding of religious concepts by identifying issues related to Islamic teachings. PBL serves as a bridge between theory and practice, making PAI learning more relevant and meaningful for students (Bancin, 2025).

The definition of *Project-Based Learning* is a learning process that involves working on a project that is useful for solving community or environmental problems and the project is a medium or tool for learning (Nusfiyah, 2024).

According to (Maria & Maulana, 2023) *the Project Based Learning* model indicators that are relevant to PAI subjects include:

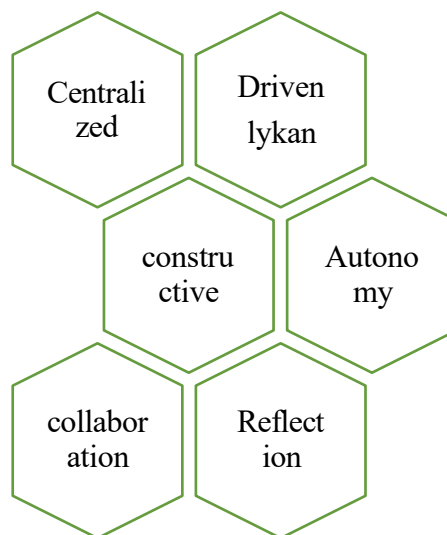


Figure 1 PjBL Indicators

- a. Centralized (*centrality*) = the project serves as the core of learning activities.
- b. Driving questions = there are main questions that drive students' motivation.
- c. Constructive investigation = students are directly involved in the process of investigation and knowledge development.
- d. Autonomy = students are given the freedom to manage the projects they manage.
- e. Collaboration = cooperation between students in groups
- f. Reflection = assessment and rethinking of the project process.

The characteristics that must be known in *Project Based Learning* include:

- a. The completion task is carried out independently starting from the planning stage, preparation to product presentation.

- b. Students are fully responsible for the projects they produce.
- c. Projects that involve the roles of peers, teachers, parents, and even the community.
- d. Train creative thinking skills.
- e. The class situation is very tolerant of shortcomings and development of ideas (Martati, n.d.).

2. Student Learning Interest in the Context of Islamic Religious Subjects

Interest in learning is a person's tendency to pay attention to learning so that he obtains information, knowledge or science through learning activities, because he feels that these activities are important for him to learn (Neliwati et al., 2023).

Students' interest in Islamic religious studies is a crucial factor that can influence their understanding and application of religious teachings in everyday life. Low interest in learning leads to students' lack of engagement in learning and has a negative impact on their personal development, as interest doesn't emerge spontaneously but often acts as a contributing factor to the desire to learn (Karisma et al., 2023).

The indicators that influence students' interest in learning Islamic Education subjects are:

- a. Feelings of joy or liking when studying Islamic Education subjects, without feeling forced.
- b. Interest in the lesson, namely the emergence of curiosity and motivation to understand the material more deeply.
- c. The attention conveyed during learning, namely students show high concentration and focus on the material being taught.
- d. Active involvement in learning activities, such as participating in discussions, asking questions, and engaging in learning activities.

Regarding the characteristics of students' learning interest in PAI learning, they include:

- a. Maximum concentration and discipline in participating in learning activities.
- b. High internal motivation towards Islamic Religious Education material.
- c. Active involvement in the learning process, such as discussions and project presentations.
- d. Satisfaction and ambition to understand religious values in depth (Hidayat et al., 2024).

3. Theory of Islamic Religious Education

Islamic religious education is an effort to develop and nurture students so that they can always understand the teachings of Islam as a whole, appreciate its goals, and ultimately be able to practice and make Islam a way of life (Aziz et al., n.d.).

The education that was taught by our prophet is a very complex education, it refers to education in understanding divinity (tawhid), education in forming personality (morals) and even education in the form of improving the quality of life and bringing in sustenance (muamalah) (Fanreza & Ma, n.d.).

Allah SWT says in Surah Al-Nahl verse 89: Meaning: "(Remember) the day (when) We brought a Witness (rasul) to every people from (among) themselves and We brought you (Prophet Muhammad) to be a Witness over them. We sent down the Book (Al-Qur'an) in a circle to explain

everything as guidance, mercy and good news for the Muslims."

The verse above suggests that Islamic education can only be derived from the authentic source of Islam, namely the Qur'an. The Qur'an is a theoretical normative guideline for implementing Islamic education (Rudi et al., n.d.).

The main indicators of Islamic Religious Education include:

- a. Increase faith and obedience to Allah SWT.
- b. Understanding Islamic teachings in a correct and relevant manner.
- c. The ability to perform worship according to religious requirements.
- d. The formation of good morals and Islamic character.
- e. Positive attitude towards education, discipline, responsibility, and love of the homeland.
- f. Active participation in religious and social activities that have Islamic values.
- g. Accuracy in planning learning programs, use of media and learning resources, and periodic evaluation of learning that includes cognitive, affective and psychomotor aspects (Ahmad riva & Alfi wafiroh, n.d.).

The characteristics of Islamic Religious Education are:

- a. Based on the Koran and hadith as a source of teaching.
- b. Combining aspects of knowledge (*ta'lim*), moral and ethical education (*tarbiyah*), and the formation of Islamic personality (*ta'dib*).
- c. Setting goals to form perfect individuals, faithful and pious, with noble morals, and able to contribute to society.
- d. A comprehensive learning method that includes spiritual, cognitive, and social aspects.
- e. Having the characteristic of deep Islamic values in every learning activity and life of students.

Based on theoretical studies put forward by various experts, it can be concluded that *the Project Based Learning* (PJBL) method is a strategy that makes students the main focus of active learning activities by completing complex, context-appropriate real-life projects. PJBL has distinctive characteristics such as results-oriented learning, collaboration among students, development of creativity, and planned problem-solving. In the context of Islamic Religious Education (PAI) learning, the implementation of PJBL is believed to be able to increase student interest in learning by creating a learning environment that is more interesting, challenging, and relevant to students' daily lives. This increase in interest in learning can be seen from students' more active involvement, full attention, and high motivation during the teaching and learning process.

Method

This research uses a quantitative approach with an *experimental approach* . Quantitative research is a research approach that uses numerical data to answer research questions. This approach emphasizes objective measurement, standardized data collection, and the use of statistical analysis to test hypotheses or explain phenomena. This approach is often used to study relationships between variables or identify patterns in specific populations (Waruwu *et al.*, 2025). *experimental approach* is a research approach where researchers manipulate and control one or more independent variables and make observations on dependent variables, and

aims to examine causal relationships in an experimental group and compare the results with the control group (Safrin, 2020).

The research design used is *quasi-experimental*, namely a design involving two groups, namely one experimental group and one control group, where treatment is given only to the experimental group and not to the control group (Akbar *et al.*, n.d.). This type of research conducted by this researcher aims to see whether there is an influence between two or more variables, in this case, namely the influence of the application of *Project Based Learning* (X) on student learning interest (Y).

Result and Discussion

1. Validity and Rehabilitation Test

a. Validity Test

The requirements for a questionnaire are that it be valid and reliable. A questionnaire is valid if its statements reveal something measurable. A number is reliable if respondents' answers to the statements are consistent. Validity testing is the process of verifying a statement. The test criteria are: if the calculated $r > r_{\text{table}}$, then the statement is valid, and vice versa. Testing is performed using the following formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\sqrt{(N\sum X^2 - (\sum X)^2)(\sum Y^2 - (\sum Y)^2)}}}$$

Information:

r_{xy} : Correlation coefficient between variables X and Y

N : Number of Respondents

X : Total score per question item

Y : Total score answered by respondents

$\sum X$: The sum of all X values

$\sum Y$: Sum of all Y values

$\sum X^2$: Sum of the squares of the X scores

$\sum Y^2$: Sum of the squares of the Y scores

$\sum XY$: The sum of the results of multiplying X and Y

For this study, the r_{table} used for subject 73 based on $df=N-1$, means $73-1 = 72$, using a significance level of 5%, the $r_{\text{table}} = 0.191$ is obtained.

The following table presents the results of the questionnaire validity test with 73 respondents and 12 statement items for the learning method variable.

Validity Test Results

Goods	R _{x&y}	R _{Table}	Conclusion
X1	0.432	0.191	Legitimate
X2	0.397	0.191	Legitimate
X3	0.503	0.191	Legitimate
X4	0.642	0.191	Legitimate
X5	0.593	0.191	Legitimate
X6	0.571	0.191	Legitimate
Year 1	0.377	0.191	Legitimate
2nd year	0.339	0.191	Legitimate
3rd year	0.588	0.191	Legitimate
Grade 4	0.485	0.191	Legitimate
Grade 5	0.466	0.191	Legitimate
Grade 6	0.659	0.191	Legitimate

Table 6 Validity of learning methods

Based on table 6, of the 12 statement items, $r_{\text{count}} > r_{\text{table}}$, by looking at $n = 73$ with a significance level of 10%, $r_{\text{table}} = 0.191$ is obtained and from the calculation, $r_{\text{count}} = 0.432$ is obtained so that $0.432 > 0.191$. Then the X1 item is broken down into valid, so it can be concluded that these items are valid and suitable for use in the PAI learning method

b. Reliability Test

Reliability testing is conducted to determine whether the learning method measurement tool can be considered reliable. Therefore, a pilot test of the questionnaire is first conducted. The test is carried out using the following formula:

$$r_{11} = \left(\frac{k}{k-1} \right) + \left(1 - \frac{\sum_{i=1}^n \sigma_i^2}{\sigma_t^2} \right)$$

Information:

reliability coefficient *instrument (Cronbach Alpha)*

k : number of questions or number of questions

$\sum \sigma_i^2$: number of item variants

σ_t^2 : total variance

1 : constant number

The results of the calculation of the reliability test of questions using "*Cronbach Alpha*" via the SPSS application are as follows:

Reliability Statistics	
Cronbach's Alpha	N of Items
.716	12

Table 7 reliability

the Cronbach's Alpha value obtained was $0.716 > r$ table of 0.191 , which means the Cronbach's Alpha value was greater than *r* table. Therefore, it can be concluded that the questionnaire is reliable and suitable.

2. Test

a. Normality test

The Kolmogorov-Smirnov normality test is part of the classical assumption test. The basis for making decisions based on *the Kolmogorov-Smirnov normality test* is: If the significance value is > 0.05 , then the residual value is normally distributed. Conversely, if the significance value is < 0.05 , then the residual value is not normally distributed.

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			73
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		1.75686198
Most Extreme Differences	Absolute		.118
	Positive		.084
	Negative		-.118
Test Statistic			.118
Asymp. Sig. (2-tailed) ^c			.013
Monte Carlo Sig. (2-tailed) ^d	Sig.		.013
	99% Confidence Interval	Lower Bound	.010
		Upper Bound	.016

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1314643744.

Table 8 Kolmogorov Smirnov Normality Test

In Table 8, it can be observed through the table that *the Asymp.Sig. (2-tailed)* value of the data for the pretest and posttest results is 0.013 . This value indicates that the results of the normality test produce a number greater than the significance level of 0.05 (5%). Therefore, based on these results,

it can be concluded that the data used in this study is normally distributed.

b. Linearity Test

The linearity test is a test to determine whether the relationship between variable X and variable Y is linear or nonlinear. The linearity test is used with the SPSS application and shows the following results:

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
total y * total x	Between Groups	(Combined)	129.289	7	18.470	6.002	<.001
		Linearity	107.082	1	107.082	34.797	<.001
		Deviation from Linearity	22.206	6	3.701	1.203	.316
	Within Groups		200.026	65	3.077		
Total			329.315	72			

Table 9. Results of linearity calculations

Based on the results of table 9 above, a value of 0.316 was obtained in *the Deviation From Linearity*. Therefore, the significance value of $0.316 > 0.05$, meaning that there is a significant linear relationship between the project-based learning model variable (X) and the student learning interest variable (Y).

c. Homogeneity Test

The homogeneity test was performed on the data obtained, which were normal and linear. This test was conducted to determine whether the two data sets were homogeneous or not. The test results are as follows:

		Test of Homogeneity of Variance ^a			
		Levene Statistic	df1	df2	Sig.
total y	Based on Mean	1.554	6	65	.175
	Based on Median	1.182	6	65	.327
	Based on Median and with adjusted df	1.182	6	52.764	.330
	Based on trimmed mean	1.389	6	65	.232

a. total y is constant when total x = 16.00. It has been omitted.

Table 10

homogeneity results

Table 10 illustrates the results of the homogeneity test, which obtained a significance value of 0.175. Therefore, a value of $0.175 > 0.05$ indicates that the project-based learning method has an effect on student learning interest.

d. Product Moment Correlation Test

The results of data collection in product moment correlation are as follows:

Correlations			
		project based learning	minat belajar
project based learning	Pearson Correlation	1	.570**
	Sig. (2-tailed)		<.001
	N	73	73
minat belajar	Pearson Correlation	.570**	1
	Sig. (2-tailed)	<.001	
	N	73	73

** . Correlation is significant at the 0.01 level (2-tailed).

Table 11 *product moment correlation results*

Next, the calculation results are interpreted according to the interpretation guidelines with the following scale: 0.800 – 1.000: Very High
0.600 – 0.799 : High
0.400 – 0.599 : Moderate

0.200 – 0.399 : Low

0.000 – 0.199 : Very Low

Therefore, the calculation result of the influence value between project-based learning (X) and student learning interest (Y) obtained a value of 0.570, which is between 0.400 and 0.599, indicating a moderate relationship indicator. This means that the *Project Based Learning method* has a significant influence on student learning interest at SMP Negeri 1 Dolok Batunanggar.

Based on table 1 1, we can see the results of data processing with SPSS, the *sig. (2-tailed)* value is $0.001 < 0.05$, so it can be concluded that there is a significant and quite strong influence on the *Project Based Learning* (X) learning model on student learning interest (Y) at SMP Negeri 1 Dolok Batunanggar. Therefore, the alternative hypothesis (H1) is accepted, while the hypothesis (H0) is rejected.

e. Simple linear regression test

This analysis will show whether there is a significant influence between the project-based learning model and students' learning interest:

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	7.603	2.267		3.354
	project based learning	.622	.106	.570	5.849

a. Dependent Variable: minat belajar

Table 12.
Results of
Simple
Linear
Regression
Calculation

Table 12
shows
that the
regressio
n
coefficie
nt (X) =
0.570
with sig
< 0.001 so that
H₀ is rejected.
And it can be
concluded that
the *Project*
Based
Learning
method has a
positive and
significant
effect on
students'
learning
interest.

Based on research conducted at SMP Negeri 1 Dolok Batunanggar, class VII (seven) which is called the experimental class. The implementation of learning in class VII uses the *Project Based Learning learning method*. This *Project Based Learning learning*

allows teachers to build class knowledge and skills through experimental activities needed to motivate students who provide opportunities to improve learning. According to (Nur azizah et al., 2025) This learning model involves problem-solving activities and provides learning outcomes in the form of projects, which can provide students with interactive abilities.

The population in this study was classes VII - A, VII - C, and VII - D with a total of 256 students. The researcher used a *probability sampling* technique, namely simple random *sampling*, this technique makes it easier for researchers to take samples according to the needs as explained in Chapter III.

Based on the results of the study, it can be concluded that there is an influence between the *Project Based Learning learning method* on students' learning interest at SMP Negeri 1 Dolok Batunanggar. This is proven by the results of the validity test that $r_{\text{count}} > r_{\text{table}}$, by looking at $n = 73$ with a significance level of 5%, then obtained $r_{\text{table}} = 0.191$ and from the calculation obtained $r_{\text{count}} = 0.432$ so that $0.432 > 0.191$, meaning that *the Project Based Learning learning method* is valid for students' learning interest.

After that, the normality test results showed a normal distribution, namely $0.013 >$

0.05 . Then, from the results of the linearity test that had been conducted, the sig value was obtained $0.316 > 0.05$, meaning the linearity test was linearly distributed. And from the results of the homogeneity test, we can see the results where the sig value is greater than

0.05 . After the swimmer test was conducted, the next step was to test the hypothesis using *the Product Moment correlation test* and the simple linear regression, where *the product moment correlation test results* obtained a value of 0.570 between the values of $0.400 - 0.599$ which indicates a moderate relationship indicator, for the test results of sig 0.001

< 0.05 , it can be concluded that there is a significant and quite strong influence on the *Project Based Learning learning model* (X) on student learning interest (Y) at SMP Negeri 1 Dolok Batunanggar. Therefore, the alternative hypothesis (H_1) is accepted, while the hypothesis (H_0) is rejected. And the final test uses simple linear regression where the results are 0.570 with sig < 0.001 , so H_0 is rejected. And it can be concluded that *the Project Based Learning method* has a positive and significant effect on student learning interest.

So it is proven that there is a positive and significant influence between *the Project Based Learning method* and students' interest in learning.

Conclusion

Based on the discussion of this thesis, the author can draw the following conclusions, that before the implementation of the *Project Based Learning method*, students' learning interest was still low, especially in Islamic Religious Education subjects, due to several factors, especially the teacher's method which was still conventional or monotonous and the lack of active student involvement due to the boring method. However, the implementation of the *Project Based Learning method* produced a significant and positive influence on students' learning interest using the test that the researcher has explained in Chapter IV. Where the normality test was normally distributed with $0.013 > 0.05$. Furthermore, *the product moment correlation test* The value obtained was 0.570 , which is between the values of $0.400 - 0.599$, which indicates a moderate relationship indicator, which concludes that there is a significant positive influence between *Project Based Learning* and students' interest in learning.

By calculating the coefficient of determination, it was obtained as 57%, which means that there is a positive influence of *the Project Based Learning method* on students' interest in learning Islamic Religious Education subjects at SMP Negeri 1 Dolok Batunanggar.

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