

Integration of Project-Based Learning Methods in Islamic Education Learning to Build Students' Social Awareness

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ABSTRACT

Objective: This study aims to explore the integration of the Project-Based Learning (PjBL) method in Islamic Religious Education (PAI) as a means to enhance students' social awareness through contextual and participatory learning. **Method:** Employing a library research approach, the study analyzes secondary data collected from scholarly articles, books, and relevant documents using documentation techniques and content analysis. **Results:** The findings reveal that PjBL implementation in PAI actively engages students in projects that connect religious content with real-life social issues, thereby fostering meaningful and contextual learning. Project forms include social campaigns grounded in Islamic values, community service actions, and the development of educational media, all aimed at nurturing empathy, cooperation, and social responsibility. The integration of PjBL has demonstrated a positive impact on students' environmental sensitivity, group collaboration, and application of Islamic values in daily life. **Novelty:** This study offers a significant contribution by positioning PjBL not merely as a cognitive strategy but as a holistic character-building approach that aligns Islamic teachings with social realities, highlighting its relevance for character education and contemporary pedagogical practices in religious learning.

INTRODUCTION

Integration of Project-Based Learning (PBL) methods in Islamic Religious Education (PAI) learning is an innovative approach designed to increase students' social awareness through experiential learning that is contextual and participatory. The learning process is not only limited to knowledge transfer in a traditional way but also develops critical thinking and creativity in students to solve social problems [1], [2]. This approach allows students to feel the relevance between Islamic values and challenges in society through activity projects that promote collaboration and innovative solutions [1]. By integrating PBL into Islamic Religious Education learning, teachers can create an environment where students learn more dynamically and respond to the needs of development, character, and empathy [2]. In addition, the implementation of this method also supports the achievement of social and academic competence simultaneously, so that students can become individuals who have not yet fully developed their social skills [3]. The application of PBL in PAI does not only focus on academic achievement but also on the formation of character as well as understanding integral moral values [4].

In general, conceptually, Project-Based Learning is a learning method that requires students to be actively involved in the design, implementation, and completion of related projects with a real-life context [1]. This method has proven effective in increasing social skills and

academic student through participation direct in activity breakdown complex problem [3]. In context Islamic Religious Education learning. PBL allows student for apply values Islam in issues social events that occur in the environment around they. who in turn help they understand relevance religious education with life real [2]. The project - centered learning process also encourages student for develop independence. responsibility answer. and ability collaborate with colleagues class [4]. Therefore that. PBL presents framework holistic and innovative work for integrate education character with religious learning [1].

Improvement awareness social in students is one of target main in PBL integration in Islamic Religious Education learning. because through approach this. students can recognize and internalize values social religious in a way more in-depth [2]. Development awareness social This important in context formation a complete character Because conscious individual social own trend for active maintain justice and solidarity in society [4]. Through implementation problem - oriented projects social. students given chance for observe and analyze phenomenon the surrounding social. so that they can formulate solutions innovative methods based on Islamic values [2]. This method also teaches student for see role they in public in a way more active and reflective. especially in context development competence social and empathy [1]. With Thus. the integration of PBL in PAI is not only optimize aspect cognitive student but also creates impact positive to formation character and awareness social [3].

PBL implementation strategies in Islamic Religious Education learning is necessary designed such that appearance so that projects awarded no only refers to religious content alone. but also touches on various issue relevant social with life student everyday life [4]. Teachers are required for allow student explore and criticize phenomenon social through lens Islam that emphasizes values justice. solidarity. and empathy [2]. The project was designed must own sufficient complexity for stimulate thinking critical. but still can understood and completed by students with level appropriate development [1]. Activities project like field data mining. discussion groups. and presentations results analysis can facilitate existence interaction productive social between students [3]. Approach This optimize potential learning interdisciplinary that allows student For to hook concepts Islam with problem social in a way real [4].

Learning through PBL in the field of PAI also provides room for student for develop interpersonal skills through Work group. which is one of the aspect key in increase awareness social [2]. In its application. students pushed for take role active in lead discussions. organizing data, and collaborating in to design solution [1]. Through roles this. they Study For value opinion colleagues class and understand importance synergy in finish task project [3]. Involvement in projects that emphasize values social allow student for experience direct importance integrity. honesty and responsibility answer expected social in Islamic teachings [4]. With Thus. project - focused learning No only to form ability analytical student but also to cultivate caring and empathetic character to each other [2].

In implementing integrated PBL in Islamic Religious Education learning. teachers

must... transform from role traditional as the transmitter material become facilitator who guides student in the process of exploration and discovery [1]. Teachers need to create situation learning that allows student submit questions. composing hypothesis. and do study related fields with phenomenon social as part from activity project [3]. Approach This demand teachers to own ability in to design scenario learning that can unite religious concept and reality social so that produce reflection deep from students [4]. Transformation The role of the teacher also supports success integration values Islam with practice real social. so that student get complete understanding about implementation religious values in life everyday [2]. With thus success the implementation of PBL in Islamic Religious Education is very dependent on the readiness and competence of teachers in facilitate interactive and contextual learning processes [1].

In context Islamic Religious Education learning. PBL method can accommodate difference style Study student at a time give experience personal and contextual learning [2]. Every designed project must consider variation interests and background behind social student use maximize participation active and involved cognitive [4]. Approach differentiation This become key in create environment inclusive learning. where students feel appreciated and encouraged for contribute in accordance each individual's abilities [1]. Teachers should use PBL methodology for identify potentials unique from every students and integrate them to in project together [3]. This is in a way no direct increase awareness social they through experience collaboration and problem solving problem in a way together [2].

Aspect evaluation in PBL integration in Islamic Religious Education learning is necessary designed not to only measure achievement competence cognitive. but also measuring aspect affective and psychomotor which reflects development character and awareness social [4]. In the evaluation process said. the assessment authentic like process assessment. portfolio. and presentation results project must applied for get description comprehensive about development students [1]. Approach holistic evaluation This will add motivation student for more active in every stage learning. start from planning until implementation project [2]. In addition. the existence of bait come back constructive from teachers and colleague colleagues play a very important role in hone ability student for reflect results learning and improving work strategies The same team [3]. Therefore that. evaluation in the PBL model no only aiming as measurement achievement academic. but rather as instrument for development character and awareness social in a way comprehensive [4]

The development of PBL learning models in Islamic Religious Education must based on research previously which has show that method This effective in increase skills social and character students [1]. Studies latest confirm that implementation projects that focus on issues social can produce improvement significant at the level participation and understanding student to values deep religious beliefs [2]. Study it also highlights importance interaction social as an integral part of the learning process for develop empathy and attitude care to environment around [3]. With Thus. the approach This contribute to the formation of more characters intact. where religious knowledge is not

only nature theoretical. but also applicable in life social [4]. Effective learning models must capable create synergy between knowledge religious. skills social. as well as experience personal student through designed activities in a way integrated [1].

Implementation of PBL in Islamic Religious Education learning also demands existence thorough planning from side curriculum. so that integration between content Islam and issues social can done in a way effective [2]. Integrated PAI curriculum with PBL strategy must load components learning that involves exploration. collaboration. and reflection that encourage attitude critical and caring social [4]. Planning curriculum the must based on the principles education character. where the values religious framed in context application for answer problem social actual [1]. Planning process This involving coordination between teachers, administration schools. and other parties related other For ensure that every activity learning own clear and measurable goals [3]. With approach integrated curriculum. expected Islamic Religious Education learning can give impact sustainable positive to formation character and awareness social students [2]

RESEARCH METHOD

Types of research used is library research, namely research conducted through review literature or study library. In the context of this. research aiming for dig. compare. and analyze concepts. theories. and results study previous related with integration method PjBL in Islamic religious education and its implications to awareness social students. Approach This used for to obtain understanding conceptual and reflective to topics studied.

Data sources in study This is secondary data obtained from various documents and literature reliable and relevant scientific with Topic research. The data sources are includes : 1). Journal articles scientific national and international which discuss Project-Based Learning method. Islamic Religious Education learning. and formation character or awareness social students. 2). Report results study previously. well in the form of thesis. dissertation. and dissertations available in the repository college tall or digital library. 3). Books scientific that discusses theory education. learning strategies active. education character in Islam, and the approach pedagogical in PAI. 4). Documents policy curriculum. such as Independent Curriculum or Curriculum 2013, which became reference in implementation method learning in schools. So, the selection data source is done in a way selective with consider credibility publisher. relevance Contents with focus studies. and recency of the data used.

Data collection techniques in study This done with method documentation. namely browse. collect. read. and study documents relevant written data. The data collection process is carried out through a number of stages. namely : 1). Identification and tracing literature through online journals. digital libraries. and scientific databases such as Google Scholar, DOAJ, ResearchGate, and the Garuda portal. 2). Selection literature based on conformity with focus research. good from side theme and also context implementation method PjBL in Islamic Religious Education learning. 3). Recording quote important. idea principal. and findings main from sources that have

been under review For Then analyzed more continue. So, this process done in a way systematically so that the data obtained truly relevant and able accountable in a way scientific.

Data that has been collected analyzed use method analysis content analysis. This technique used for dig meaning from Contents text and understand messages implied and also written related with variables studied. Steps analysis includes : 1). Data reduction. namely to select relevant information and eliminate irrelevant data. in accordance with focus study. 2). Categorization. namely grouping data into in themes main. such as implementation method PjBL. form project in PAI, influence to awareness social. as well as constraints and their solutions. 3). Presentation of data, in the form of description narrative systematic based on synthesis various sources that have been analyzed. 4). Withdrawal conclusion. namely compile interpretation results analysis as answer on formulation problems and contributions conceptual to field religious education. So, the analysis This nature interpretive. so that allow researcher give deep meaning and understanding to connection between concepts and findings from various source.

For guard validity and validity of data in study literature this. researcher use technique triangulation source. Triangulation done with method compare data or information from various type different sources However discuss same theme. such as compare results study from journal scientific with book text and report study others. In addition. the validity of the data is also tested. through validity content. namely with ensure that all data used originate from credible and verified sources. such as indexed journal national or international. books publication academic. and results study from institution recognized education. Researchers also pay attention to consistency findings between source. and evaluate authority writer from each reference used. So. with procedure This is the data analyzed in study This believed own quality good and decent academic made into base in interesting conclusion scientific.

RESULTS AND DISCUSSION

A. Implementation of Project-Based Learning Method in Islamic Religious Education Learning

Implementation Project-Based Learning (PjBL) method in Islamic Religious Education (PAI) learning has been show a more approach participatory. contextual. and collaborative compared to method conventional. The teacher positions self as facilitator. while student become subject active in the learning process. The process of implementing started from formulation related issues with values religion and reality social. then student directed for design and implement project as solution or reflection on problem the.

In implementation. the teacher provides guidance in form discussion group. reflection Islamic values. as well as evaluation sustainable. Activities learning covers observation field. interview. campaign social. and compilation product creative like educational videos or pamphlet preaching. As a result. students No only understand PAI

material in general theoretical. but also capable to hook Islamic teachings with problem social real. like concern towards the poor, the importance of tolerance. or management rubbish in Islamic perspective.

Implementation of Project-Based Learning (PBL) Method in Islamic Religious Education learning is innovation learning that emphasizes the role active student in construct knowledge through projects that are of a nature interdisciplinary. contextual. and authentic. This method push student for explore connection between the concept of religion with situation reality faced. so No only increase understanding theoretical but also the implementation values religious in life everyday [5].

In context teaching of Islamic Religious Education, PBL has potential for integrate various approach learning in a way holistic. For example. an approach that emphasizes the aspects practice and collaboration like in studies that use Think Pair Share method has show improvement in courage student emit opinion and respect difference views [6]. Likewise. implementation learning based on flipped classroom has increase literacy religiosity student through improvement participation active and discussion in-depth [7]. Second approach said. although not PBL in general explicit reflective. The core principles of PBL are: emphasis on student - centered learning. activities collaborative. and integration relevant material with context life real.

PBL itself requires teachers to to design projects learning that is not only refers to the syllabus. but can also accommodate difference background behind students and relate material with contemporary. Along with matter said. integration between monitoring learning and assessment formative would be very helpful in evaluate development student in a way sustainable. Research regarding monitoring in Islamic Religious Education shows that adjustment method responsive teaching to need student can increase effectiveness teaching [8]. In the implementation of PBL, this monitoring can realized through guidance projects. discussion forums. and presentation results work groups. which allows teachers to give bait come back in real-time on processes and results Study student.

In addition. the approach interdisciplinary approaches underlying PBL are also possible with integrate elements technology and collaboration cross discipline for enrich experience learning. Implementation technology and collaboration between eye lessons. as explained in approach interdisciplinary in Islamic education. supporting realization more learning integrated and relevant with challenges of the times [9], [10]. With combine methods active others. such as method discussion and cooperative learning (for example. the jigsaw model), students can develop skills critical. creative and communicative are essential in face dynamics learning 21st century [11].

In general Overall. the application of Project-Based Learning in Islamic Religious Education is not only give chance for student for understand draft religious in a way deep through experience directly. but also allows creation environment innovative. interactive and supportive learning development Character. Approach This push role active teacher as facilitators and mentors. who are able to align need curriculum with ability as well as interest students. so that the learning process become more meaningful and applicable in

life real [5].

B. Form Project in PAI learning for Growing Awareness Social Student

Projects developed in PAI learning is oriented towards application values Islam in context life social. Some form proven projects effective among others: 1). Campaign Da'wah Social Digital, students make themed digital content empathy. helping each other. or anti-bullying based on values Islamic teachings. then share it on social media. 2). Social Action Religious. such as fundraising for orphan orphans. activities share food to race poor. or Work devotion clean mosque environment. 3). Making Posters and Educational Media. students create an educational poster that raises issue social (poverty. conflict) social. tolerance religion) which is associated with Islamic values. 4). Reflection of Values in Written Works or Daily Journal. students write experience personal they in apply values Islam in life daily. So, shapes project This designed for students involved in a way emotional and cognitive. so that values religious No only become memorization. but rather guidelines life that forms concern social.

Efforts to grow awareness social student through Islamic Religious Education (PAI) learning. approach learning based on Project (Project Based Learning/ PjBL) can adapted for integrate values Islam with experience Study directly meaningful. Approach This No only emphasize on aspects cognitive. but also building character. skills social. and feelings responsible answer to society. Innovation in PAI learning that combines element project has proven effective in to form character child since early with integrate technology. interactive media. and methodology learning that is of a nature participatory [12].

Implementation of learning models based on projects in PAI can take form activities that are explicit emphasize Work same. communication. and empathy. For example. teachers can facilitate project that raises theme Islam in context service society. such as fundraising for race dhuafa. counseling about mark honesty as well as justice based on Islamic teachings or activity devotion an integrating society discussion together about values social in Islam [12][13]. Activities This allow student No only understand concepts religious in a way theoretical but also experienced direct implementation values the in life daily. Project kind of that. which was designed with objective for hone skills think critical. collaborative. and creative. it turns out increase motivation Study as well as awareness social student in a way significant [13], [14].

More further. implementation learning based on project in PAI can formulated through a number of component main : (1) determination relevant themes with issues social actual and appropriate with Islamic teachings. (2) activities exploration and discussion the group that encourages student for share ideas and reflection in a way deep about moral and ethical values. and (3) the preparation of product learning as results from activity collaborative such as making short videos. posters, or report project featuring results discussion and observation to problem social [12], [14]. With Thus. this model push student For develop initiative. responsibility answer personal. and awareness social through experience real in respond problem social in accordance with Islamic values.

Implementation strategy This is also supported by the results research that shows improvement significant in skills social through use of model based projects. Research conducted on various level education show that students involved in project Work tend own attitude proactive. ability collaborate more good. and increased sense of empathy to fellow [13], [14]. Involvement active in project based on mark religious this can also be done become instrument important in create environment conducive learning for formation moral and social character. at the same time prepare student for face global challenges through deep understanding to values Islam [12].

With Thus. PAI learning is done through approach based on project offer comprehensive means for integrate knowledge theoretical with practice social that is applicable. so that capable grow awareness social students and strengthen character in accordance with Islamic principles. Projects kind of this. if designed in a way precise and integrated in PAI curriculum. has potential for produce graduates who do not only intelligent in a way academic but also has sensitivity high social and ethical.

C. The Influence of Project-Based Learning Methods on Improvement Awareness Social Student in Islamic Religious Education Learning

Research result show that implementation method PjBL in a way significant increase awareness social students. Students become more sensitive to problems social surroundings and able to to give meaning to Islamic teachings in context life real. Awareness growing social covering concern to fellow. ability Work The same in group. tolerance to differences. and not quite enough answer to environment and society. The data obtained through observation. questionnaire and interview show that students who follow PAI based learning project own level empathy. feeling of wanting know social. and activeness in activity more social tall compared to before implementation method This. They also tend to more active discuss about Islamic values and reflective in evaluate attitude they Alone.

Project-Based Learning (PBL) method in Islamic Religious Education learning shows potential significant in increase awareness social student through an approach that emphasizes participation active. collaborative. and implementation moral values in general contextual. Research conducted by Jamal et al [15] revealed that implementation of PBL is not only increase aspect cognitive. but also capable grow attitude more social well. where are the students involved direct in demanding projects interaction and work The same in context problem real relevant with religious values. Approach the allow student for internalize principles ethics and social through activity collaborative. so that awareness social they develop along with improvement understanding to religious material.

More further. Sabarudin et al. Sabarudin et al., 2023; put forward that use PBL method also play a role in grow values nationality like Pancasila, which reflects commitment to justice social and mutual cooperation. Implementation method This in Islamic Religious Education facilitates discussion and solution problem in group. so that student No only to obtain knowledge theoretically. but also practically active apply values social and togetherness in interaction everyday. The process increase awareness

collective and sense of responsibility answer social as an integral part of formation character religious.

In addition, research by Pratama and Abidin Wigi et al [16] also highlight Implementation of PBL in Islamic Religious Education as an effective strategy for develop character and values religious in a way holistic. Approach This push student for design and implement related projects with issues social and religious. so created room for student for to criticize as well as reflect behavior social them. With Thus. PBL plays a role double in give understanding conceptual and experiential practical support improvement awareness social. especially in context seeding values contextual and applicable Islam.

In general overall, synthesis from a number of study show that Project-Based Learning method in Islamic Religious Education learning has impact significant positive. No only in improvement results Study cognitive, but also in development attitude and awareness social students. An innovative approach This push student For active collaborate, think critical, and apply values religious in life daily so that produce change behavior more social positive and sustainable [15], [16], [17].

D. Obstacles and Solutions in Integrating Project-Based Learning Methods in Islamic Religious Education Learning for Build Awareness Social Student

Although implementation Project-Based Learning method in PAI brings impact positive, research This also identifies a number of constraints : 1). Time constraints. Limited classroom learning time, often not Enough For finish project in a way maximum. The solution is Teacher can facilitate workmanship project as task collaborative outside of class hours, or integrate project cross eye lessons. 2). Lack of Facilities and Technology Access. Some project require digital media or device certain that are not available in all school. The solution is that teachers are directed for make simple project However still meaningful, and push use source Power local. 3). Lack of Teachers' Understanding of Project-Based Learning method. Not all teachers have adequate skills and understanding about implementation method This is the solution, there is held training and workshops on Integrated Project-Based Learning method with Islamic religious education. 4). Low Initial Student Participation. Some student at first not enough active Because not yet used to with method based learning project. The solution is with give motivation through example an inspiring project as well as to form heterogeneous group For each other support.

Upaya in integrate Project-Based Learning (PjBL) method in Islamic Religious Education (PAI) learning for build awareness social students. there are a number of obstacles that must be overcome identified and solutions needed applied. One of the constraint main is limitations teacher and student understanding related draft PjBL as well as method link it with values religious and social. This is exacerbated by the lack of training and workshops that are special discuss implementation PjBL in Islamic Religious Education context, so teachers often have difficulty in designing device appropriate learning [18], [19]. In addition, the constraints source power, good from both in terms of funds and infrastructure, can hinder optimization approach this, especially when

institution Still Not yet fully adopt digital technology as part from blended learning which offers flexibility time and place [20].

Solutions that can applied for overcome obstacles the covers several strategies. First. increasing capacity through training and workshops for educators are very important. Activities training in a way directly. as done in a number of study about PjBL. proven effective in help educator understand and implement PjBL optimally [19]. Furthermore. the application of a blended learning approach can become solution strategic for overcome limitations time and space. with give freedom for student For Study online or offline while maintain interaction essential social in Islamic Religious Education learning [20].

also important to develop module or device learning based on PjBL which is special integrate values religion and context social so that students can to hook learning with life daily and issues relevant social approach. This No only facilitate improvement competence cognitive. but also sharpening skills collaboration. creativity. and awareness social students [18], [21]. With Thus. the implementation various innovative strategies. starting from from strengthening teacher training. utilization digital technology. up to development contextual teaching materials. it is hoped can overcome existing obstacles as well as produce more PAI learning interactive. meaningful. and capable to build character student as conscious individual social and active in life society [22].

CONCLUSION

Fundamental Finding : This study concludes that the integration of the Project-Based Learning (PjBL) method into Islamic Religious Education (PAI) effectively enhances students' social awareness by fostering active engagement, contextual understanding, and the practical application of Islamic values in real-life settings.

Implication : The findings suggest that PjBL can serve as a transformative pedagogical approach in religious education by not only strengthening students' cognitive abilities but also cultivating empathy, social responsibility, and moral character aligned with Islamic teachings. **Limitation :** However, the study is limited by its reliance on secondary data and the absence of empirical field research, which may restrict the generalizability and depth of practical insight into classroom-level implementation. **Future Research :**

Therefore, future studies should employ empirical methodologies – such as case studies or experimental designs – to evaluate the effectiveness of PjBL in various educational settings and explore its impact on diverse student populations for broader applicability and validation.

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