3 (2), 2024, 72-83
Bulletin of Social Studies and Community Development
https://imrecsjournal.com/journals/index.php/bsscd

Implementation of Project-Based Learning to Increase Student Engagement and Motivation in Learning Islamic Religious Education

St. Nuralimah[1,*], Muh Abdillah Maulana[2], & Yang Peng[3]
[1]Islamic Education Subject Teacher, SMP Negeri 2 Pallangga, Indonesia
[2]Department of Education Management, Universitas Negeri Yogyakarta, Indonesia
[3]Thrive Mental Wellbeing, United Kingdom

Abstract: This study aims to increase students' learning motivation in Islamic Religious Education (PAI) through the application of Project-Based Learning (PJBL) model at SMP Negeri 2 Pallangga. Islamic Education has an important role in instilling moral, ethical, and religious values that are the basis of the life of the nation and state. However, the challenge faced in PAI learning is the low motivation of students to learn which has an impact on the understanding and application of religious values in everyday life. This study used the Classroom Action Research (PTK) method with a cyclical approach consisting of two cycles, referring to the classroom action research framework developed by Kemmis and McTaggart, involving 28 students. The research results from the first cycle showed that the majority of students were in the moderate category, with scores ranging from 59% to 73%. In the second cycle, all students managed to reach the "High" category, with scores ranging from 76% to 90%, reflecting the success of the teaching method applied. These findings suggest that PjBL is effective in increasing students' motivation by giving them control over the learning process and encouraging active participation in collaborative projects. This study concludes that PjBL can significantly improve students' engagement and achievement in Islamic Religious Education.

Keywords: project-based learning, learning motivation, Islamic Religious Education.

▪ INTRODUCTION

The learning process that takes place in schools so far shows that students tend to act as objects, while the teacher becomes the subject. Teachers are often considered as the center of information or the main source of learning, so students tend to only learn when there are teachers teaching (Firmansyah & Jiwandono, 2022). The assessment given also still emphasizes the end result rather than the learning process itself, which shows an imbalance in the educational Learning Model. To overcome this problem, the development of learning strategies and methods becomes very important as a solution to improve the quality of education. This view emphasizes the importance of optimizing students' learning activities, including in Islamic Education subjects. This subject is designed systematically, starting from simple to more complex basic material. By mastering the basic concepts, students will more easily follow the next lesson. However, in reality, the subject of Islamic Religious Education is still considered difficult by many learners, which results in a lack of motivation in learning this subject. This view shows that there is a big challenge for teachers to improve the teaching and learning process so that students are more interested and motivated in learning Islamic Religious Education. Therefore, it is the responsibility of teachers to make improvements and innovations in teaching methods (Suri et al., 2024).

One interesting innovation that can be applied to overcome challenges in learning is the use of innovative and constructive learning models that are able to develop and

St. Nuralimah
Email: nur.alimah0104@gmail.com

Received: 05 December 2024
Accepted: 16 January 2025
Published: 18 January 2025

explore students' knowledge concretely and independently. It is important for educators, especially teachers, to understand the characteristics of materials, learners, and learning methodologies in the context of modern learning (Sanulita et al., 2024). With this Learning Model, the learning process can be more varied, innovative, and efficient, which in turn can increase the activity and creativity of students in building knowledge insights and their implementation. To achieve maximum results, it is necessary to improve the learning process through the application of effective and efficient learning models. The choice of learning model must be adjusted to the characteristics of the topic being studied. In the context of the Merdeka Belajar curriculum, learning models that are in line with the principles of scientific Learning Models, such as project-based learning models, can be the right choice to help students understand the material deeply and practically (Antika et al., 2023; Habiburrahman et al., 2023).

One of the efforts in this education is through Islamic Education Learning. Islamic Education Learning is an effort to shape individuals to live a perfect and happy life, love the homeland, have physical health, noble character, organized thinking, skills in work, and the ability to communicate well, both orally and in writing (Wahyuni & Fitriana, 2021). Islamic Religious Education (PAI) has a crucial role in instilling moral, ethical, and religious values that become the foundation of the life of the nation and state. However, the challenge faced in learning PAI in schools today is the low motivation of students to learn (Hidayatullah et al., 2024). Islamic Religious Education aims to instill religious, moral, and ethical values to form noble character. PAI functions to increase religious understanding, guide the practice of Islamic teachings, and form positive attitudes according to Islamic values in everyday life (Sapitri, 2022). This low motivation results in a decrease in the quality of understanding and application of religious values in daily life.

Based on initial observations, at SMPN 2 Pallangga, this is also a major concern. many students are less enthusiastic in following PAI subjects. They tend to be passive, less actively involved in the learning process, and the learning outcomes achieved are less than satisfactory. One of the factors suspected to be the cause is the learning method that is less varied and unable to motivate students to learn more actively.

The Project Based Learning (PJBL) model or project-based learning is one of the strategies that can be applied to increase students' learning motivation (Sukmana & Amalia, 2021). PJBL emphasizes the active involvement of learners in solving real problems through projects that are relevant to the subject matter. Through this Learning Model, students are expected to be more involved in the learning process, feel the direct benefits of what they learn, and develop critical and creative thinking skills (Rianda & Sayekti, 2023).

The implementation of the online-based Project Based Learning model at SMK Negeri 4 Malang has had a significant positive impact on student learning motivation. This method succeeded in substantially increasing learners' enthusiasm for learning, which in turn affected their learning outcomes with a marked improvement. These positive results can be observed from the implementation of the learning cycle. The application of this model shows that the use of online-based methods in project learning is able to encourage learners to be more active and has an impact on their academic achievement significantly (Pujiyanti et al., 2021). The results of Setiawati et al.'s research (2024) also show that the project learning method (PjBL) and student learning interest have a huge positive impact on the Islamic Religious Education (PAI) test scores of

Muhammadiyah Serbalawan Junior High School students. The use of PjBL is proven to significantly improve students' ability to understand PAI material.

In addition, the results of Rani's research (2021) show that the application of the project learning model (PjBL) in Islamic Cultural History (SKI) subjects in class VIII MTsN Palopo has proven effective in significantly increasing student motivation and learning outcomes. After going through two learning cycles, there was a very noticeable increase in student learning completeness. The results of Husaini et al.'s research (2023) also examined the application of Project-Based Learning of the Qur'an (PBL Al-Qur'an) as an innovative Learning Model in Islamic education management in integrated Islamic schools. The results show that this method has many benefits, including deep understanding of the Qur'an, development of practical skills, and integration of Islamic values in real life. The research also highlights the involvement of students, parents and the community in the learning process as key elements that support successful implementation. However, there are some challenges in its implementation, such as resource readiness, evaluation of outcomes that reflect Qur'anic understanding, and teacher commitment.

PjBL increases students' motivation as this method gives them the opportunity to play an active role in the learning process (Bulkini & Nurachadijat, 2023; Junita et al., 2023). Students do not only passively receive information, but they are also involved in project planning, problem solving, and presentation of results. The challenging collaborative process makes students more motivated to learn, especially as they have to produce real products that can be presented to others. This activity makes learning more meaningful, and students become more interested and eager to actively participate in class (Rani, 2021). The Project-Based Learning (PjBL) model emphasizes student engagement in contextualized learning experiences that support the development of 21st century skills, such as critical thinking, creativity, collaboration, and communication, with educators acting as facilitators to guide students to solve problems and produce relevant products (Kamilah et al., 2024).

Therefore, this research focuses on the application of the Project Based Learning Model in an effort to increase students' learning motivation in Islamic Religious Education subjects at SMPN 2 Pallangga. Through this research, it is expected that an effective strategy can be found to improve the quality of Islamic Education learning and improve students' learning outcomes.

This research focused on two main questions. First, whether the application of the Project Based Learning (PBL) learning model is able to increase student learning motivation in Islamic Religious Education subjects at SMPN 2 Pallangga. Second, what are the obstacles and challenges that arise during the application of PjBL in the classroom, as well as how solutions can be provided to overcome these obstacles. In addition, this study also aims to analyze the impact of PBL implementation on students' learning motivation. Lastly, this research seeks to identify the obstacles and challenges faced during the implementation of PBL and formulate solutions to overcome them.

▪ METHOD

This research uses the Classroom Action Research method. Classroom Action Research is a research method conducted to improve and enhance the quality of learning through systematic and reflective actions. This research aims to improve the learning process by involving cycles of planning, action, observation, and reflection (Utomo et al., 2024). By using PTK, this research will evaluate the effectiveness of the application of

the Project Based Learning Model in increasing students' learning motivation in Islamic Religious Education subjects at SMPN 2 Pallangga. Classroom Action Research allows researchers to identify problems, design solutions, and assess the impact of actions taken directly in the classroom. This study used a classroom action research method with a cyclical model approach consisting of two cycles, in accordance with the classroom action research framework developed by Kemmis et al., (2014). Each cycle includes four main stages, namely planning, action implementation, observation, and reflection.

Data collection techniques in this study included several methods. First, questionnaires were used to measure students' learning motivation before and after the implementation of PJBL, focusing on aspects such as motivation, engagement, and learning satisfaction. Second, direct observation was conducted during the learning process to evaluate the implementation of PPA as well as student interactions, including project activities, level of engagement, and classroom dynamics. Data analysis techniques in this study included both quantitative and qualitative approaches. Quantitative analysis was conducted through descriptive statistics to describe the characteristics of data related to student learning motivation before and after the implementation of PJBL, including the calculation of the average, median, and standard deviation. Meanwhile, qualitative analysis used content analysis to evaluate observation data.

This study uses two main types of data, namely observation data and questionnaire data, each of which has a different score range. The formula used to calculate the average score of the learning motivation questionnaire and the results of the observation of learning motivation is to add up the data from the learning motivation questionnaire and the learning motivation observation sheet, then divide it by the amount of data.

After calculating the average score from the results of the learning motivation questionnaire and the observation sheet of students' learning motivation, categorization is carried out based on the predetermined score range. This categorization aims to determine the level of learning motivation of students, which is divided into three main categories as described in the following table:

Table 1. Criteria for students' learning motivation

Score Range	Category
76-100	High
51-75	Medium
1-50	Low

▪ RESULT AND DISCUSSION

Initial Condition and Learning Overview of PJBL Model in SMP Negeri 2 Pallangga

The implementation of Project-Based Learning Model (PJBL) in class VII B SMP Negeri 2 Pallangga has been conducted, but the implementation has not been evenly distributed in every learning session. This model is designed to encourage learners to produce works or products, such as posters of prayer recitations and dhikr, with the aim of increasing their active participation in learning. The PPA approach focuses on developing learners' skills and potential, so the main role in learning activities is not only limited to the teacher, but also involves learners actively. In practice, PPA learning begins with a prayer together, followed by the teacher opening the material through a PowerPoint presentation. The teacher explains the material in detail, while the learners listen carefully. After the explanation, the teacher gives learners the opportunity to ask questions if there is material that is not understood. This approach encourages learners to

be more involved in the learning process through making relevant products, so that learning becomes more meaningful because learners learn from direct experience.

In the pre-cycle stage, researchers identified the initial conditions of learning motivation of seventh grade students before the implementation of the action. This activity was carried out on July 5, 2024, by observing student behavior during the learning process. The observation results showed that most students were less focused; some were seen playing alone, while others were chatting with their classmates. Students' concentration during learning tended to be short, which was thought to be due to the teacher-centered learning method. To complete the data, the researcher also distributed learning motivation questionnaires to students to obtain a quantitative picture of their motivation level before the learning intervention.

The following presents the average results of the questionnaire and observation of students' learning motivation at the pre-cycle stage. This data was obtained to provide an initial picture of the level of student learning motivation before the learning intervention using the Project-Based Learning (PJBL) Model.

Table 2. Average results of students' learning motivation at the pre-cycle stage

No	Subject	Score (%)	Category	No	Subject	Score (%)	Category
1	Student 1	52	Medium	15	Student 15	26	Low
2	Student 2	18	Low	16	Student 16	22	Low
3	Student 3	25	Low	17	Student 17	19	Low
4	Student 4	22	Low	18	Student 18	23	Low
5	Student 5	24	Low	19	Student 19	53	Medium
6	Student 6	63	Medium	20	Student 20	25	Low
7	Student 7	23	Low	21	Student 21	24	Low
8	Student 8	25	Low	22	Student 22	18	Low
9	Student 9	19	Low	23	Student 23	21	Low
10	Student 10	21	Low	24	Student 24	60	Medium
11	Student 11	59	Medium	25	Student 25	19	Low
12	Student 12	20	Low	26	Student 26	20	Low
13	Student 13	55	Medium	27	Student 27	23	Low
14	Student 14	23	Low	28	Student 28	24	Low

The analysis showed that the majority of students, 78.6% (22 out of 28 students), had a low level of learning motivation, with a score below 51%. Only 21.4% of students (6 out of 28) were in the moderate learning motivation category with scores between 51%-63%, and no students reached the high category. The highest score achieved was 63% (Student 6), while the lowest score was 18% (Student 2 and Student 22). This shows that there is a big challenge in building optimal learning motivation among students.

Results of Cycle I

Cycle I in this study aims to apply the Project-Based Learning Model (PJBL) to increase students' learning motivation. At this stage, the research was carried out through a series of activities that included planning, action implementation, and observation. The planning stage is designed to prepare all the needs that support the implementation of project-based learning. Furthermore, the action is carried out in one meeting by involving learners in active learning activities that emphasize the creation of group projects. This activity is expected to increase learners' involvement in the learning process, so that they

do not only receive the material passively but also actively contribute in producing products that are relevant to the material being studied. The observation process is carried out during the implementation of learning to record students' activeness, participation, and response to the applied method. The data obtained from this observation was used as the basis for evaluating the success of cycle I as well as determining the improvement steps for the next cycle.

In cycle I, the researcher ensured the readiness of students in participating in Islamic Religious Education learning and explained the learning objectives of the day, namely "Practicing prayer and remembrance in real life." After delivering the material, learners were divided into groups to complete a project in the form of making posters of prayer recitations and dhikr using manila cartons. The posters were then presented by each group to the class. To conclude the learning activity, the teacher distributes questionnaires containing statements designed to measure the learners' level of understanding of the material that has been learned. After ensuring that all learners receive the questionnaire, the teacher gives them time to fill in the questionnaire independently.

Planning

The planning stage in cycle I aims to prepare all the needs in supporting the implementation of research. Activities carried out in this stage include: Researchers compiled teaching modules and designed the application of the Project-Based Learning Model (PJBL) which would be used in cycle I and refined for cycle II. Researchers prepared observation sheets and learning motivation questionnaires to measure the initial condition of students before the intervention was carried out. Researchers simulated the use of the PJBL Learning Model to ensure its smooth implementation in the classroom.

Implementation of Action

The action in cycle I was carried out in one meeting, which was held on September 23, 2024, with a time allocation of 3 lesson hours (3 x 40 minutes). Learning activities were divided into three main stages as follows:

a. Preliminary Activities

The teacher starts the learning by inviting students to pray together and checking attendance. After that, students are directed to do Al-Qur'an literacy as an opening activity. The teacher provides apperception to remind the material that has been discussed in the previous meeting. Learners are given the opportunity to convey their understanding or opinion regarding the material.

b. Core Activity

The teacher displays the PJBL Learning Model as the main focus of learning, using pictures, posters, or other media to provide examples of projects to be done. Learners are given additional explanations through videos related to the steps of preparing projects or works of art. The teacher also conveys an overview of the project that will be made by each group. Learners are given the opportunity to ask if there are things that have not been understood about the project. Next, each group discussed to develop a schedule and design of their project. Once the project is complete, representatives from each group present the results in front of the class. Other groups are given the opportunity to provide input, ask questions, and discuss the project presented.

c. *Closing Activities*

The teacher prepares an assessment in the form of a questionnaire to measure students' understanding of the material that has been discussed. Learners are given time to work on the assessment. The teacher provides reinforcement of the material learned and provides an overview of the material to be discussed at the next meeting. The lesson ends with a prayer led by the class leader, followed by a closing greeting. In addition, the teacher distributes learning motivation questionnaires to evaluate students' experiences during the learning process that day.

Observation

In the observation stage, researchers and teachers observed students' activities during the learning process. Observations were made using observation sheets that had been prepared previously to record: The level of learner involvement in each stage of learning, including when discussing, developing projects, and presenting the results of group work. Learners' response to the PPA learning model, such as enthusiasm, focus, and interaction between group members. The obstacles faced by learners during the implementation of learning, both in understanding the project and in preparing and presenting the results. The level of students' understanding of the learning material based on the final assessment and discussion during learning.

Table 3. Cycle I learning outcome table

No	Subject	Score (%)	Category	No	Subject	Score (%)	Category
1	Student 1	72	Medium	15	Student 15	67	Medium
2	Student 2	59	Medium	16	Student 16	71	Medium
3	Student 3	79	High	17	Student 17	68	Medium
4	Student 4	67	Medium	18	Student 18	73	Medium
5	Student 5	69	Medium	19	Student 19	69	Medium
6	Student 6	73	Medium	20	Student 20	80	High
7	Student 7	66	Medium	21	Student 21	69	Medium
8	Student 8	69	Medium	22	Student 22	66	Medium
9	Student 9	67	Medium	23	Student 23	70	Medium
10	Student 10	64	Medium	24	Student 24	66	Medium
11	Student 11	71	Medium	25	Student 25	69	Medium
12	Student 12	67	Medium	26	Student 26	62	Medium
13	Student 13	70	Medium	27	Student 27	71	Medium
14	Student 14	69	Medium	28	Student 28	77	High

Reflection

Based on the cycle I learning outcome data, the majority of students were in the medium category with scores ranging from 59% to 73%. Of the 28 students, 25 students (89.3%) were in the medium category, while only 3 students (10.7%) reached the high category. The highest score in this cycle was 80% (Student 20), while the lowest score was 59% (Student 2). This data shows that most students already have fairly good learning motivation, but there is still room to improve overall learning outcomes. Reflection on these results indicates the need to evaluate the learning methods used. Some possibilities that can be considered are the effectiveness of the learning approach, the variety of media or strategies used, and student engagement during the learning process. The next step could be to improve learning strategies that are more interactive and student-centered,

provide specific feedback, and encourage students to be more active in learning activities. By improving these elements, it is expected that learning outcomes in the next cycle will show a significant increase, especially in the increase in the number of students in the high category.

Results of Cycle II

In cycle II, the research focused on improving and enhancing the learning outcomes that had been achieved in the previous cycle through the following stages:

Planning Stage

The planning stage in cycle II aims to prepare all the needs that support the implementation of Project-Based Learning (PJBL) based learning. Activities carried out in this stage include: Developing teaching modules and updating the PJBL learning model based on the evaluation from cycle I. Preparing research instruments which include learning motivation observation sheet and learning motivation questionnaire for the implementation of cycle II. Simulating the implementation of the PPA learning model to students to ensure their understanding of the learning stages that will be implemented.

Implementation Stage

Action The implementation of the action was carried out for one meeting on September 30, 2023, with a duration of 3 lesson hours (3 x 40 minutes). The following are the details of the implementation:

a. Preliminary Activities

The teacher starts the learning by inviting students to pray and checking attendance. Learners carry out Al-Qur'an literacy activities. The teacher gives apperception about the material that has been discussed in the previous meeting. Learners are encouraged to convey their understanding or arguments related to the material.

b. Core Activities

The teacher displays the PJBL learning model, including visualization in the form of pictures or posters as examples of projects. The teacher provides additional explanation using video to clarify the description of the project to be made. Learners are divided into groups, then discuss to arrange the schedule and design of their project. Each group completes its project, then presents the results in front of the class. Other groups are given the opportunity to give feedback, input, or questions related to the presentation that has been delivered.

c. Closing Activities

The teacher gives an assessment in the form of a questionnaire to measure students' understanding of the material discussed. The teacher provides reinforcement of the material and conveys an overview of the learning on the next meeting. The lesson ends with a prayer led by the class leader, followed by closing greetings.

Observation Stage

Observations were made during the implementation of learning to record various aspects, such as: Learners' activeness in group discussions. Learners' ability to organize and present the project. Learners' response to questions or inputs from other groups.

Learners' level of understanding of the material discussed. The results of this observation are used to evaluate the effectiveness of the PJBL learning model applied in cycle II as well as a consideration in reflection and planning the next action. The following are the learning outcomes of cycle II:

Table 4. Learning outcomes of cycle II

No	Subject	Score (%)	Category	No	Subject	Score (%)	Category
1	Student 1	84	High	15	Student 15	83	High
2	Student 2	76	High	16	Student 16	88	High
3	Student 3	85	High	17	Student 17	82	High
4	Student 4	82	High	18	Student 18	89	High
5	Student 5	87	High	19	Student 19	87	High
6	Student 6	88	High	20	Student 20	90	High
7	Student 7	83	High	21	Student 21	85	High
8	Student 8	88	High	22	Student 22	79	High
9	Student 9	82	High	23	Student 23	84	High
10	Student 10	81	High	24	Student 24	83	High
11	Student 11	90	High	25	Student 25	85	High
12	Student 12	85	High	26	Student 26	80	High
13	Student 13	86	High	27	Student 27	88	High
14	Student 14	84	High	28	Student 28	87	High

Reflection Stage

The learning results in cycle II showed that all students were in the ‘High’ category, with a score range between 76%-90%. This average achievement reflects the success of the teaching method applied. The learning objectives were well achieved, as seen from the absence of students who scored below the high category. However, students with lower scores, such as Student 2 (76%) and Student 22 (79%), require more attention to ensure better understanding. Efforts such as additional mentoring and individualised evaluation can help improve their learning outcomes. This success indicates that the teaching method used in cycle II was effective, but still requires a variety of strategies to accommodate individual student needs. Next steps could focus on strengthening collaborative activities or group discussions, as well as applying formative assessment techniques to monitor students' overall progress. Thus, these positive results can be maintained, and the potential for improvement in the next cycle can be optimised.

From the results of the implementation of cycle II, it was found that students showed a significant increase in learning motivation. They seemed more enthusiastic and actively involved in the learning process. The use of PJBL creates a more enjoyable and effective learning atmosphere because students learn through collaborative activities and real products. This success is also influenced by the good working relationship between teachers and learners, both in the classroom and in the school environment. Cooperation between learners in the group also goes well, thus supporting the achievement of optimal learning outcomes.

The conclusion can be seen in this bar chart showing the comparison of student learning outcomes at three stages: pre-cycle, cycle I and cycle II. At the pre-cycle stage, the average student learning outcome was only 29.5, indicating low levels of motivation and performance. After the intervention in cycle I, the average learning outcome increased significantly to 69.3, reflecting progress in student motivation and

understanding. Furthermore, in cycle II, the average student learning outcome increased even higher to 84.7, demonstrating the success of the intervention in consistently improving learning outcomes. This diagram illustrates the significant gradual improvement in students' motivation and learning outcomes over time.

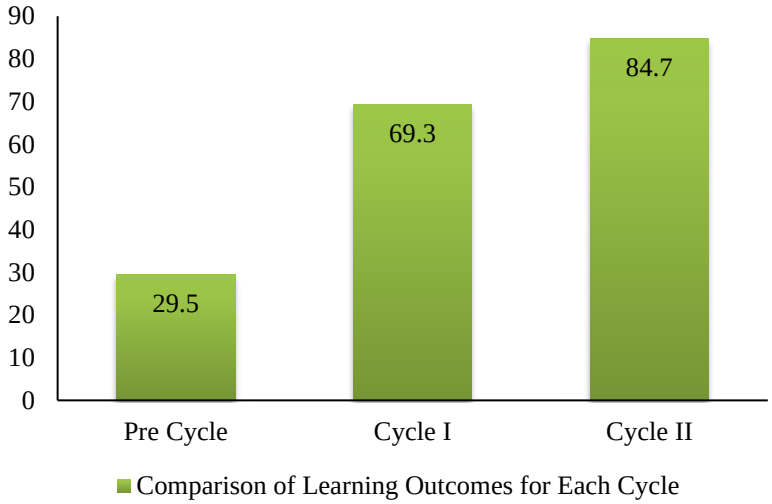

Figure 2. Comparison of learning outcomes for each cycle

Constraints of Project-Based Learning Model Implementation

During the implementation of the Project-Based Learning (PjBL) learning model at SMPN 2 Pallangga, several obstacles were found that need to be overcome to ensure the effectiveness of the learning process. The main obstacle is students' difficulty in planning and implementing the project independently. Some students showed limitations in understanding the task and difficulties in executing the project, especially related to time management and division of tasks within the group. In addition, group cooperation was not optimal, characterised by the dominance of students with higher academic abilities. This led to an imbalance of roles within the group, where some students became passive and did not get equal opportunities to participate. Group discussions were also often dominated by certain individuals, so the expected collaborative atmosphere was not fully achieved.

To overcome the problems that arise during the implementation of PjBL, some strategic steps can be taken. Teachers can provide intensive guidance during the project planning stage, including a detailed explanation of the steps of work, the objectives to be achieved, and the strategy for dividing tasks in groups (Saparuddin & Nisa, 2024). In addition, teachers need to actively facilitate group discussions to ensure equal participation. Direct supervision is needed so that each group member gets the appropriate role and has the opportunity to contribute equally (Hakim & Alfiyah, 2024). Another step is to provide additional training to students who are experiencing difficulties, particularly in project management skills. This training can include task division techniques, time management, and problem-solving strategies. Teachers also need to periodically evaluate the group work process, providing constructive feedback to help students improve their weaknesses and encourage better teamwork (Darel, 2024). With the implementation of these strategies, project-based learning can run more effectively and provide maximum benefits for students.

With this approach, the obstacles that arise during the implementation of PjBL can be overcome gradually. Consistent guidance and support for students' skill development will create a more effective, collaborative and inclusive learning atmosphere. This is expected to increase the involvement of all students in the project, while encouraging optimal achievement of learning objectives.

▪ CONCLUSION

The application of Project Based Learning Model (PjBL) in learning Islamic Religious Education (PAI) at SMPN 2 Pallangga provides an approach that emphasises collaboration between students and problem solving through projects. In this model, students act as subjects who design and implement projects related to PAI materials, allowing them to dig deeper into the topics studied and apply them in everyday life. PjBL not only encourages understanding of religious theory, but also critical and creative thinking skills through the stages of project planning, implementation, and evaluation. The implementation of this model is proven to be effective in increasing students‘ learning motivation, as it provides relevant challenges and enables students’ active involvement in learning. The projects designed in PjBL give students a sense of control over their learning, which increases their interest and enthusiasm. In addition, the collaborative interaction in the projects supports students' intrinsic motivation, as they feel they are contributing to the achievement of the group. Overall, PjBL creates a dynamic learning environment, encouraging students to continuously develop and optimise their potential in PAI learning.

▪ REFERENCES

Antika, W., Sasomo, B., & Rahmawati, A. D. (2023). *Analisis asesmen diagnostik pada model pembelajaran project based learning di kurikulum merdeka SMPN 3 Sine.* Pedagogy, 8(1), 250–263. https://doi.org/10.30605/pedagogy.v8i1.2512

Bulkini, J., & Nurachadijat, K. (2023). *Potensi Model PJBL (Project-Based Learning) dalam meningkatkan motivasi belajar siswa di SMP Azzainiyyah Nagrog Sukabumi.* Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP), 3(1), 16–21. https://doi.org/10.54371/jiepp.v3i1.241

Darel, N. S. (2024). *Analisis project based learning sebagai strategi dalam mengoptimalkan pemahaman mahasiswa pada pembelajaran daring.*

Firmansyah, A., & Jiwandono, N. R. (2022). *Kecenderungan guru dalam menerapkan pendekatan student centre learning dan teacher centre learning dalam pembelajaran.* Jurnal Guru Indonesia, 2(1), 33–39.

Habiburrahman, S., Nawi, M. Z., & Hestia, A. (2023). *Penerapan model project based learning (kurikulum merdeka) dalam pengembangan kreativitas belajar PAI di SMP Negeri 12 Palembang. 2.*

Hakim, L., & Alfiyah, H. Y. (2024). *Implementasi model pembelajaran kooperatif tipe project based learning pada mata pelajaran SKI dalam meningkatkan kreativitas siswa di MA Al-Ihsan Krian Sidoarjo.* Jurnal Pendidikan dan Pengajaran, 2(2), 282–291. https://doi.org/10.572349/cendikia.v2i2.913

Hidayatullah, L. D., Muhtar, F., & Fadli, A. (2024). *Implementasi pendidikan holistik dalam pembelajaran pendidikan agama islam di SMP.* Qolamuna : Jurnal Studi Islam, 9(02), 17–30.

Husaini, M. A., Harahap, N., & Murtafiah, N. H. (2023). Project-based learning of the quran in islamic education management: an innovative approach in integrated islamic school. 07(1), 214–221.

Junita, E. R., Karolina, A., & Idris, M. (2023). *Implementasi model pembelajaran project based learning (PjBL) dalam membentuk sikap sosial peserta didik pendidikan agama islam di SD Negeri 02 Rejang Lebong.* Jurnal Literasiologi, 9(4), 43–60. https://doi.org/10.47783/literasiologi.v9i4.541

Kamilah, S. N., Fandry, F. U. A., Kumara, F. R., & Pahriadi, M. (2024). *Efektivitas Project Based Learning terhadap hasil belajar PAI sebagai implementasi kurikulum Merdeka di SMAN 35 Jakarta.* 1(1), 11–20.

Kemmis, S., McTaggart, R., & Nixon, R. (2014). Introducing critical participatory action research. In S. Kemmis, R. McTaggart, & R. Nixon, The Action Research Planner (pp. 1–31). Springer Singapore. https://doi.org/10.1007/978-981-4560-67-2_1

Pujiyanti, D., Faisol, A., & Sulistiono, M. (2021). *Penerapan model pembelajaran project based learning pada mata pelajaran pendidikan agama islam untuk meningkatkan motivasi belajar siswa kelas XII Di SMK Negeri 4 Malang.* VICRATINA: Jurnal Pendidikan Islam, 6(1), 74–80.

Rani, H. (2021). *Penerapan metode project based learning pada pembelajaran sejarah kebudayaan islam dalam meningkatkan motivasi belajar.* 10(2).

Rianda, K., & Sayekti, S. P. (2023). *Penerapan pembelajaran berbasis proyek untuk meningkatkan keterampilan psikomotorik siswa pada mata pelajaran fiqih.* Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah, 6(2), 214–223.

Sanulita, H., Syamsurijal, S., Ardiansyah, W., Wiliyanti, V., & Megawati, R. (2024). *Strategi pembelajaran: teori & metode pembelajaran efektif.* PT. Sonpedia Publishing Indonesia.

Saparuddin, S. A., & Nisa, K. (2024). *Strategi dan metode pembelajaran cerdas: menuju pendidik profesional yang disenangi.* Cendekia Publisher.

Sapitri, A. (2022). *Peran pendidikan agama islam dalam revitalisasi pendidikan karakter.* Journal for Islamic Studies, 5(1), 252–266.

Setiawati, D. T., Halimah, S., & Budiyanti, Y. (2024). *Pengaruh model pembelajaran project based learning dan minat belajar terhadap hasil belajar pendidikan agama Islam siswa sekolah menengah pertama.* Jurnal EDUCATIO: Jurnal Pendidikan Indonesia, 10(1), 32. https://doi.org/10.29210/1202423632

Sukmana, I. K., & Amalia, N. (2021). *Pengaruh model pembelajaran project based learning terhadap peningkatan motivasi belajar dan kerja sama siswa dan orang tua di era pandemi.* Edukatif : Jurnal Ilmu Pendidikan, 3(5), 3163–3172.

Suri, H. A., Setiawan, D., & Wijaya, A. (2024). *Strategi guru pendidikan agama islam dalam mengatasi kesulitan belajar siswa melalui pembelajaran kontekstual.* Jurnal Berkala Ilmiah Pendidikan, 4(2), 153–163.

Utomo, P., Asvio, N., & Prayogi, F. (2024). *Metode penelitian tindakan kelas (ptk): panduan praktis untuk guru dan mahasiswa di institusi pendidikan.* Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia, 1(4), 19. https://doi.org/10.47134/ptk.v1i4.821

Wahyuni, E., & Fitriana, F. (2021). *Implementasi model pembelajaran project based learning (pjbl) dalam meningkatkan hasil belajar peserta didik pada mata pelajaran pendidikan agama islam SMP Negeri 7 Kota Tangerang.* Jurnal Kajian Islam dan Pendidikan Tadarus Tarbawy, 3(1), 320–327.