International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Implementation Of The Project Based Learning (PJBL) Model In PAI Learning At Sman 4 Mataram

Laili Sulistiana[1]
[1]UIN Mataram, Indoneisa

Corresponding author:250401029.mhs@uinmataram.ac.id

Abstract

This study aims to analyze the implementation of the Project Based Learning (PjBL) model in Islamic Religious Education (PAI) learning at SMAN 4 Mataram. This research is motivated by the need for innovative and student-centered learning to enhance students' creativity, critical thinking skills, and collaborative skills in Islamic Religious Education learning. Conventional Islamic Religious Education learning is considered incapable of providing active and contextual learning experiences for students. Therefore, the implementation of the Project Based Learning model is considered relevant to the demands of the Independent Curriculum which emphasizes activity-based learning and real projects. This study uses a qualitative approach with a case study research type. Data collection techniques were carried out through observation, interviews, and documentation. The research subjects consisted of Islamic Religious Education teachers and students of SMAN 4 Mataram. Data analysis techniques used the Miles and Huberman model through the stages of data condensation, data presentation, and drawing conclusions. The results of the study indicate that the implementation of Project Based Learning is carried out through the stages of determining fundamental questions, preparing a project plan, project implementation, activity monitoring, presentation of project results, and learning evaluation. The implementation of this model can improve student learning activities, creativity, collaboration, and understanding of Islamic Religious Education materials. Supporting factors for implementation include teacher readiness, school support, and student enthusiasm, while inhibiting factors include time constraints and differences in student abilities. Thus, Project-Based Learning is considered effective in improving the quality of Islamic Religious Education learning at SMAN 4 Mataram.

Keywords: Project Based Learning, Islamic Religious Education, Learning Implementation, Independent Curriculum.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

BACKGROUND

Education is a crucial process in developing superior human resources with character and the ability to face the changing times. In the context of modern education, learning is not only oriented towards transferring knowledge but also directed towards developing students' critical thinking, creativity, communication, and collaboration skills. [1]Therefore, teachers are required to be able to provide an active and enjoyable learning process so that educational goals can be optimally achieved. Islamic Religious Education (PAI) learning plays a strategic role in shaping students' character and morals. Islamic Religious Education focuses not only on religious knowledge but also on developing attitudes and behaviors in accordance with Islamic values. [2]However, in practice, PAI learning in schools is still often conducted using conventional methods that tend to be teacher-centered. This condition results in students being passive, lacking creativity, and less able to connect learning material to real life.

These issues highlight the need for innovation in Islamic Religious Education (ISE) teaching. One learning model considered capable of enhancing student learning activities is Project-Based Learning (PjBL). Project-Based Learning (PjBL) is a learning approach that utilizes projects as the core of learning activities. [3]Students are given the opportunity to complete a project collaboratively through a process of investigation, problem-solving, and presentation of results. Through this model, students not only gain a theoretical understanding of concepts but also gain hands-on learning experience. Project-Based Learning is considered relevant to the implementation of the Independent Curriculum, which emphasizes project-based learning and strengthening the Pancasila student profile. [4]In ISE teaching, the application of this model can help students understand Islamic values in a more contextual and applicable way. Students can learn through real-life experiences, making learning more meaningful.

Several previous studies have shown that Project Based Learning can improve students' creativity, motivation, and learning outcomes in Islamic Religious Education learning. Research by Dewi Anggelia, Ika Puspitasari, and Shokhibul Arifin states that the implementation of Project

[1]Suherman, Ujang, and Irnie Victorynie. "Human Resource Development in Education: Strategies and Implications for Quality Learning in the Global Era." *As-Sulthan Journal of Education* 1.3 (2025): 453-464.

[2]Judrah, Muh, et al. "The role of Islamic religious education teachers in building student character as an effort to strengthen morals." *Journal of Instructional and Development Researches* 4.1 (2024): 25-37.

[3]Nababan, Damayanti, Alisia Klara Marpaung, and Angeli Koresy. "Project-based learning (PJBL) learning strategies." *Journal of Social and Humanities Education* 2.2 (2023): 706-719.

[4]Shalehah, Nur Azziatun. "Project-Based Learning as a Form of Implementation of the Independent Curriculum in Early Childhood Education Units." *Islamic EduKids: Journal of Early Childhood Education* 5.1 (2023): 14-24.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Based Learning can improve students' learning creativity in Islamic Religious Education learning. [5]Another study conducted by Latiana Safitri and Noorazmah Hidayati shows that the Project Based Learning model can improve students' learning motivation and cooperation. [6]SMAN 4 Mataram is one of the schools that has begun implementing project-based learning in Islamic Religious Education subjects. Teachers strive to create more active learning through various religious projects such as making Friday sermon texts (boys), lecture texts (girls) and Islamic foster (God's Promise for Married Couples). Therefore, this study is important to determine how Project Based Learning is implemented in Islamic Religious Education learning at SMAN 4 Mataram.

Based on the description, this study aims to describe the implementation of the Project Based Learning model in Islamic Religious Education learning at SMAN 4 Mataram, the supporting and inhibiting factors of its implementation, and its impact on student learning activities. Project Based Learning is a learning model that is oriented towards project activities as a learning medium. According to Rusman, Project Based Learning is a learning model that involves students in problem-solving activities and provides opportunities for students to work independently or in groups to produce a product. [7]This model places students as the center of learning so that the learning process becomes more active and meaningful.

Project-Based Learning has several main characteristics, namely the presence of real problems as the basis for learning, investigative activities, collaboration between students, the use of critical thinking skills, and the presence of real products produced by students. [8]In its implementation, the teacher acts as a facilitator who guides students throughout the learning process. The steps in implementing Project-Based Learning include determining fundamental questions, preparing a project plan, preparing an activity schedule, project monitoring, testing project results, and learning evaluation. [9]Through these stages, students are trained to think

[5]Anggelia, Dewi, Ika Puspitasari, and Shokhibul Arifin. "The application of the project-based learning model reviewed from the perspective of the independent curriculum in developing creativity in learning Islamic religious education." *Al-Thariqah Journal of Islamic Religious Education* 7.2 (2022): 398-408.

[6]Safitri, Latiana, Triwid Syafarotun Najah, and Noorazmah Hidayati. "Implementation of Project Based Learning (PjBL) Model in Islamic Religious Education Subject." *Tarlim: Journal of Islamic Religious Education* 8.1 (2025): 67-82.

[7]Nurhamidah, Siti, and Kun Nurachadijat. "Project-based learning in improving student learning independence." *Journal of Innovation, Evaluation and Learning Development (JIEPP)* 3.2 (2023): 42-50.

[8]Fitriyani, Resti. "Implementation of Project Based Learning model in improving critical thinking skills, collaboration, and solar oven product results of fourth grade elementary school students in Rancasari District, Bandung City." *Pendas: Scientific Journal of Elementary Education* 10.02 (2025): 357-378.

[9]Nurhamidah, Siti, and Kun Nurachadijat. "Project-based learning in improving student learning independence." *Journal of Innovation, Evaluation and Learning Development (JIEPP)* 3.2 (2023): 42-50.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

critically, creatively, and be responsible for the tasks given. Islamic Religious Education is a conscious and planned effort to guide students to understand, internalize, and practice Islamic teachings in everyday life. [10]Islamic Religious Education learning not only emphasizes the cognitive aspect, but also includes the affective and psychomotor aspects.

The primary goal of Islamic Religious Education is to develop students who are faithful, pious, and have noble character. [11]Therefore, teachers are required to utilize learning models appropriate to their students' characteristics to make the learning process more effective. Within the context of the Independent Curriculum, Islamic Religious Education instruction is directed at developing critical thinking skills, creativity, and strengthening students' character. Therefore, the use of the Project-Based Learning model is considered appropriate because it integrates theoretical learning with real-life practice.

RESEARCH METHODS

This research uses a qualitative approach with a case study research type. The qualitative approach is used because this research aims to understand in depth the implementation of Project Based Learning in Islamic Religious Education learning at SMAN 4 Mataram. [12]Case study research was chosen to describe the learning implementation process systematically and factually. The research location was carried out at SMAN 4 Mataram. The research subjects consisted of Islamic Religious Education teachers and 17 grade XI students. Data collection techniques were carried out through observation, interviews, and documentation. Observations were carried out to directly determine the project-based learning process. Interviews were conducted with teachers and students to obtain information about the implementation of learning, while documentation was used to complete the research data in the form of student project results. Data analysis techniques used the Miles and Huberman model which includes data condensation, data

[10]Ishak, Ishak. "Characteristics of Islamic Religious Education in Educational Institutions." *FiTUA: Journal of Islamic Studies* 2.2 (2021): 167-178.

[11]Mayasari, Annisa, Opan Arifudin, and Ika Kartika. "Implementation of Value Learning Models Through Islamic Religious Education in Shaping Student Character." *Anthology of Multidisciplinary Studies (Al-Kamil)* 1.1 (2023): 47-59.

[12]Junita, Eka Risma, Asri Karolina, and M. Idris. "Implementation of Project Based Learning (Pjbl) Model in Shaping Social Attitudes of Islamic Religious Education Students at Sd Negeri 02 Rejang Lebong." *Jurnal Literasiologi* 9.4 (2023).

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

presentation, and drawing conclusions [13]. Data validity was carried out through source triangulation and technical triangulation so that the data obtained was more valid and reliable.

RESULTS AND DISCUSSION

Implementation of Project Based Learning in Islamic Religious Education Learning

Based on the results of interviews and observations conducted at SMAN 4 Mataram, the implementation of *the Project Based Learning* (PjBL) model in Islamic Religious Education learning has been running well and in accordance with the principles of the Independent Curriculum. The 11th grade Islamic Religious Education teacher, Oktiana Dian Syah Putri, S.Pi., Gr., explained that the number of 11th grade students at SMAN 4 Mataram is 137 students divided into seven classes, one of which is class IK 1 (Health Sciences) with 17 students. In implementing the learning, the teacher begins the activity with religious habits such as praying together, reading the surah Al-Ikhlas, Al-Falaq, An-Nas, the last three verses of the surah Al-Baqarah, and the Ayat Kursi before the learning begins. These activities are carried out to build a religious and conducive learning atmosphere.

Before entering the core material, the teacher provides lead questions as a form of initial assessment to determine students' understanding of the material to be studied. The teacher reviews previous material and poses questions related to the sermon and lecture. Students are given the opportunity to answer according to their own abilities, creating active interaction between the teacher and students. This demonstrates that learning is not solely teacher-centered but also involves active student participation in the learning process.

Project-Based Learning is implemented through practical activities and projects directly related to Islamic Religious Education material. For sermons and lectures, students are given practical assignments on Friday sermons and lectures, with a one-week deadline. The teacher gives male students the opportunity to practice sermons first because they are related to the implementation of Friday sermons. In addition, students are also given a project to create a foster (*foster*) with an Islamic marriage theme, developed through social media, namely Instagram. In this project, students create a poster design about God's promises for married couples, then upload it and tag the teacher's account as a form of learning project results.

[13]Nafisah, Nur, Muhammad Makki, and Ilham Syahrul Jiwandono. "Classroom Management in Post-Covid-19 Pandemic Learning at SDN Inpres Tenga, Woha District, Bima Regency, 2021/2022 Academic Year." *Scientific Journal of Educational Professions* 7.3 (2022): 1340-1345.

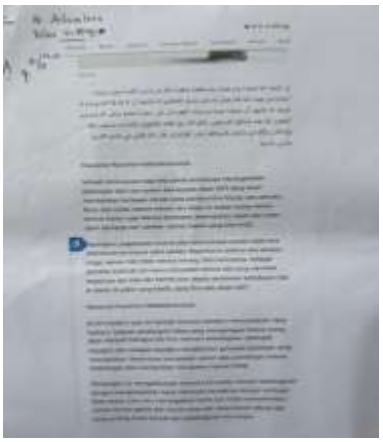
Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS



Figure 1 Islamic Foster


Figure 2 text of the lecture


Figure 3 Friday Sermon text

The project activities were conducted in groups so that students could collaborate and assist each other in completing the assignments. Teachers gave students the freedom to be creative using AI-based technology, thus increasing their enthusiasm and creativity in learning. This demonstrated that the implementation of Project-Based Learning (PBL) was able to integrate Islamic Religious Education (IS) with digital technology developments relevant to students' current lives.

Project-based learning helps students understand Islamic Religious Education material more deeply because they not only study theory but also implement Islamic values in real-life activities. [14]Research shows that implementing Project-Based Learning can improve student learning activities. Students become more active in asking questions, discussing, and collaborating in completing learning projects. Furthermore, students also understand Islamic Religious Education material more easily because the learning is conducted contextually and involves direct experience.

Supporting and Inhibiting Factors in the Implementation of Project Based Learning

The first factor supporting the implementation of Project-Based Learning is school support for the use of innovative learning models. Schools give teachers the freedom to develop project-based learning based on student characteristics. The second factor is teacher readiness in designing project-based learning. Islamic Religious Education teachers understand the steps for

[14]Astuti, Fika Rahayu, Indah Rama Sahara, and Gusmaneli Gusmaneli. "Implementation of project-based learning (PjBL) in Islamic religious education learning." *Indonesian Education Star Journal* 3.1 (2025): 01-15.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

implementing Project-Based Learning and are therefore able to manage learning effectively. The third factor is student enthusiasm in participating in project-based learning. Students feel more engaged because learning is carried out through practical activities and group work. [15]Interviews with students indicate that project-based learning provides a fun and meaningful learning experience. Students reported being more creative and understanding the material better because learning is carried out through direct practice. In the Islamic foster project, each group member had a specific role, such as searching for Islamic words, determining the theme, and designing the poster, which fostered good cooperation among group members. Students also stated that during the project, they helped each other so they did not experience difficulties in completing the task.

The implementation of Project-Based Learning has a positive impact on student learning activities. Students become more active, creative, and confident in expressing their opinions and project results. Furthermore, project-based learning helps students understand Islamic values more contextually because the material studied is not only theoretical but also applicable to everyday life. Teachers also emphasize the importance of practicing the material presented, such as material on adultery and adolescent relationships, so that students not only understand the concepts but are also able to apply them in real life.

The inhibiting factor is that the implementation of Project-Based Learning still faces several obstacles. The teacher reported that during the sermon practice, some students still lacked seriousness and were embarrassed to speak in front of the class. Furthermore, some students still lacked confidence when delivering lectures. Another obstacle was that students sometimes were unable to adapt their daily behavior to the material presented in the lecture. Nevertheless, the teacher continued to provide motivation and guidance so that students could increase their self-confidence and apply Islamic values in their daily lives.

Overall, the implementation of Project-Based Learning in Islamic Religious Education at SMAN 4 Mataram has created active, creative, collaborative, and meaningful learning. This learning model not only improves students' understanding of Islamic Religious Education material but also develops communication, collaboration, and critical thinking skills in dealing with everyday life challenges.

[15]Astuti, Fika Rahayu, Indah Rama Sahara, and Gusmaneli Gusmaneli. "Implementation of project-based learning (PjBL) in Islamic religious education learning." *Indonesian Education Star Journal* 3.1 (2025): 01-15.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

CONCLUSION

Based on the research results, it can be concluded that the implementation of the Project Based Learning model in Islamic Religious Education learning at SMAN 4 MATARAM has been carried out well through the stages of determining fundamental questions, preparing a project plan, project implementation, presentation of results, and learning evaluation. The application of this model is able to improve learning activities, creativity, critical thinking skills, and student cooperation.

Supporting factors for the implementation of Project Based Learning include school support, teacher readiness, and student enthusiasm. Inhibiting factors include limited learning time, differences in student abilities, and limited learning resources. In general, the implementation of Project Based Learning has a positive impact on the quality of Islamic Religious Education (ISE) learning. Islamic Religious Education (ISE) teachers are expected to be able to develop project-based learning in a more creative and innovative manner so that students become more active in the learning process. Schools also need to support the provision of adequate learning facilities and media to support Project Based Learning planning. Furthermore, further research is expected to develop research with a quantitative or mixed methods approach to obtain more comprehensive research results.

REFERENCE

Anggelia, Dewi, Ika Puspitasari, and Shokhibul Arifin. "The application of the project-based learning model reviewed from the perspective of the independent curriculum in developing creativity in learning Islamic religious education." *Al-Thariqah Journal of Islamic Religious Education* 7.2 (2022): 398-408.

Astuti, Fika Rahayu, Indah Rama Sahara, and Gusmaneli Gusmaneli. "Implementation of project-based learning (PjBL) in Islamic religious education learning." Indonesian Education Star Journal 3.1 (2025): 01-15.

Fitriyani, Resti. "Implementation of Project Based Learning model in improving critical thinking skills, collaboration, and solar oven product results of fourth grade elementary school students in Rancasari District, Bandung City." Pendas: Scientific Journal of Elementary Education 10.02 (2025): 357-378.

Ishak, Ishak. "Characteristics of Islamic Religious Education in Educational Institutions." FiTUA: Journal of Islamic Studies 2.2 (2021): 167-178.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Judrah, Muh, et al. "The role of Islamic religious education teachers in building student character as an effort to strengthen morals." Journal of Instructional and Development Researches 4.1 (2024): 25-37.

Junita, Eka Risma, Asri Karolina, and M. Idris. "Implementation of Project Based Learning (Pjbl) Model in Shaping Social Attitudes of Islamic Religious Education Students at Sd Negeri 02 Rejang Lebong." Jurnal Literasiologi 9.4 (2023).

Mayasari, Annisa, Opan Arifudin, and Ika Kartika. "Implementation of Value Learning Models Through Islamic Religious Education in Shaping Student Character." Anthology of Multidisciplinary Studies (Al-Kamil) 1.1 (2023): 47-59.

Nababan, Damayanti, Alisia Klara Marpaung, and Angeli Koresy. "Project-based learning (PJBL) learning strategies." Journal of Social and Humanities Education 2.2 (2023): 706-719.

Nafisah, Nur, Muhammad Makki, and Ilham Syahrul Jiwandono. "Classroom Management in Post-Covid-19 Pandemic Learning at SDN Inpres Tenga, Woha District, Bima Regency, 2021/2022 Academic Year." Scientific Journal of Educational Professions 7.3 (2022): 1340-1345.

Nurhamidah, Siti, and Kun Nurachadijat. "Project-based learning in improving student learning independence." Journal of Innovation, Evaluation and Learning Development (JIEPP) 3.2 (2023): 42-50.

Nurhamidah, Siti, and Kun Nurachadijat. "Project-based learning in improving student learning independence." Journal of Innovation, Evaluation and Learning Development (JIEPP) 3.2 (2023): 42-50.

Safitri, Latiana, Triwid Syafarotun Najah, and Noorazmah Hidayati. "Implementation of Project Based Learning (PjBL) Model in Islamic Religious Education Subject." Tarlim: Journal of Islamic Religious Education 8.1 (2025): 67-82.

Shalehah, Nur Azziatun. "Project-Based Learning as a Form of Implementation of the Independent Curriculum in Early Childhood Education Units." Islamic EduKids: Journal of Early Childhood Education 5.1 (2023): 14-24.

Suherman, Ujang, and Irnie Victorynie. "Human Resource Development in Education: Strategies and Implications for Quality Learning in the Global Era." As-Sulthan Journal of Education 1.3 (2025): 453-464.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License