



Exploration of Project-Based Learning in Islamic Religious Education in Elementary Schools

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Abstract

This study aims to explore the planning and implementation of Islamic Religious Education learning based on Project Based Learning (PjBL). The research employs a qualitative approach with a case study design to gain an in-depth understanding of the phenomenon. The subjects consist of Islamic Religious Education teachers, school principals, and students from grades four and five, serving as the primary and secondary data sources. Data collection techniques include observation, interviews, and documentation to ensure comprehensive and triangulated data. Data analysis is conducted through data reduction, data display, and drawing conclusions to provide a thorough interpretation of the findings. Prior to the learning process, the teacher prepares detailed lesson plans and learning devices to guide the implementation. The Project-based learning (PjBL) steps consist of project orientation, group division, project planning, implementation, presentation, and reflection, which are systematically carried out to foster active student engagement. This method encourages students to work collaboratively, develop creativity, and apply their knowledge in producing real projects. The findings of this study offer valuable insights into effective strategies for planning and implementing Project-based learning (PjBL) in Islamic Religious Education, emphasizing the importance of systematic preparation, teacher facilitation, and active student participation. The study highlights that when well-planned and executed, Project-based learning (PjBL) can enhance the quality of learning by making it more meaningful and relevant to students' lives.

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INTRODUCTION

Project-based learning (PjBL) is gaining widespread recognition in the world of education as an innovative approach that can increase student engagement and conceptual understanding. Project-based learning (PjBL) emphasizes learning through real-world projects that require collaboration, problem solving, and the application of knowledge in everyday contexts. In Islamic Religious Education, the application of this model opens up opportunities to make religious material more contextual and meaningful, so that students not only understand concepts theoretically, but are also able to internalize them in their daily behavior and

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activities (Al-Tabany, 2017; Anggraini & Wulandari, 2020; Astuti et al., 2025).

Project-based learning is a learning model that integrates project implementation into the learning process. Projects developed by students can be carried out individually or in groups, implemented collaboratively within a certain time frame, and aimed at producing a product that will ultimately be presented or published as part of the learning outcomes (Azis, 2019; Firmansyah et al., 2024; Junita et al., 2023; Sari & Tanjung, 2025).

In addition, project-based learning models also play a strategic role in developing students' critical thinking, creativity, and collaborative skills in completing tasks or projects assigned by educators. Therefore, the ideal teaching material to be applied through this approach is topics that require the active involvement of students in teamwork to design and complete a project systematically (Purnawanto, 2019; Sakila et al., 2023; Saputra et al., 2025; Sari & Tanjung, 2025). At the same time, the implementation of projects in the learning process provides opportunities for students to experience situations that represent real life. Through structured assignments, students are required to identify and solve problems, perform systematic analysis, and integrate the knowledge they have acquired into the context of everyday life (Engkizar et al., 2024; Syahril et al., 2024).

In the field of Islamic Religious Education (IRE), the use of Project-Based Learning Models is very important for Islamic Religious Education teachers to improve the quality and effectiveness of learning. Islamic Religious Education, which usually focuses more on theory and memorization, can be developed with a more practical and context-appropriate approach, thereby encouraging students to be more active in understanding religious teachings in real life. With appropriately designed projects, students not only gain religious knowledge but also useful skills to face various social and moral challenges in society (Pane, 2025).

When viewed comprehensively, various research results confirm that the consistent application of the Project-Based Learning (PjBL) model is capable of developing the four main skills required in the 21st century, namely critical thinking, collaboration, communication, and creativity, known as the 4Cs. This shows that the PjBL model has a number of advantages that have the potential to improve the quality of the learning process and, more broadly, support the achievement of quality education as stated in Sustainable Development Goal 4. However, these potential benefits can only be realized if all components of the Project-Based Learning (PjBL) model are implemented optimally; conversely, if its implementation is not maximized or even neglected, these benefits will not be achieved effectively (Firmansyah et al., 2024).

Therefore, the implementation of project-based learning in Islamic education can increase activity, motivation, involvement, communication, creativity, collaboration, and critical thinking. It is only fitting that Islamic education teachers innovate in their teaching methods in order to achieve the predetermined learning objectives. Given the importance of PjBL implementation in the Islamic education learning process, this study will further examine how project-based learning is used in Islamic education in elementary schools. The study aims to determine how project-based learning is planned and implemented in Islamic education.

METHODS

This study uses a qualitative approach with a case study design to gain an in-depth understanding of the phenomenon. Qualitative methods are used to understand phenomena in depth through direct interaction with data sources (Dasrizal et al., 2025; Engkizar et al., 2023, 2025; Htay et al., 2025; Junita et al., 2023; Kassymova et al., 2025; Pratiwi, 2025; Sakila et al., 2023; Thuwaiba & Salaeh, 2025; Wahyuni & Fitriana, 2021).

The data sources in this study are divided into two, namely primary data and secondary data. Primary data were obtained directly from research informants through interviews, observations, and documentation. Informants were selected based on purposive sampling, which means they were deliberately chosen because they were considered to have knowledge and experience relevant to the research focus. The primary data sources were teaching modules, Islamic education teachers, and fourth and fifth grade students. Secondary data were obtained from supporting documents such as books, journals, institutional archives, and other written sources related to the research topic (Busral et al., 2025; Engkizar et al., 2022; Numan et al., 2025; Saminu et al., 2025; Sari & Sunaryo, 2019; Tadol & Neem, 2024; Umaidah & Sofa, 2025; Wahyuni et al., 2025; Yunus, 2016). The secondary data were documents that could be used as supporting data for the research. The research subjects were Islamic education teachers, school principals, and fourth and fifth grade students.

Data collection techniques were carried out through interviews, observations, and documentation. Interviews were conducted directly with informants to explore their information, experiences, and views on the phenomenon being studied. Interviews were conducted with the principal, Islamic education teachers, and fourth and fifth grade students. Observations were carried out to observe behavior, interactions, and social dynamics. Observations were conducted in fourth and fifth grade classrooms. Documentation involved collecting data from written documents, photos, videos, or relevant archives to support the validity of the data obtained from observations and interviews (Engkizar et al., 2022; Junita et al., 2023; Ridwan & Wastiah, 2024; Sabrina et al., 2024; Sari & Tanjung, 2025; Setiawan et al., 2022; Syahril et al., 2024; Yusuf & Ali, 2025).

The data analysis techniques used in this study include data reduction, data presentation, and conclusion drawing. Data reduction is the process of selecting, focusing, and simplifying raw data to make it more organized and meaningful. Data presentation means organizing data in the form of narratives, matrices, or tables to facilitate drawing conclusions. Drawing conclusions involves summarizing the meaning of the data that has been presented and continuously verifying the findings throughout the research process. Meanwhile, the technique for testing data validity uses source triangulation and techniques.

RESULT AND DISCUSSION

Project-Based Learning (PJBL) Based Islamic Education Lesson Planning

The author observed that Islamic Education lesson planning at Elementary School 23 VII Koto Sungai Sarik, Indonesia, includes the following: First, creating a lesson plan or teaching module. Every educator has the obligation to prepare a learning plan before teaching and learning activities take place in the classroom. This plan is prepared at the beginning of the semester as a preparatory step to support the smooth implementation of the teacher's role as a facilitator and instructor of learning. In addition, careful planning helps teachers direct the learning process towards the achievement of predetermined goals. Islamic education teachers stated.

I began preparing a project-based learning model for teaching by analyzing the curriculum and learning outcomes relevant to Islamic Religious Education material. After analyzing the curriculum, I developed a lesson plan in the form of teaching modules. In developing these modules, I combined the PJBL stages with the steps for teaching Islamic Religious Education (informant 1)

Second, preparing teaching materials. Informant 2, the school principal, stated.

I require every subject teacher to prepare their teaching materials at the beginning of the semester. I check and sign off on teaching materials such as CP, ATP, teaching modules, annual programs, and semester programs. If there are errors in the preparation of teaching modules, I will ask them to be corrected in accordance with the established provisions. I require this so that teachers have a clear picture and objectives before conducting lessons and so that classroom learning runs

according to plan. In addition, this is to optimize the performance of teachers in conducting the teaching and learning process in the classroom (informant 2)

Third, determine relevant themes and learning media. Informant 3, an Islamic education teacher, revealed that.

In determining the project theme, I base it on the following criteria: 1) relevant to the learning material 2) appropriate to the lives of students 3) initial discussion with students and determining the media that suits the learning objectives (informant 3)

Planning is a description or estimate of the plans that will be carried out. William H. Newman states that planning means formulating what will be done, which includes a series of important decisions and the elaboration of objectives, policy formulation, program establishment, selection of specific methods and procedures, and the organization of activities based on a predetermined schedule (Bararah, 2017). Thus, planning is an outline or plan of the steps to be taken.

As stated by Ragan and Smith, instructional planning is a structured and systematic process of applying learning and teaching principles to the design of learning materials and activities (Astuti et al., 2025; Purnawanto, 2019; Rahmati et al., 2025; Sakila et al., 2023; Tariq et al., 2020). Therefore, it can be said that instructional planning is a systematic plan developed by a teacher and outlined in learning tools.

The results of the research conducted by the researcher at State Elementary School 22 VII Koto Sungai Sarik in grades IV and V showed that Islamic education teachers had already developed learning designs and plans as outlined in learning tools such as teaching modules, learning objective flowcharts, annual programs, and semester programs. This was also supported by a policy established by the principal that the teachers' council must prepare and develop learning tools.

Planning plays an important role because it can be used as a foundation, guide, control tool, and determinant of direction in the learning process (Hidayat & Syafe'i, 2018). Careful learning planning will result in an effective and high-quality learning process. Conversely, if planning is not done properly, the learning process will be less effective and efficient. This is also supported by Zainuddin's statement that learning objectives will be achieved when teachers can design and plan the learning process well.

One type of learning tool that teachers must prepare is teaching modules. (Maulida, 2022) states that teaching modules are essentially learning materials that are compiled in detail and structured based on the learning principles used by teachers for students. Systematic preparation means that the material is presented sequentially, starting from the introduction, content, to the conclusion, making it easier for students to understand the lesson and for teachers to deliver the material.

Therefore, it can be concluded that Islamic Education teachers at Elementary School 23 VII Koto Sungai Sarik have planned the learning process well, as reflected in the preparation of teaching modules, learning objectives, annual programs, and semester programs. This is also supported by the policy established by the principal of Elementary School 23 VII Koto Sungai Sarik, which requires all teachers to prepare learning tools.

Implementation of Project-Based Learning in Islamic Religious Education

First, project orientation. Informant 3, an Islamic religious education teacher, revealed that:

I determine the project theme based on the following criteria: i) relevance to the learning material, ii) suitability to the students' lives, iii) initial discussion with students (informant 3)

The same thing was also expressed by the students as informant 4 stated that:

When teaching, the teacher often tells us about her experiences in the past, so we listen to her calmly. We feel happy when we are asked to share our daily experiences related to the learning material. This makes it easy for us to understand the lesson. After that, at the end of the lesson, Ms. Lilis usually asks us to make notes about the good and bad behaviors we exhibit during each

lesson (informant 4)

Secondly, dividing the group. Islamic Education teachers divide students into several groups as expressed by the students.

When studying with Ms. Lilis, we were often told to sit in groups. After that, we were given the lesson material that we would study (informant 5)

Third, project planning. After dividing the groups, the Islamic Education teacher planned the project. This was revealed by one of the students.

After being divided into groups, we were given the material, then we discussed it with our group members. After the discussion was over, we were asked to make a poster or other work that we would present in front of the class (informant 6)

The fourth is project implementation. After project planning, the next step is project implementation. Informant 2's statement regarding this is as follows:

The project implementation began with the students following the work plan they had previously prepared. I monitored each step and provided guidance to ensure that they continued to work on their tasks correctly so that no one would play around while doing their work. I would go around to each group that had been formed (informant 2)

The fifth is presentation and reflection. After the project is completed, each group presents their work in front of the class. Then, a joint reflection is carried out to evaluate the process and results of the project. As stated by the Islamic education teacher.

During the presentation, I also remind the students to pay attention and take notes on important points. After the presentation, I ask other groups to ask questions or give feedback. This keeps them focused and involved (informant 4).

The results of the study show that Islamic Education teachers at Elementary School 23 VII Koto Sungai Sarik have innovated in the learning process. One of the efforts made is to implement the project-based learning model in the Islamic Education learning process. Project-based learning can foster students' motivation and interest in learning, such as when teachers assign tasks to create posters and present them in front of the class. Teachers give students the opportunity to ask questions to the presenting group, with the reward that those who ask questions will receive additional points. This shows that Islamic Education teachers strive to build cooperation, critical thinking, communication, and creativity among students through the project-based learning model.

The project-based learning model is a learning model that encourages students to learn independently by building their own understanding and completing the learning process by producing a tangible product (As'ari et al., 2022). One of the advantages of implementing project-based learning is that it is student-centered and students have the skills to create something. In other words, project-based learning can increase students' creativity in learning Islamic Religious Education (Anggelia et al., 2022).

Islamic Religious Education at Elementary School 22 VII Koto Sungai Sarik has been using the project-based learning model. Its implementation has been going well, but there are several steps that have not yet been implemented, such as asking fundamental questions and determining the project schedule. However, project-based learning in Islamic Religious Education has been implemented well.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that Islamic Religious Education learning at Elementary School 22 VII Koto Sungai Sarik has been running well, as seen from the use of the project-based learning model. It began with the planning and implementation of project-based learning in the learning process. Before starting the learning process, Islamic Religious Education teachers plan the learning well, as illustrated by the teaching modules created before the learning process and the steps for implementing project-based learning carried out by

Islamic Religious Education teachers at Elementary School 22 VII Koto Sungai Sarik, namely project orientation, group division, project planning, project implementation, presentation, and project reflection.

As a follow-up to these findings, it is recommended that Islamic Education teachers begin to integrate the Project Based Learning approach in a more structured and contextual manner into their daily teaching. This approach not only helps students understand Islamic values theoretically, but also encourages them to apply Islamic teachings in real life through meaningful real-world projects. Further research can also be directed at evaluating the impact of Project-Based Learning (PjBL) on improving students' spiritual, social, and caring values in the context of religious education. Thus, Islamic Religious Education learning becomes not only a transfer of knowledge, but also a means of shaping Islamic character that is applicable and relevant to the challenges of the times.

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