



Implementation Of The Deep Pjbl Learning Model Improving Understanding Of Islamic Study Concepts In Tribakti Islamic University

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ABSTRACT

Project-Based Learning (PjBL) is an educational approach that emphasizes the significance of active student involvement through engaging projects that connect to real-life situations. This research aims to analyze the implementation of the Project-Based Learning (PjBL) model as a means to enhance students' understanding of Islamic Studies at Tribakti Islamic University. Using a qualitative descriptive approach, the study gathers data through observations, interviews, and documentation. The results indicate that the implementation of Project-based Learning (PjBL) within the academic context. The learning environment plays a crucial role in boosting student engagement, sharpening critical thinking skills, and deepening their understanding of Islamic Studies content. Moreover, this approach inspires students to blend theoretical knowledge with practical applications, resulting in a more enriching learning experience.

Keywords : PjBL, Learning, Islamic Studies

Introduction

Education has a very important role in developing human resources of quality and character. In the midst of the dynamics of current developments, the need for effective learning methods is increasingly urgent, especially in the Islamic religious education sector. As a branch of science that plays an important role in building the nation's morals and character, Islamic studies require a learning approach that is not only theoretical, but also contextual and applicable. One of the appropriate methods to achieve this goal is Project-Based Learning (PjBL) or project-based learning.¹

PjBL, or Project Based Learning, is a learning model that focuses on student involvement in designing, developing, and completing projects relevant to learning objectives. This model is designed to encourage active, collaborative, and exploratory learning. In this way, students not only understand the material conceptually, but are also able to apply the knowledge they gain in real situations. In the context of Islamic studies, implementing PjBL can be an effective solution to increase understanding of Islamic concepts which are often abstract and complex.²

Tribakti Islamic University, as one of the Islamic higher education institutions in Indonesia, has a strong commitment to producing graduates who excel not only in the academic field, but also in deep understanding of Islamic teachings. Graduates are expected to be able to integrate science with Islamic values. However, in the learning process, this institution faces various challenges, such as a lack of student involvement, low critical thinking skills, and a lack of practical experience in understanding Islamic concepts. These challenges are a serious concern that requires solutions. Therefore, innovation is needed in learning strategies that can overcome these problems effectively.

The implementation of the Project-based Learning (PjBL) learning model at Tribakti Islamic University is expected to be able to provide solutions to the various problems faced. By actively

¹ Dhaifullah Mochtar Adi Pratama dan Zaenal Abidin, "Implementation of Project-Based Learning Model in Islamic Religious Education for Grade X at Muhammadiyah Senior High School 1 Surakarta," *JUSPI (Jurnal Sejarah Peradaban Islam)* 8, no. 1 (30 Juli 2024): 177, <https://doi.org/10.30829/juspi.v8i1.20622>.

² Shofia Istiqomah Dan Nur Aisyah, "Implementation Of The Independent Learning Curriculum By Applying The Project Based Learning (Pjbl) Model In Learning Islamic Religious Education" 2, No. 1 (2024).

involving students in projects relevant to Islamic studies, this model has the potential to improve their ability to understand, analyze and apply Islamic concepts contextually. In addition, this approach also supports the development of 21st century skills, such as collaboration, communication, creativity and problem solving, which are very necessary in facing today's global challenges.

This research will examine in depth the application of the Project-Based Learning (PjBL) learning model and how this method can improve understanding of Islamic study concepts at Tribakti Islamic University. By identifying the advantages, challenges and impact on the learning process, this study aims to make a significant contribution to the development of learning strategies in Islamic universities. Through this innovative and applicable approach, it is hoped that students will not only gain a deeper understanding of Islamic studies, but will also be able to become agents of change who make positive contributions to society.

Research Methods

This research adopts a mixed approach that integrates quantitative and qualitative methods. Quantitative methods are used to measure increases in understanding of concepts, while qualitative methods play a role in analyzing the implementation of the project-based learning model (PJBL).³ This type of research is a quasi-experimental (quasi-experimental) which aims to test the effectiveness of the Project-Based Learning (PJBL) model in increasing understanding of concepts. The research design used in this study is a pretest-posttest control group design. The population that was the object of the research consisted of Tribakti Islamic University students who were taking Islamic Studies courses. The sample was selected using a purposive sampling technique, taking into account classes that had implemented the PJBL model and classes that had not, so they

³ Ardiansyah, Risnita, dan M. Syahran Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif," *Jurnal IHSAN : Jurnal Pendidikan Islam* 1, no. 2 (1 Juli 2023): 1–9, <https://doi.org/10.61104/ihsan.v1i2.57>.

were divided into a control group and an experimental group.

Discussion

1. PjBL Learning Model

The learning concept is a work plan or approach that is implemented to educate. aims to accommodate or channel knowledge from teachers or students. Designed to create an effective learning environment, these learning models aim to maximize students' active participation in the educational process. In this case, a concept must have its own characteristics and contribute to achieving the desired learning goals. The selection of an appropriate model really depends on the context, the goals to be achieved, and the specific needs of the students. This is what is often applied: exploratory approach, project-based learning, problem-based learning, cooperative learning, and technology-based learning.⁴

A learning model is a concept or approach applied to the educational process. One interesting example is project-based learning, or what is known as Project Based Learning (PjBL). Then students are actively involved in formulating concepts, creating prototypes, and seeking solutions to various social and ecological problems.⁵ This model provides opportunities for children to realize their own ideas, while encouraging the growth of their creative spirit. The aim of learning using projects is to be innovative in a child, then to teach them how to interact with other people. The PjBL method has the potential to develop various skills, including the ability to think, empathize, move (both gross and fine motor skills), communicate and innovate.

The aim of the Project Based Learning (PjBL) Learning Model is to develop new knowledge and skills, while increasing students' ability to solve problems. This model is designed to encourage students to be actively involved in solving complex problems and

⁴ Neneng Yanti, M. Rahmad, dan Azhar, "Application of PjBL (Project Based Learning) Based Physics Learning Model to Improve Collaboration Skills and Creative Thinking Ability of Students," *Jurnal Penelitian Pendidikan IPA* 9, no. 11 (25 November 2023): 9973–78, <https://doi.org/10.29303/jppipa.v9i11.5275>.

⁵ Alda Deria Dkk., "Effect Of Project Based Learning (Pjbl) Learning Model On Creative Thinking Ability Of High School Biology Students: A Literature Review," *Pakar Pendidikan* 21, No. 1 (30 Januari 2023): 58–64, <https://doi.org/10.24036/Pakar.V21i1.288>.

producing real solutions. Apart from that, Project-based Learning (PjBL) also emphasizes the development of skills in managing resources, materials and tools, as well as encouraging collaboration among students, especially in the context of group projects.⁶ With this approach, it is hoped that PjBL can provide broader insight and hone students' critical thinking skills when they are faced with various real problems. Project-based learning, known as Project Based Learning (PjBL), has unique characteristics. In this approach, students play an active role in designing the project structure. They are faced with a variety of problems and challenges that must be solved, allowing them to be deeply involved in the learning process. Furthermore, they develop solution processes while collaborating to access and manage information, and evaluate on an ongoing basis. Apart from that, students routinely reflect on the activities they have undertaken. The final product of this learning is evaluated qualitatively, with a learning environment that provides high tolerance for errors and changes.⁷

⁶ Nurul Huda, "Implementation Of The Project Learning (Pjbl) Model In Improving Learning Outcomes Of Integrated Islamic Primary School Students," T.T.

⁷ Hadi Bustomi Dan Achmad Yusuf, "Implementation Of The Project-Based Learning Model (Pjbl) In Islamic Religious Education Subjects Based On Merdeka Curriculum At Smkn 1 Purwosari Pasuruan" 9, No. 2 (2023).

2. Learning Islamic Studies

Learning Islamic studies is a dynamic process of interaction between lecturers and students, aiming to enable students to deepen and practice Islamic teachings in their daily lives. This learning process uses two important aspects: first, cognitive and affective. The cognitive aspect explores students' understanding of the basic concepts of Islam, such as faith, worship and muamalah.⁸ With this approach, learning Islamic Studies at Gadang Gadang is able to form individuals who are intellectually intelligent, and have good character in every action and interaction with other people. According to the Ministry of Religion, learning Islamic studies aims to form individuals those who are faithful, devout, and have good morals. Apart from that, these goals also include increasing students' understanding of Islamic teachings, developing social skills and emotional sensitivity, increasing the growth of self-awareness of the moral and ethical values contained in Islamic teachings.

Learning Islamic studies in Indonesia is carried out through various methods. This includes lectures, discussions, question and answer sessions, as well as direct application in everyday life. Apart from that, various media such as textbooks, audiovisual materials and online platforms are also used in the learning process. The purpose of choosing this method and media is to make it easier for students to understand and practice Islamic teachings in a more enjoyable and effective way. The purpose of learning Islamic Studies is to deepen students' understanding of Islamic teachings and their application in everyday life.⁹ More specifically, this goal includes efforts to increase students' knowledge regarding the principles and practices of worship in Islam, as well as developing their understanding of the ethical and moral values contained in Islamic teachings. In addition to encouraging students to think critically and reflectively regarding the material taught, this learning also aims to

⁸ Muhamad Arif dan Mohd Kasturi Nor Abd Aziz, "Islamic Religious Education Learning Model in the 21st Century: Systematic Literature Review," *Indonesian Journal of Islamic Education Studies (IJIES)* 6, no. 2 (31 Desember 2023): 237–62, <https://doi.org/10.33367/ijies.v6i2.4417>.

⁹ Sutrisno Sutrisno dan Juli Amalia Nasucha, "Islamic Religious Education Project-Based Learning Model to Improve Student Creativity," *At-Tadzkir: Islamic Education Journal* 1, no. 1 (12 Oktober 2022): 13–22, <https://doi.org/10.59373/attadzkir.v1i1.3>.

develop their social and emotional skills in accordance with the principles of Islamic teachings. It is hoped that this learning can increase students' awareness of cultural and religious diversity, as well as form an attitude of tolerance and respect for differences in views in religious and cultural contexts. Through this process, it is hoped that students can understand and appreciate important values such as justice, honesty, wisdom, and generosity taught in Islam.¹⁰

3. Islamic Studies Learning Planning Project Based Learning Model (Project Based Learning - PjBL) at Tribakti Islamic University

The learning process at the planning stage is a crucial step in every effective learning procedure. This preparatory stage plays a very important role, because it directly affects the overall quality of educational results. In this phase, a number of requirements will be established to carry out the planning. Some of these include: formulating learning objectives or projects, analyzing student characteristics, developing learning strategies, preparing worksheets, designing learning resource requirements, and designing evaluation tools.¹¹

Learning planning using the Problem-Based Learning (PjBL) model at Tribakti Islamic University involves a number of key stages. These stages aim to ensure harmonious integration between Islamic Studies material and the PjBL method. The following are the stages:

- a. The first step in the Islamic Studies learning process is identifying the material to be taught. This material needs to be adapted to the applicable curriculum, competency standards, and basic competencies that must be achieved by students.
- b. Project Design: designing a project or assignment related to the Islamic Studies material that we are studying. This project can take the form of a kindness campaign, making story books, or various other activities that reflect moral values.

¹⁰ Muhammad Fahmi Hanan Dan Zaenal Abidin, "Revitalizing Islamic Religious Education: Integration Of Project-Based Learning To Generate Student Creativity," *Jurnal Pendidikan Islam*, T.T.

¹¹ Jalaludin Bulkini Dan Kun Nurachadijat, "Potensi Model Pjbl (Project-Based Learning) Dalam Meningkatkan Motivasi Belajar Siswa Di Smp Azzainiyyah Nagrog Sukabumi," *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (Jiepp)* 3, No. 1 (1 Agustus 2023): 16–21, <https://doi.org/10.54371/jiepp.V3i1.241>.

- c. Integration of Learning Based Project elements is vital to ensure that all components are connected harmoniously in project design. This process involves giving students time to carry out independent research or exploration regarding the topic they are working on, which is very important. In addition, encouragement is also needed to encourage collaboration among students during the planning, implementation and evaluation stages of projects.
- d. Learning Plan: In the Learning Implementation Plan (RPP), there is a description of the method for delivering Islamic Studies material which is integrated in the project context. Learning materials must be in line with the project being implemented, and apply learning strategies and models that reflect the characteristics of Project-based Learning (PjBL). This can include activities such as group discussions, presentations, or creating creative products.
- e. Reflection and Evaluation Stage: In the final stage, students have the opportunity to reflect on their learning experience after completing the project. This process can be carried out through group discussions or writing reflective journals, where students can express what they have learned, the challenges they have faced, and the strategies they have used to overcome these obstacles.

By following these stages, it is hoped that the integration between Islamic Studies material and the PjBL method can run smoothly, thereby providing a comprehensive learning experience for students.

Implementation of PAI Learning with the Project Based Learning (PjBL) Learning Model at Tribakti Islamic University

Project-based learning at Tribakti Islamic University The aim of this activity is to develop students' abilities to think critically and creatively, and encourage their cooperation in completing projects or assignments given by the teachers. By implementing this learning model, the most suitable topics to teach are materials that require collaboration between students in completing projects or assignments. Examples include religious learning and project-based learning (PjBL)

projects. They have great potential in shaping students' social attitudes. To realize these goals, it is very important to develop a structured learning plan. Apart from that, selecting relevant projects and providing various learning resources and adequate support for students are also crucial steps.¹²

Through the Project-Based Learning (PjBL) approach, students gain direct experience that strengthens the development of their social and religious attitudes. . So that learning practice can take place according to plan and achieve the desired goals, it is important to make thorough preparations. The implementation process includes several stages, starting from preparing learning resources, explaining the project, dividing into groups, to working on the project itself. Through implementing PAI using the Project-Based Learning (PjBL) model, students not only gain a theoretical understanding of values. Religion and morals, but also have the opportunity to apply them in meaningful projects.¹³ This contributes to the formation of positive social attitudes as well as the strengthening of religious and moral values in everyday life. In addition, Project Based Learning (PjBL) has great potential to improve students' critical, creative and collaborative thinking abilities. This is also very relevant in the context of Islamic Religious Education (PAI) learning.

The implementation of the Project Based Learning (PjBL) model at Tribakti Islamic University provides an opportunity to teach religious and moral values more effectively. This happens because students are directly involved in the learning process, which allows them to apply these values through various project activities. During the learning process, the teacher's role is very important as a facilitator and guide.¹⁴ Teachers are expected to provide constructive feedback to students, so that learning can take place optimally. In this way, it is hoped that a positive impact can be felt not only on students' skills, but also on the development of their social attitudes. Apart from that, the role of teachers is also essential in instilling religious and moral values in students'

¹² Laili Ramadani dkk., "Project Based Learning in Fiqh Learning and Its Effect on Students' Higher Order Thinking Skills," t.t.

¹³ Hanan Dan Abidin, "Revitalizing Islamic Religious Education: Integration Of Project-Based Learning To Generate Student Creativity."

¹⁴ Yenny Anwar, Dinda Nurfadhilah, Dan Masgus Tibrani, "The Effectiveness Of The Project Based Learning (Pjbl) Model On The Creative Thinking Skill Of Students In The Human Respiration System," *Jurnal Penelitian Pendidikan Ipa* 10, No. 2 (25 Februari 2024): 599–608, <https://doi.org/10.29303/Jppipa.V10i2.4941>.

daily lives.

Evaluation of PAI Learning Using the Project Based Learning (PjBL) Learning Model in Forming Students' Social Attitudes at Tribakti Islamic University

The evaluation process does not only focus on the final results of the project, but also includes learning and the development of students' attitudes throughout the activity. In the context of evaluating Islamic Religious Education (PAI) learning using the Project-Based Learning (PjBL) approach, there are several important aspects that must be considered to form students' social attitudes.¹⁵

Evaluate the final results of the project. is to measure the extent to which students have succeeded in achieving the learning objectives that have been set. By applying certain criteria, teachers can assess the quality of the projects produced by students. This evaluation has a very important role because it not only ensures that students understand the material, but are also able to apply the religious and moral values they have learned in the project. Furthermore, evaluating the learning process is an important step taken to assess the effectiveness of the Project Based model. Learning (PjBL) in Islamic Religious Education (PAI). This process also aims to measure the extent to which students are actively involved. As part of this evaluation, teachers can make observations at each learning stage to observe the level of student participation and collaboration in the projects being implemented.¹⁶ The results of this evaluation will provide an overview of the success of the PjBL model in forming students' social attitudes.

Third, evaluate student attitudes. At this stage, the teacher will assess changes in students' social attitudes after participating in Islamic Religious Education learning using the Project-based Learning (PjBL) approach. The process of observing students' attitudes will take place during

¹⁵ Rida Adhari Yanti dan Novaliyosi Novaliyosi, "Systematic Literature Review: Model Pembelajaran Project Based Learning (PjBL) terhadap Skill yang dikembangkan dalam Tingkatan Satuan Pendidikan," *Jurnal Cendekia: Jurnal Pendidikan Matematika* 7, no. 3 (2 Agustus 2023): 2191–2207, <https://doi.org/10.31004/cendekia.v7i3.2463>.

¹⁶ Suvadeep Mukherjee dkk., "The Effects of Privacy-Non-Invasive Interventions on Cheating Prevention and User Experience in Unproctored Online Assessments: An Empirical Study," *Computers & Education* 207 (Desember 2023): 104925, <https://doi.org/10.1016/j.compedu.2023.104925>.

learning activities, and feedback will be provided continuously. This evaluation aims to assess the effectiveness of the Project Based Learning (PjBL) model in developing students' social attitudes. Overall, this comprehensive evaluation is designed to support the formation of student character through active and applied learning experiences.¹⁷

The research results show that students' learning performance in secondary schools is greatly influenced by their attitudes, which include positive tendencies towards certain things. Good social attitudes arise from individual efforts to play an active role in social life, including establishing and maintaining relationships with other people to obtain beneficial benefits. Research shows that the implementation of the Project Based Learning (PjBL) Learning Model at Tribakti Islamic University has succeeded in improving students' social attitudes. Aspects of social attitudes such as tolerance, cooperation, honesty, empathy, mutual respect, courtesy, discipline, self-confidence, mutual cooperation and responsibility can be developed through the learning process guided by PAI teachers. Thus, the Project Based Learning (PjBL) learning model can be relied on as an effective alternative for building students' social attitudes at school.

Conclusion

The implementation of the Project Based Learning (PjBL) model at Tribakti Islamic University aims to form positive social attitudes in students. In practice, the selected projects are designed to support the development of social attitudes, including cooperation, tolerance, empathy and concern for others. These projects are synergistically linked to relevant Islamic Religious Education (PAI) material, so that they can motivate students to learn more actively and creatively. PAI lecturers apply various strategies, such as project introductions, choosing interesting projects, collaborative learning, and providing constructive feedback. The advantage of the PjBL model lies in its ability to increase student motivation and involvement, while deepening their understanding of the concepts being taught. As a result, students show positive social attitudes: they collaborate

¹⁷ Marivane De Oliveira Biazus dan Saiyidah Mahtari, "The Impact of Project-Based Learning (PjBL) Model on Secondary Students' Creative Thinking Skills," *International Journal of Essential Competencies in Education* 1, no. 1 (30 Juni 2022): 38–48, <https://doi.org/10.36312/ijece.v1i1.752>.

well in groups, respect differences, are responsible, and develop effective communication skills.

Thus, learning using the PjBL approach contributes significantly to the development of students' social attitudes, including cooperation, respect for differences, responsibility and good communication. Islamic Religious Education (PAI) teachers apply various evaluation indicators to assess learning effectiveness. These indicators include student participation, understanding of material, social skills, and self-evaluation abilities. As a result, students showed a significant increase in their activeness, enthusiasm and involvement in projects related to social values in religion. The Project Based Learning Model at Tribakti Islamic University is designed to develop students' social attitudes. Marked changes in students' social attitudes can be seen after they undergo this learning method, which includes the ability to work together, respect differences, and show concern for the needs of others, while producing projects that meet established criteria.

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Aditya Alfandy, Nurul Atikoh, Lailatul Maulidiyah Rohmatillah, Nashrulloh Ahsan, Achmad Roysul Rohim, *Implementation Of The Deep Pjbl Learning Model Improving Understanding Of Islamic Study Concepts In Tribakti Islamic University*

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