

**IMPROVING STUDENTS' CREATIVITY AT UPTD SDN 54 BARRU
USING THE ISLAMIC EDUCATION LEARNING (PAI)
PROJECT-BASED LEARNING (PJBL) METHOD**

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Abstract: *This study aims to investigate how Islamic Religious Education (PAI) uses the Project-Based Learning (PjBL) approach to enhance student creativity at the UPTD SDN 54 Barru. Islamic Religious Education teachers and sixth-grade students participated in this study, which employed a qualitative methodology and a case study design. Observations, interviews, and documentation were used to collect data, which were then qualitatively assessed through data reduction, data presentation, and conclusion drawing. Source triangulation was used to validate the results. The results showed that the use of the PjBL paradigm in PAI classes successfully enhanced student creativity in four main areas: elaboration, originality, flexibility, and fluency. Overall, this study concludes that Project-Based Learning is an effective approach in Islamic Religious Education at the elementary level, as it harmoniously combines knowledge acquisition, creative thinking development, and the formation of students' Islamic character.*

Keywords: *Creativity, Project Based Learning (PjBL), Islamic Religious Education (PAI).*

INTRODUCTION

Students must acquire and master a range of abilities that are in line with the demands of the contemporary world in order to learn in the twenty-first century. These 21st-century skills include creativity and innovation, communication and teamwork, and critical thinking and problem-solving. Among these, creativity stands out as a vital element that must be nurtured throughout the learning process. Creativity can be understood as the students' capacity to produce novel ideas, approaches, or models to address challenges. Nevertheless, current observations indicate that students' creative abilities remain relatively low and have not yet been fully optimized. This condition is supported by the findings of Sari and Rahmawati (2020), which indicate that most elementary school students in Indonesia still face difficulties in

expressing ideas and concepts creatively during the learning process.¹ Similar research conducted by Hidayat and Anwar (2021) found that the low creativity of students is caused by the learning models that are still conventional and teacher-centered, as well as the limited opportunities for students to experiment and innovate. In addition, students' low interest in learning and the lack of appreciation for their work further exacerbate the low level of creativity among elementary school students.² Large field study in elementary/secondary schools looking at the effects of PjBL on academic outcomes and social-emotional aspects including students' ability to express creativity; findings are complex — there are not always significant academic differences, but teachers/students report increased opportunities to demonstrate creativity.³

At the elementary school level, students' inventiveness in studying Islamic Religious Education (PAI) is still comparatively poor. According to preliminary observations at UPTD SDN 54 Barru, PAI learning activities are primarily concerned with memory and information delivery, with little opportunity for students to express their opinions, think creatively, or relate religious principles to everyday circumstances. Students become passive participants in the teacher-centered, one-way learning process. Consequently, students' abilities in critical, innovative, and creative thinking to understand Islamic teachings contextually are underdeveloped. This phenomenon highlights a significant gap between the expectations of 21st-century education, which emphasizes high levels of creativity, and the actual implementation of religious education in practice.⁴ In the context of the Independent Curriculum (Kurikulum Merdeka), teachers are required to implement student-centered learning methods, provide opportunities for exploration, and foster creativity. One learning model considered effective is Project Based Learning (PjBL).⁵

PAI learning that demands students' creativity and active participation has not yet been optimally realized in practice. Although teachers have made efforts to implement innovative

¹ Nur Indah Rahmawati et al., "Pengembangan Bahan Ajar Matematika Model Problem-Based Learning Berbantuan Media PowerPoint untuk Siswa Kelas XI SMK Materi Barisan dan Deret," *Prosiding* (2020), p. 115

² Jefpri Kasnadi, *Meningkatkan Kreativitas Belajar Melalui Model Pembelajaran PAIKEM Mata Pelajaran IPA Siswa Kelas IV SD Negeri 41 Seluma Kabupaten Seluma* (Disertasi, UIN Fatmawati Sukarno, 2021), p. 47

³ Brooke T. Culclasure, Kyle C. Longest, and Troy M. Terry, "Project-Based Learning (PjBL) in Three Southeastern Public Schools: Academic, Behavioral, and Social-Emotional Outcomes," *Interdisciplinary Journal of Problem-Based Learning* 13, no. 2 (2019): 5

⁴ A. Andryadi et al., "Analisis Eksistensi Pendidikan Agama Islam (PAI) di Era Society 5.0," *Al'ulum Jurnal Pendidikan Islam* (2025), p. 115

⁵ Emira Hayatina Ramadhan dan Hindun Hindun, "Penerapan Model Pembelajaran Berbasis Proyek untuk Membantu Siswa Berpikir Kreatif," *Protasis: Jurnal Bahasa, Sastra, Budaya, dan Pengajarannya* 2, no. 2 (2023) p. 45

strategies, the application of methods that truly foster students' creativity remains limited, particularly in the elementary school context. This raises questions about how the Project Based Learning model can be effectively implemented to enhance students' creativity in PAI learning. Therefore, it is necessary to conduct research that thoroughly examines the implementation of the PjBL method within the context of religious education in elementary schools, specifically at UPTD SDN 54 Barru.

Previous research has shown that Project Based Learning has a positive impact on enhancing students' critical thinking skills and learning outcomes. For example, a study conducted by G. P. Abdi and G. S. Airlanda explained how the implementation of the Project Based Learning model can improve both students' creativity and their learning achievement.⁶ Meanwhile, the research conducted by Astriani focused on enhancing students' creativity through the implementation of the same method, with results showing that students were able to develop and produce mathematical teaching aids innovatively through project-based learning.⁷ The Project Based Learning (PjBL) method is a learning approach that can develop students' creativity in the learning process.⁸ The Project Based Learning (PjBL) method also plays a role in developing students' social skills in Islamic Religious Education learning.⁹ However, studies on the implementation of the PjBL method in PAI learning, especially at the elementary school level, are still relatively limited. This study integrates the PjBL model with PAI learning as a strategic effort to enhance students' creativity in the context of basic education in public schools.

According to the above description, this study looks at how using the Project Based Learning (PjBL) approach might improve students' creativity in PAI learning at UPTD SDN 54 Barru. It is anticipated that this study will contribute both theoretically to the creation of a project-based PAI learning model focused on students' creativity and practically to the design of instruction that is more relevant to the demands of the twenty-first century, inspiring, and contextual.

⁶ G. P. Abdi dan G. S. Airlanda, "Peningkatan Kreativitas Belajar Peserta Didik melalui Model Pembelajaran Project Based Learning," *Jurnal Penelitian dan Evaluasi Pendidikan Indonesia* 13, no. 2 (2023), p. 141

⁷ M. M. Astriani, "Upaya Mengembangkan Kreativitas Mahasiswa Melalui Pembelajaran Model Project Based Learning," *JURNAL PETIK* 6, no. 1 (2020), <https://doi.org/10.31980/jpetik.v6i1.738>

⁸ Dewi Anggelia, Ika Puspitasari, dan Shokhibul Arifin, "Penerapan Model Project-based Learning Ditinjau dari Kurikulum Merdeka dalam Mengembangkan Kreativitas Belajar Pendidikan Agama Islam," *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, no. 2 (2022), [https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).11377](https://doi.org/10.25299/al-thariqah.2022.vol7(2).11377)

⁹ H. Y. Saputra, "Metode Pembelajaran Berbasis Proyek dalam Pendidikan Agama Islam," *JURNAL ABSHAR: Jurnal Hukum Keluarga Islam, Pendidikan, Kajian Islam dan Humaniora* 2, no. 1 (2023).

THEORETICAL REVIEW

The 2013 Curriculum's tenets are in line with the active learning approach known as Project Based Learning (PjBL). The Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 6 of 2013, which states that the 2013 Curriculum aims to develop Indonesian individuals who are faithful, productive, creative, innovative, and possess good character, enabling them to participate actively in social, national, and global life, also highlights the significance of developing creative thinking skills.¹⁰

Project Based Learning (PjBL) is a learning method that emphasizes the understanding of concepts within a discipline, encourages students' active involvement in finding solutions to a problem, and provides students with the freedom to determine a learning style that suits their preferences. Through this approach, students are guided to produce a tangible product or work.¹¹ PjBL also fosters critical thinking skills and generates innovative ideas in addressing various real-world problems in the surrounding environment. In addition, this learning model involves various aspects of the students' environment, allowing them to engage in active learning by utilizing their creativity and potential.

Learning through the Project-Based Learning (PjBL) approach provides students with the opportunity to understand concepts through direct experience. As explained by Mergendoller et al., the project-based learning model encourages students' active involvement in solving problems through various innovations derived from their experiences. These experiences are expected to shape knowledge that fosters creative thinking skills in the learning process.¹² The PjBL model adapted from Thomas consists of four stages, namely: (1) project planning, (2) project launch or initial implementation, (3) guided inquiry and product creation, and (4) drawing conclusions as the final outcome of the project.¹³

Several benefits of implementing Project Based Learning (PjBL) in the learning process include enhancing students' motivation to learn, developing their sense of responsibility, and

¹⁰ Abdul Rohim Sabiq, Implementasi Peraturan Menteri Pendidikan dan Kebudayaan Nomor 12 Tahun 2015 tentang Program Indonesia Pintar di Kota Bengkulu dalam Perspektif Siyasaah Syari'ah (Disertasi, UIN Fatmawati Sukarno Bengkulu, 2021), p. 112.

¹¹ S. F. Hanun, Y. Rahman, dan H. Husnita, "Penerapan Metode Project Based Learning untuk Meningkatkan Minat Belajar PAI Siswa," *Educativo: Jurnal Pendidikan* 2, no. 1 (2023), <https://doi.org/10.56248/educativo.v2i1>

¹² J. R. Mergendoller, T. Markham, J. Ravitz, dan J. Larmer, "Pervasive Management of Project-Based Learning: Teachers as Guides and Facilitators," dalam *Handbook of Classroom Management*, hlm. 593–626 (New York: Routledge, 2013).

¹³ J. W. Thomas, *A Review of Research on Project-Based Learning* (San Rafael, CA: The Autodesk Foundation, 2000), p. 15.

offering meaningful and rewarding learning experiences. This approach also helps students become more active and proficient in addressing complex problems, encourages them to use various media and learning resources creatively while taking into account ergonomic, hygienic, efficient, ecosystemic, and metacognitive aspects, and motivates them to produce concrete outcomes that are beneficial and valuable in daily life as well as in the context of technological advancement and local wisdom.

In essence, Project-Based Learning is an approach that involves an in-depth exploration of a topic derived from real-life problems. When effectively designed, this model enables students to cultivate critical and creative thinking abilities to tackle issues and contemporary challenges that align with current societal demands, especially within the framework of school learning activities.¹⁴

To enhance the quality of human resources, fostering students' creativity is a vital element that requires serious attention. Indicators of creative thinking ability encompass several components: first, fluency, referring to the capacity of students to generate numerous ideas when addressing a problem; second, flexibility, which denotes the ability to identify various alternative solutions in an adaptable way; and third, originality, representing the capability to produce distinctive and authentic ideas that align with contemporary demands.

In the context of Islamic Religious Education (PAI) learning, creative thinking skills play an important role because PAI not only focuses on worldly knowledge but also on the development of spiritual and moral values aimed at achieving happiness in the hereafter. Therefore, PAI learning should provide ample space for students to express their creativity.¹⁵

Furthermore, Ahmad and Mawarni explain that creativity is the result of a learning process involving cognitive skills, which enables a person to generate new, innovative ideas, perspectives, and actions in thinking and behavior.¹⁶

Creativity in Islamic Education (PAI) learning can be developed through active and participatory instructional strategies, including Project-Based Learning (PjBL), problem-based learning, and the integration of relevant digital media. In this process, the teacher serves as a

¹⁴ K. Arizona, Z. Abidin, dan R. Rumansyah, "Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar di Tengah Pandemi COVID-19," *Jurnal Ilmiah Profesi Pendidikan* 5, no. 1 (2020), <https://doi.org/10.29303/jipp.v5i1.111>

¹⁵ I. Choli, "Pendidikan Agama Islam dan Industri 4.0," *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam* 3, no. 2 (2020), <https://doi.org/10.34005/tahdzib.v3i2.891>

¹⁶ M. Y. Ahmad dan I. Mawarni, "Kreativitas Belajar Peserta Didik pada Pembelajaran Pendidikan Agama Islam: Pengaruh Lingkungan Sekolah dalam Pengajaran," *Jurnal Pendidikan Agama Islam Al-Thariqah* 6, no. 2 (2021), [https://doi.org/10.25299/al-thariqah.2021.vol6\(2\).7382](https://doi.org/10.25299/al-thariqah.2021.vol6(2).7382)

facilitator who provides a supportive environment that allows students to express their ideas, ask questions, engage in experimentation, and explore Islamic teachings in a more comprehensive and in-depth manner.

METHOD

In this study, the researcher employed a qualitative method with a case study approach. The case study approach focuses on an in-depth examination of a particular phenomenon, event, or context within a certain period, with the aim of providing a comprehensive understanding of.¹⁷ This process is presented in the form of a narrative, depicting the informants' perspectives in detail, and is carried out in a natural context or real-life setting.¹⁸

In its implementation, the researcher collected data through participatory observation, in which the researcher was directly involved in the activities being observed.¹⁹ The primary objects of observation in this study included the processes, activities, and outcomes of implementing the Project Based Learning (PjBL) method in PAI learning at UPTD SDN 54 Barru, with a focus on how the method effectively develops students' creativity in practice.

In addition to observation, the researcher also conducted interviews with the PAI teacher at UPTD SDN 54 Barru. Supplementary data were collected through documentation, covering a series of activities from the planning stage to final implementation. The subjects of this study were the PAI teacher and sixth-grade students at UPTD SDN 54 Barru. Information from the PAI teacher was obtained regarding the planning and practice of Project Based Learning (PjBL), while data from the sixth-grade students focused on indications of students' creativity in completing projects, including original ideas, methods of presenting material, work outcomes, and problem-solving approaches.

The data analysis process was conducted qualitatively using an interactive approach. The steps included data reduction, which involved selecting and summarizing relevant information; data presentation in the form of narrative; and drawing conclusions and verification carried out through triangulation of various data sources to ensure the validity and consistency of the research findings.

¹⁷ U. Prihatsanti, S. Suryanto, dan W. Hendriani, "Menggunakan Studi Kasus sebagai Metode Ilmiah dalam Psikologi," *Buletin Psikologi* 26, no. 2 (2018), <https://doi.org/10.22146/buletinpsikologi.38895>

¹⁸ Warul Walidin Ak dan Tabrani Za, *Metodologi Penelitian Kualitatif & Grounded Theory* (Banda Aceh: FTK Ar-Raniry Press, 2015), p. 78.

¹⁹ STUD, AM, et al. "S PENGK P HASIL SX DI SM."

DISCUSSION

The Application of Project-Based Learning (PjBL) in Islamic Religious Education (PAI) Instruction

Based on the findings from observations and interviews with the Islamic Religious Education (PAI) teacher at UPTD SDN 54 Barru, the application of the Project-Based Learning (PjBL) method was conducted through several structured stages, beginning with project planning, followed by implementation, and concluding with the evaluation of students' projects. The teacher acted as a facilitator who guided the learning process to remain focused on religious objectives and character values.

The sixth-grade students of UPTD SDN 54 Barru were divided into small groups to design and carry out projects based on the learning topic. The project activity was designed to create a concrete product in the form of a poster with the theme “The Laws of Halal and Haram,” corresponding to the lesson topic being studied. The implementation process of this method was carried out through several core stages—project planning, project launch, project implementation, and project evaluation—as outlined in the model developed by Thomas (2000).

a. Project Planning Stage

The first stage involved identifying a project theme that aligned with the sixth-grade PAI learning topic at UPTD SDN 54 Barru during the first semester of the 2025/2026 academic year and was closely connected to the students' everyday experiences. The PAI teacher played an active role in designing the project-based learning plan, including determining the objectives, indicators, implementation schedule, and the expected form of the product.

The theme selection was based on practical Islamic values so that students could connect theory with real-life practice. At this stage, the teacher explained to the students the project objectives, the steps of the work, assessment criteria, and the division of roles within the group. The teacher also motivated students to think creatively and propose initial ideas for the project to be undertaken.

b. Project Launch Stage

After the theme and work plan were agreed upon, the activity continued with the formation of small groups consisting of 4–5 students. The purpose of these groups was to enable students to collaborate, exchange ideas, and foster a sense of responsibility within the team.

The teacher then provided a stimulus or contextual problem to trigger creative thinking. For example, the teacher might ask how to emulate the Prophet's character within the school

environment or how to express gratitude to Allah for the surrounding nature. From this stimulus, students began identifying problems, designing solutions, and determining the form of the project product to be produced.

At this stage, the teacher acted more as a facilitator and guide rather than as the primary source of information. The teacher provided direction while still allowing students the freedom to determine how to complete the project according to the creativity and capabilities of each group.

c. Project Implementation Stage (Guided Inquiry and Product Creation)

This stage is the core of the PjBL implementation. Students begin to develop ideas, gather information, and create products according to the plan that has been prepared. They created posters with the theme “The Laws of Halal and Haram.”

During the process, students showed high enthusiasm. They discussed, divided tasks, and sought references from books, digital media, and teacher guidance. The teacher continuously monitored the project’s progress through direct observation and informal questioning while providing constructive feedback.

These project activities also encouraged students to develop creativity and responsibility, as they needed to produce results that were not only visually appealing but also carried meaningful religious values. Through this process, the previously theoretical learning environment became more active, collaborative, and enjoyable.

d. Evaluation and Conclusion Stage (Project Conclusion)

After the project was completed, the students presented their work in front of the class. Each group explained the process of creating the project, the messages they intended to convey, and the Islamic Religious Education (PAI) values embedded within it. The teacher, along with other students, provided appreciation and reflection on the presented works.

The teacher conducted a holistic assessment, which included: Process aspects: activeness, cooperation, discipline, and responsibility; Product aspects: originality of ideas, neatness, and alignment with Islamic values; Attitudinal aspects: honesty, responsibility, and respect for others’ opinions.

This final stage also served as an opportunity for the teacher to reinforce Islamic character values such as cooperation (ta’awun), diligence (mujahadah), and sincerity (ikhlas) in learning.

Fostering Students' Creativity Through the Implementation of Project-Based Learning (PjBL)

The implementation of Project-Based Learning (PjBL) has proven effective in enhancing students' creativity across several key aspects: Fluency, where students are able to generate numerous ideas while designing their projects, such as deciding on the form of a da'wah campaign or the moral message to convey; Flexibility, where students are free to be creative in designing poster models while staying within the given theme; Originality, where students produce unique posters that differ from one group to another; and Elaboration, where students are able to develop detailed elements of the project, such as adding da'wah messages to the posters they create.

Teachers observed that previously passive students began to express their opinions more confidently, collaborate effectively, and creatively articulate their religious ideas. Furthermore, active engagement in real-world projects helped students gain a deeper understanding of Islamic values and their relevance to everyday life.

Supporting and Inhibiting Factors in the Implementation of PjBL

Supporting Factors: Support from teachers and the school in providing time and simple facilities (such as stationery and digital media); high student enthusiasm, as project activities are perceived as enjoyable and meaningful; and the relevance of project themes to daily life, making learning more relatable for students.

Inhibiting Factors: Limited instructional time, which results in less optimal project completion; lack of digital resources, such as devices for creating videos or presentations; and variations in students' abilities, particularly in collaboration and verbal expression.

Nevertheless, these challenges can be overcome through adaptive teacher strategies, such as dividing the project into smaller phases and adjusting assessment criteria to emphasize the learning process rather than merely the final product.

The Influence of Project-Based Learning (PjBL) on Islamic Education (PAI) Instruction

The application of Project-Based Learning (PjBL) has generated several positive effects on Islamic Education (PAI) learning at UPTD SDN 54 Barru, such as: Increasing students' learning motivation, as they find the learning process more engaging and meaningful; Fostering religious values, such as responsibility, cooperation, and honesty during the project work process; Encouraging both conceptual and practical understanding, where students not only

learn Islamic teachings theoretically but also apply them in real-life activities; Enhancing social relationships among students, as group work nurtures mutual respect and cooperation.

The results of the study show that applying the Project-Based Learning (PjBL) method in Islamic Religious Education (PAI) instruction at UPTD SDN 54 Barru positively influences the development of students' creativity. This is reflected in the shift in students' learning behavior—from being passive and teacher-dependent to becoming more active, cooperative, and creative in accomplishing learning projects. These results are consistent with the findings of Hanun et al. (2023), who stated that PjBL encourages active student engagement through meaningful and contextual learning activities.

Conceptually, the Project-Based Learning (PjBL) model offers students the opportunity to engage in experiential learning (learning by doing). Through project activities such as designing posters themed “The Law of Halal and Haram,” students not only gain theoretical understanding of religious concepts but also demonstrate their comprehension through concrete creations. This perspective aligns with Mergendoller et al. (2013), who highlight that project-based learning enhances critical and creative thinking skills by engaging students in problem-solving situations that demand the exploration of ideas.

The improvement in students' creativity is evident in four main indicators: fluency, flexibility, originality, and elaboration. Students are able to generate new ideas when determining the content and design of posters, adjust work strategies within their groups, and enrich the moral messages they wish to convey. These results reinforce the findings of Lestari et al. (2021), which suggest that PjBL significantly contributes to improving students' creative thinking abilities.²⁰

In addition to fostering creativity, the implementation of PjBL also strengthens Islamic character values, such as responsibility, cooperation (ta'awun), and honesty. Project activities require each group member to participate actively and respect the opinions of others. Thus, PAI learning through PjBL develops not only students' cognitive aspects but also their affective and psychomotor skills. This finding aligns with Choli (2020), who argued that PAI learning in the modern era should focus on developing moral and spiritual values through creative and contextual activities.

²⁰ L. Lestari, Muh. Nasir, dan M. I. Jayanti, “Pengaruh Model Project Based Learning Terhadap Kemampuan Berpikir Kreatif Peserta Didik Kelas VIII SMP Negeri 2 Sanggar,” JISIP (Jurnal Ilmu Sosial Dan Pendidikan) 5, no. 4 (2021), <https://doi.org/10.58258/jisip.v5i4.2440>

The supporting factors for the successful implementation of PjBL in this school include teacher and school support, as well as students' enthusiasm in participating in project activities, which are perceived as enjoyable and meaningful. Meanwhile, the obstacles encountered include limited time, minimal digital resources, and variations in students' collaborative abilities. However, teachers were able to overcome these challenges by adjusting task distribution and assessing the learning process holistically, rather than focusing solely on the final product. This flexible approach aligns with Thomas (2000), who emphasized that the effectiveness of PjBL largely depends on the teacher's ability to facilitate and adapt to the learning context.

Overall, the results of this study provide a solution to the problem of low student creativity in PAI learning at the elementary school level. Through the implementation of PjBL, teachers can shift the learning paradigm from being teacher-centered to student-centered, creating an active, exploratory learning environment that is relevant to 21st-century needs. Consequently, this study reinforces the argument that Project Based Learning is an effective strategy for fostering both creativity and religious character in elementary school students.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of the Project Based Learning (PjBL) method in Islamic Religious Education (PAI) at UPTD SDN 54 Barru has proven effective in enhancing students' creativity. Through the stages of project planning, launch, execution, and evaluation, students actively engage in a learning process that emphasizes direct and collaborative experiences. These activities encourage students to think critically and creatively while producing meaningful works with religious value. PjBL also contributes to the development of Islamic character values, such as cooperation (ta'awun), responsibility, and honesty. Teachers play a crucial role as facilitators, creating an active, enjoyable, and student-centered learning environment. Thus, this method effectively addresses the challenges of 21st-century learning, which demand mastery of higher-order thinking skills while strengthening students' spiritual understanding.

Overall, the implementation of PjBL in PAI learning represents a strategic innovation in shifting the learning paradigm from teacher-centered to student-centered, making learning more contextual, inspiring, and relevant to real life.

Recommendations, For PAI teachers: It is recommended to continuously develop the Project Based Learning model as an innovative learning alternative that fosters creativity while

instilling Islamic character values in students; For schools: Support should be provided in the form of facilities, infrastructure, and teacher training to ensure the PjBL implementation is more effective, sustainable, and optimal; For future researchers: It is suggested to broaden the study of PjBL implementation across different grade levels and educational stages, as well as to examine its impact on other aspects such as learning motivation, religious attitudes, and student learning outcomes. With consistent implementation and adequate support, Project Based Learning has the potential to become an effective model for improving the quality of PAI learning in elementary schools.

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