

Implementation Of Project-Based Learning (PBL) in Religious Moderation Learning in Fostering Students' Social Awareness

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Abstract: The learning model is a conceptual framework that guides educators in planning learning activities to achieve learning goals. The PjBL learning model can be applied in religious moderation courses by emphasizing student creativity and innovation as a learning experience and a positive contribution as a form of practice and community service. This article explores how the PjBL method can increase students' social awareness in Religious Moderation courses using a qualitative approach, namely descriptive research with a literature analysis approach. This study identifies projects worked on by students, which indicate students' attitudes and behaviors in the context of social care. The findings show that PjBL increases student engagement and understanding of social issues and social values in Islam, such as manners, kindness, honesty, empathy, teamwork, and interfaith tolerance. This research contributes to developing learning methods that integrate theory with real practice, enriching the higher education curriculum.

Keywords: Social Concern; Project-Based Learning; Religious Moderation; Higher Education

Abstrak: Model pembelajaran merupakan kerangka konseptual yang berfungsi sebagai pedoman bagi pendidik dalam merencanakan kegiatan pembelajaran untuk mencapai tujuan belajar. Model pembelajaran PjBL dapat diterapkan dalam pembelajaran mata kuliah moderasi beragama dengan menekankan pada kreativitas dan inovasi mahasiswa sebagai pengalaman belajar, sekaligus kontribusi positif sebagai bentuk pengamalan dan pengabdian kepada masyarakat. Artikel ini mengeksplorasi bagaimana metode PjBL dapat meningkatkan kepedulian sosial mahasiswa dalam mata kuliah Moderasi Beragama. Dengan menggunakan pendekatan kualitatif, yakni penelitian deskriptif dengan pendekatan analisis literatur. Penelitian ini mengidentifikasi proyek yang digarap oleh mahasiswa, yang mengindikasikan sikap dan perilaku mahasiswa dalam konteks kepedulian sosial. Temuan menunjukkan bahwa PjBL meningkatkan keterlibatan dan pemahaman mahasiswa mengenai isu sosial; memahami nilai-nilai sosial dalam Islam, seperti sopan santun, kebaikan hati, kejujuran, empati, kerja sama tim; dan toleransi antar agama. Kontribusi penelitian ini terletak pada

pengembangan metode pembelajaran yang mengintegrasikan teori dengan praktik nyata, memperkaya kurikulum pendidikan tinggi.

Kata Kunci: *Kepedulian Sosial; Project Based Learning; Moderasi Beragama; Pendidikan Tinggi.*

INTRODUCTION

As future leaders and drivers of societal progress, students are essential in fostering a social responsibility and community engagement culture. The tri dharma of higher education demonstrates that universities become active members of society, enhance educational, research, and service capabilities to promote fundamental values such as democratic participation and social justice, and address complex social problems. The role of universities is to collaborate with industry, non-governmental organizations, and non-profit institutions to identify community needs and address them productively. This collaborative approach allows students to gain practical experience, develop a sense of citizen responsibility, and contribute to sustainable development.

Students' social concern is a positive indicator, showing that the younger generation is increasingly aware and active in dealing with social challenges. Students are involved in activities or initiatives that aim to help the community and improve social welfare, whether in volunteer activities, such as assisting in orphanages, providing additional education to underprivileged children, or being involved in community projects; joining an organization or club on campus that focuses on social issues, such as humanitarian, environmental, or advocacy groups; health awareness campaigns, or fundraising for various social causes; building an ecological care community or holding skills training for the surrounding community; and conduct research on social topics and present them to raise awareness about social issues and stimulate positive change in society.¹

The indicators of the social concern movement are greatly influenced by several factors, namely (1) Awareness and Education: Higher education can increase students' awareness of social issues and provide skills and knowledge to engage more deeply; (2) Campus Culture and Environment: A campus environment that supports social activities and provides opportunities for students to get involved can increase their participation in social activities; (3)

¹ Dare Ojo; et al. Omonijo et al., "Fundamental Human Rights, Polices of a Nigerian Private Mission University and the Safety of Students: Critical Analysis," *Journal of Social Sciences Research* 4, no. 12 (2018): 841–48, <https://doi.org/https://doi.org/10.32861/jssr.412.841.848>.

Personal Experience: A student's personal experience and family background can also affect how much they care about social issues.²

Learning religious moderation in the context of student social concern is an effort to integrate the values of tolerance, diversity, and balance in students' social activities. Religious moderation focuses on a balanced and inclusive approach to different spiritual beliefs and practices, supporting social harmony and preventing extremism.

Some of the approaches to religious moderation learning that shape students' social concerns, are increasing tolerance and understanding between religions in order to be inclusive in social activities and respect the diversity of religious backgrounds in society; the development of inclusive social projects, such as initiating humanitarian assistance programs or skills training that are non-discriminatory and inclusive of all religious groups; Avoid religious conflict in social activities by identifying and addressing potential conflicts to create a more harmonious and productive environment for all parties involved; enhance interfaith dialogue, by acting as facilitators in open and constructive interfaith dialogue on religious issues, which can strengthen social cohesion in their communities; and Social campaigns, that students can use their knowledge of religious moderation to organize awareness and educational campaigns on campus or community about the importance of tolerance and diversity, through seminars, workshops, or social activities that aim to reduce prejudice and increase understanding. Overall, religious moderation learning provides an essential framework for students to develop constructive and harmonious social concerns. By applying the principles of religious moderation, students can be more effective in contributing to a diverse and pluralistic society.

Learning in higher education is the process of student interaction with their educational environment to develop attitudes, knowledge, and skills to achieve the goals that have been set. To achieve this goal, the learning model, as a conceptual framework that becomes a systematic guideline in carrying out learning, is one of the strategic elements in supporting the success of learning.³

The learning model has four distinctive characteristics, namely 1) Logical Theoretical Rationale. The theories used in the model were developed

² Nia Lailin Nisfa et al., "The Effect of the Project Based Learning (PjBL) Learning Approach on Children's Social and Emotional Abilities," *Journal of Obsession: Journal of Early Childhood Education* 6, no. 6 (2022): 5982–95, <https://doi.org/10.31004/obsesi.v6i6.3032>.

³ Eka Risma Junita, Asri Karolina, and M. Idris, "The Implementation of the Project Based Learning (Pjbl) Learning Model in Shaping the Social Attitudes of Islamic Religious Education Students at Sd Negeri 02 Rejang Lebong," *Journal of Literacy* 9, no. 4 (2023): 43–60, <https://doi.org/10.47783/literasiologi.v9i4.541>.

considering the existing reality; 2) The Foundation of Thought. The learning model has a clear basis of thinking about what and how students learn effectively and solve learning problems, including the goals to be achieved; 3) Teaching Behavior, which is a series of actions, strategies, and approaches applied by an educator in the learning process to attain predetermined teaching goals, which include teaching methods and techniques; interaction with students; classroom management; motivation and support; assessment and evaluation; and 4) Learning Environment. Learning requires a conducive and comfortable environment that supports achieving learning objectives.

PjBL offers an innovative approach that connects theory with practical experience, allowing students to confront social and religious issues head-on. Social care is a component of social care essential in higher education that shapes students' character and increases their social responsibility.⁴ Education strategically shapes social attitudes, tolerance, and interfaith understanding in religious moderation. Religious moderation emphasizes the importance of tolerance and understanding the diversity of beliefs as part of student character development.

This study will discuss the application of PjBL in the Religious Moderation course and its effect on students' attitudes of social concern. The results of this study became an insight into effective methods to increase social awareness through PjBL, and the development of a more effective and relevant curriculum in higher education, as well as providing practical experiences for students that support character development and understanding of religious moderation.

LITERATUR REVIEW

Project-Based Learning (PjBL)

PjBL is a learning approach that engages students in complex projects and is oriented towards real problems. Research by Puteri Dedi Damhudi, et al.⁵ states that PjBL provides constructive feedback that shapes students' positive social attitudes, such as cooperation, tolerance, empathy, and social care;⁶ stating that it can increase the activeness and creativity of students and affect the

⁴ Putri Dewi Anggraini and Siti Sri Wulandari, "Analysis of the Use of Project Based Learning Model in Increasing Student Activity," *Journal of Office Administration Education (JPAP)* 9, no. 2 (2020): 292–99, <https://doi.org/10.26740/jpap.v9n2.p292-299>.

⁵ Junita, Karolina, and Idris, "Implementation of Project Based Learning (Pjbl) Learning Model in Shaping Social Attitudes of Islamic Religious Education Students at Sd Negeri 02 Rejang Lebong."

⁶ Anggraini and Wulandari, "Analisis Penggunaan Model Pembelajaran Project Based Learning Dalam Peningkatan Keaktifan Siswa."

improvement of learning outcomes; Lani Meita Indah Furi⁷ and Putri Dewi Anggraini et al.⁸ noted that the effectiveness of PjBL in arousing students' creativity reached 80%; E. Herawan⁹ stated that PjBL helps students develop *problem solving* skills and social involvement directly and provides opportunities to apply their knowledge in a practical context. Overall, PjBl effectively improves the learning experience; it increases activeness, creativity, and *problem-solving*.

The effectiveness of PjBL includes three potential domains: cognitive, psychomotor, and affective. PjBL is effective not only in the practice of social science but also includes exact science.

PjBL in the Context of Religious Moderation

PjBL is a technique that provides innovation in the art of learning.¹⁰ According to Yahya Muhammad Mukhlis, this learning model allows educators to control the teaching process fully. The teaching system incorporates project work in the process.¹¹

PjBL can facilitate the development of creativity and decision-making skills through project-based problem-solving activities and encourage students to think deeply about designing projects. PjBL's measures include Project Planning, Project Implementation, Project Quality, Project Presentation, Reflection, and Evaluation.¹²

Scientific sources show that PjBL can improve students' social engagement and understanding of religious diversity. PjBL in the context of

⁷ Lani Meita et al., "Experiment of Project Based Learning Model and Integrated Project Based Learning Stem to Improve Student Learning Outcomes and Creativity in Basic Competencies of Milk Processing Technology," *Journal of Educational Research* 35, no. 1 (2018): 49-60–60, <https://doi.org/10.15294/jpp.v35i1.13886>.

⁸ Sahtoni Sahtoni, Agus Suyatna, and Posman Manurung, "Implementation of Student's Worksheet Based on Project Based Learning (Pjbl) to Foster Student's Creativity," *International Journal of Science and Applied Science: Conference Series* 2, no. 1 (2017): 329, <https://doi.org/10.20961/ijsascs.v2i1.16738>.

⁹ E. Herawan, "The Effect of Student Learning Activities in the Application of Scientific-Based Project Based Learning Model on Learning Outcomes in Accounting Subjects," *Edunomic* 4, no. 1 (2016): 18–29, <https://media.neliti.com/media/publications/271675-pengaruh-aktivitas-belajar-siswa-dalam-p-7a4882f7.pdf>.

¹⁰ Nisfa et al., "The Effect of Project Based Learning (PjBL) Learning Approach on Children's Social and Emotional Abilities."

¹¹ Miratul Hayati and Ahmad Syaikh, "Project-Based Learning in Media Learning Material Development for Early Childhood Education," *Al-Athfal : Journal of Children's Education* 6, no. 2 (2020): 147–60, <https://doi.org/10.14421/al-athfal.2020.62-05>.

¹² Anies Listyowati, "The Ability to Explore Used Materials in PG-PAUD Students of PGRI Adi Buana University Surabaya through Project Based Learning," *HELPER : Journal of Guidance and Counseling* 35, no. 2 (2018): 1–4, <https://doi.org/10.36456/helper.vol35.no2.a2261>.

diverse moderation refers to an inclusive and balanced approach to various religious beliefs to support social harmony and prevent extremism, creating a conducive and dynamic environment. PjBL can help students better understand religious diversity and reduce prejudice.

The existing literature shows that PjBL, which involves students in overcoming authentic problems and challenges through a collaborative and independent learning process, can be a practical approach to foster religious moderation, i.e., increase tolerance and strengthen social cohesion among students from different¹³ backgrounds. This is particularly relevant in religious moderation, as these critical thinking skills are essential for navigating complex religious and cultural landscapes.

In addition, implementing PjBL by involving students in practical and hands-on projects can foster a deeper understanding of religious concepts and promote a more nuanced and inclusive perspective on religious diversity.¹⁴ Further research highlights the potential of PjBL to develop *soft skills*, such as leadership, communication, and teamwork, which are critical to promoting religious moderation. Collaboratively, students could practice their skills to encourage interfaith understanding and cooperation.¹⁵

Research by Nisfa et al.¹⁶ highlights that higher education is essential in raising students' awareness of social issues and providing skills for deeper engagement. This study shows that education focusing on social issues, including religious moderation, can influence students' participation in social activities and develop their concerns. Yet educators must carefully curate projects that encourage students to investigate the complexities of religious diversity, explore ways to build understanding and respect across different

¹³ Y. Yunita et al., "The Effectiveness of the Project-Based Learning (PjBL) Model in Students' Mathematical Ability: A Systematic Literature Review," *Journal of Physics: Conference Series* 1882, no. 1 (2021), <https://doi.org/10.1088/1742-6596/1882/1/012080>.

¹⁴ Eka Wahyuni and Fitriana Fitriana, "IMPLEMENTATION OF PROJECT BASED LEARNING (PjBL) LEARNING MODEL IN IMPROVING STUDENT LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS OF STATE JUNIOR HIGH SCHOOL 7 TANGERANG CITY," *Journal of Islamic Studies and Education Tadarus Tarbany* 3, no. 1 (2021): 320–27, <https://doi.org/10.31000/jkip.v3i1.4262>.

¹⁵ Gimba Dogara et al., "Project-Based Learning Conceptual Framework for Integrating Soft Skills among Students of Technical Colleges," *IEEE Access* 8 (2020): 83718–27, <https://doi.org/10.1109/ACCESS.2020.2992092>.

¹⁶ Nisfa et al., "The Effect of Project Based Learning (PjBL) Learning Approach on Children's Social and Emotional Abilities."

religious communities, and develop practical strategies for conflict resolution and peaceful coexistence.¹⁷

Successfully implementing project-based learning in religious moderation requires careful planning and preparation. Educators must carefully design learning objectives, determine appropriate learning strategies and methods, and prepare the necessary learning resources and instruments.¹⁸ PjBl develops students with the knowledge, skills, and mindset to navigate the complexities of religious pluralism and contribute to a more harmonious and inclusive society.¹⁹

Overall, the literature shows that implementing PjBl in an educational environment can be valuable for fostering religious moderation, critical thinking, *soft skills*, and social concern.²⁰ In the context of religious moderation, PjBl offers a unique opportunity to promote tolerance and diversity, improve social coherence, and develop empathy and tolerance among students.

RESEARCH METHOD

Following the theme of this study, to reveal a deeper meaning of the numerical findings and provide a more comprehensive and contextual understanding of the phenomenon being studied, the approach used is a descriptive qualitative method. This method allows for an in-depth investigation of the research topic, enables researchers to explore phenomena in their natural context, and provides a holistic view of complex phenomena.²¹ This method also helps describe the existing conditions, identify the factors that influence them, and lay the groundwork for developing alternative strategies to address

¹⁷ Shi-Jer Lou et al., "Construction of A Creative Instructional Design Model Using Blended, Project-Based Learning for College Students," *Creative Education* 03, no. 07 (2012): 1281–90, <https://doi.org/10.4236/ce.2012.37187>.

¹⁸ Wahyuni and Fitriana, "IMPLEMENTATION OF PROJECT BASED LEARNING (PjBl) LEARNING MODEL IN IMPROVING STUDENT LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS OF STATE JUNIOR HIGH SCHOOL 7 TANGERANG CITY."

¹⁹ Nanda Elma; Galih Akbar Prabowo Fitriani, "INTERPERSONAL COMMUNICATION IN REALIZING RELIGIOUS MODERATION IN TRENGGALEK DISTRICT" XV, no. 1 (2023): 37–56.

²⁰ Yunita et al., "The Effectiveness of the Project-Based Learning (PjBl) Model in Students' Mathematical Ability: A Systematic Literature Review."

²¹ Joshua Odhiambo Ogal, "Determining Ways of Controlling Unruly Students so as to Curb Destruction of School Building in Boarding Public Secondary Schools in Nyanza, Kenya," *International Journal of Educational Studies* 3, no. 2 (2020): 73–87, <https://doi.org/10.53935/2641-533x.v3i2.143>.

research problems.²² In addition, this method validates theoretical assumptions, measures current practices, and provides valuable insights to guide future research and inform decision-making processes.²³

RESULTS AND DISCUSSIONS

The primary debate in this study is the effectiveness of PjBL in the context of religious moderation education. Some researchers consider that PjBL improves students' understanding of spiritual and social diversity. However, its implementation can face challenges related to resistance to change and differences in students' cultural backgrounds. On the other hand, there is an argument that PjBL significantly improves social skills and cross-cultural understanding when supported with proper guidance and critical reflection.

PjBL, Social Concern and Religious Moderation

PjBL is one of the innovative pedagogical approaches that supports academic progress and increases social awareness and religious moderation among students.²⁴ PjBL focuses on empowering learners to solve problems or overcome existing tasks presented as products or concepts through inquiry-based collaborative learning.²⁵ This learning model encourages students to understand the learning material in depth and comprehensively, train skills, collaboration, critical thinking, and creativity in developing innovative solutions to overcome complex problems as a social responsibility. PjBL has shown great potential in building social awareness and religious moderation among students.²⁶

²² Nova Bernedeta Sitorus, Liyushiana Liyushiana, and Deafani Clara Sinaga, "The Potential of Sustainable Livelihood-Based Tourism in Kuta Jungak Tourism Village, Pakpak Bharat District," *Jurnal Ilmiah Global Education* 4, no. 2 (2023): 631–39, <https://doi.org/10.55681/jige.v4i2.782>.

²³ Ardi Kho et al., "The Competitive Advantage of Sido Muncul: Using Pestle, Porter'S Five Forces, and Swot Matrix Analysis," *Milestone: Journal of Strategic Management* 3, no. 1 (2023): 41, <https://doi.org/10.19166/ms.v3i1.6919>.

²⁴ Ratna Aisuwarya, "Implementation of Project-Based Learning Using Online Virtual Lab Media in the Interfacing and Peripheral Course," *Proceedings of the 4th International Conference on Educational Development and Quality Assurance (ICED-QA 2021)* 650 (2022): 5–9, <https://doi.org/10.2991/assehr.k.220303.002>.

²⁵ Nur imamah Utami and Ninik Indawati, "Project-Based Learning Model, Learning Facilities, and Media Variations on Student Achievement in Social Studies," *Proceedings of the 5th Asian Education Symposium 2020 (AES 2020)* 566, no. Aes 2020 (2021): 156–60, <https://doi.org/10.2991/assehr.k.210715.033>.

²⁶ Dogara et al., "Project-Based Learning Conceptual Framework for Integrating Soft Skills among Students of Technical Colleges."

The basic principles of PjBL include active, collaborative, and reflective learning. Previous studies have shown that PjBL can improve students' practical skills and social concerns by engaging directly in pragmatic solutions to social problems.²⁷ Through their direct engagement with the social community, learners gain a wide range of social, cultural, and religious experiences, can develop a deeper understanding of society's diversity, as well as increase empathy, tolerance, and appreciation for the realities of diversity, resolve conflicts, and work together to achieve common goals.²⁸

The learning project in the Religious Moderation course involves students in various social activities focusing on tolerance and religious moderation. Examples of projects include awareness campaigns on interreligious tolerance, holding panel discussions with interfaith figures, volunteering activities in multicultural communities, mobilizing the community in the empowerment (*takmir*) of mosques, and even initiating people to have economically valuable skills with entrepreneurship and home industry seminars and training. These projects are designed to provide practical experience directly related to the course material.

Implications of the Implementation of PjBL in Religious Moderation Learning

Religious moderation is essential in Indonesia, a country known for its diversity.²⁹ The government has emphasized the importance of religious moderation to maintain socio-religious harmony.³⁰ One approach that has the potential to foster religious moderation is the application of problem-based learning (*problem solving*, *case method*, and *PjBL*) in the educational environment.³¹

Problem-based learning is an instructional method that challenges students to solve real problems, encouraging critical thinking, collaboration, and

²⁷ Wahyuni and Fitriana, "IMPLEMENTATION OF PROJECT BASED LEARNING (PjBL) LEARNING MODEL IN IMPROVING STUDENT LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS OF STATE JUNIOR HIGH SCHOOL 7 TANGERANG CITY."

²⁸ Aisuwarya, "Implementation of Project-Based Learning Using Online Virtual Lab Media in the Interfacing and Peripheral Course."

²⁹ Imam Subchi et al., "Religious Moderation in Indonesian Muslims," *Religions* 13, no. 5 (2022): 1–11, <https://doi.org/10.3390/rel13050451>.

³⁰ Ali Mursyid Azisi et al., "Recontextualizing Interfaith Dialogue as an Implementation of Religious Moderation in the Modern Era: A Study of the Online-Based Inclusive Movement," *FOKUS Jurnal Kajian Keislaman Dan Kemasyarakatan* 8, no. 1 (2023): 83, <https://doi.org/10.29240/jf.v8i1.7461>.

³¹ Aslati Aslati et al., "Da'wah and Strengthening the Understanding of Religious Moderation at Islamic Universities," *Jurnal Dakwah Risalah* 33, no. 2 (2022): 153, <https://doi.org/10.24014/jdr.v33i2.20521>.

problem-solving skills.³² In religious moderation learning, this method allows students to explore diverse spiritual perspectives, engage in constructive dialogue, and develop a deeper understanding of religious differences with openness, empathy, and a commitment to finding common ground.³³

This educational approach aligns with the broader goal of religious moderation: to foster a moderate, non-extremist public mindset and support harmonious coexistence among Indonesia's diverse spiritual and cultural communities. In addition, the integration of problem-based learning in the curriculum can be a valuable tool to address the rise of extreme religious movements and radicalization that have emerged in some regions of Indonesia.³⁴

The implications of problem-based learning in promoting religious moderation have many aspects. By encouraging critical thinking, dialogue, and nuanced understanding of religious diversity, this educational approach can contribute to developing a more moderate, tolerant, and harmonious society in Indonesia. There are several positive impacts, namely (1) Student Engagement and Understanding, where students show a significant increase in involvement in social and religious issues. Allows students to engage directly in projects relevant to the social context and religious moderation, deepening their understanding of social values in Islam, such as good manners, kindness, honesty, empathy, teamwork, and interreligious tolerance; (2) Application of Religious Moderation Values, namely through the projects designed, students can apply the principles of religious moderation. The project includes activities that promote tolerance and understanding of religious diversity, avoid conflict, and enhance interfaith dialogue; (3) Social Skills Development, i.e., students show better development of social skills, including leadership, communication, and teamwork. PjBL equips students with the ability to overcome social problems and challenges with an inclusive and constructive approach; and (4) Curriculum relevance, that the integration of PjBL in the religious moderation curriculum enriches students' learning experiences and provides practical strategies that support character development and understanding of religious moderation.

The results of this study align with findings reported in the previous literature, which suggest that PjBL can increase student engagement and creativity, as well as build social skills such as empathy and tolerance. PjBL provides a learning experience through theoretical understanding and in-depth

³² Subchi et al., "Religious Moderation in Indonesian Muslims."

³³ Azisi et al., "Recontextualizing Interfaith Dialogue as an Implementation of Religious Moderation in the Modern Era: A Study of the Online-Based Inclusive Movement."

³⁴ Azisi et al.

practical experience on religious moderation. This research shows that PBL can be integrated into the higher education curriculum to increase students' social awareness. The implications of the research results include applying the PBL method in other relevant courses, developing projects that support social skills and interfaith understanding, and strengthening education's role in shaping students' social character.

The projects that students undertake facilitate a better understanding of the values of tolerance and religious diversity, as well as teach practical ways to deal with conflict and encourage interfaith dialogue. This shows that PjBL is effective in facilitating the application of the principles of religious moderation in a real and relevant context.

The social skills gained by students during the PjBL process also show the importance of this approach in equipping students with the *soft skills* needed to contribute to a pluralistic society. Students learn to work together in teams, lead projects, and communicate effectively, all of which are essential skills in the context of religious moderation. In addition, the results of this study support the idea that PjBL enriches the higher education curriculum by providing a practical and contextual learning experience. By integrating the theory of religious moderation into a real project, students can better understand and apply these principles in their daily lives. This aligns with the view that higher education should integrate theory with practice to increase its relevance and impact in student character formation.³⁵

Overall, this study shows that PjBL is an effective method for fostering social concern among college students, strengthening their understanding of religious moderation, and equipping them with the skills essential to contribute positively to society. Further development of this method in the higher education curriculum can make a significant contribution to the achievement of educational goals and the development of student character.

The findings showed that students experienced a significant increase in social concern after participating in the PjBL project. Students reported increased empathy for other groups, a better understanding of religious diversity, and active involvement in social activities. The PjBL project allows students to apply the concept of religious moderation in a real-world context, raising their awareness and action on social issues.

These findings are consistent with theories of social care and religious moderation, which emphasize that direct experience and active engagement can

³⁵ Yunita et al., "The Effectiveness of the Project-Based Learning (PjBL) Model in Students' Mathematical Ability: A Systematic Literature Review."

improve social understanding and attitudes. The study results show that PjBL effectively connects theory with real practice, strengthening students' knowledge of religious moderation and social concern.

CONCLUSION

Applying PjBL in the Religious Moderation course can significantly increase social awareness and students' understanding of religious moderation. PjBL encourages academic progress, strengthens student involvement in social issues, and develops soft skills such as empathy, tolerance, and teamwork. Through practical projects that focus on social and religious issues, students can further explore and apply the principles of religious moderation in a real-world context, ultimately equipping them with the essential skills to positively contribute to a diverse society. Integrating PjBL in the higher education curriculum offers a practical approach to enriching the learning experience and supporting student character development, in line with broader educational goals.

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