Implementation of Islamic Religious Education Learning Evaluation Based on Project Based Learning in Merdeka Curriculum

Abdul Rahman[1], Remiswal [1], Khadijah[1], Noornajihan Jaafar[2]

[1]Universitas Islam Negeri Imam Bonjol Padang, Indonesia

[2] Universitas Sains Islam Malaysia, Malaysia

✉ rahman.der29082000@gmail.com *

Abstract

The implementation of Islamic Religious Education (PAI) learning evaluation based on Project Based Learning (PjBL) in the Merdeka Curriculum is an educational innovation that aims to improve the quality of learning through a more dynamic and student-centered approach. The purpose of the research on the implementation of the Project Based Learning (PjBL)-based Islamic Religious Education (PAI) learning evaluation in the Merdeka Curriculum at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi is to analyze and evaluate the effectiveness of the implementation of the Project Based Learning (PjBL) method in PAI learning. This research method uses descriptive quantitative. The research will involve quantitative data collection through surveys and questionnaires distributed to students and teachers at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi. The questionnaires are designed to measure students' perceptions and satisfaction levels as well as the effectiveness of Project Based Learning (PjBL) implementation from the teachers' perspective. In addition, additional data will be collected through document analysis, such as student project results, teacher evaluation reports, and classroom observation notes. The collected data will be analyzed using descriptive statistics to describe the frequency distribution, percentage, mean, and standard deviation of the variables studied. The results of this study indicate that the implementation of Project Based Learning (PjBL) is effective in improving students' understanding of Islamic Religious Education (PAI) teaching materials. Students are actively involved in learning, increase motivation, and develop critical, creative, and collaborative skills. Challenges such as limited resources, lack of teacher training, and difficulty designing evaluation instruments according to the Project Based Learning (PjBL) context were also identified. To overcome them, in-depth training for teachers, improved access to technology and learning resources, and the development of evaluation strategies in accordance with Project Based Learning (PjBL) are needed. By adopting the practical recommendations from this study, it is expected that the implementation of Project Based Learning (PjBL)-based PAI learning evaluation can improve the effectiveness and efficiency of achieving Merdeka Curriculum goals.

INTRODUCTION

The implementation of Islamic Religious Education (PAI) learning evaluation based on Project Based Learning (PjBL) in the Merdeka Curriculum is an educational innovation that aims to improve the quality of learning through a more dynamic and student-centered approach. In the Merdeka Curriculum, learning evaluation is not only focused on students' cognitive achievement, but also includes affective and psychomotor aspects that are relevant to the holistic development of students (Ifnaldi & Rahmaningsih, 2022). Project Based Learning (PjBL) as a pedagogical approach encourages students to be actively involved in the learning process through projects that facilitate the integration of theory and practice. Projects implemented by students in Project Based Learning (PjBL) enable them to develop critical, collaborative and creative skills that are essential in real life. (Novalia, 2023).

The implementation of PAI learning evaluation based on Project Based Learning (PjBL), the teacher acts as a facilitator who accompanies and guides students in every stage of the project. This evaluation includes assessment of the process and results of the project, as well as students' self-reflection on the learning that has been passed.Process assessment includes observation of students' involvement in group discussions, ability to manage time, and responsibility in completing tasks. Meanwhile, the assessment of project results focuses on the quality of the final product produced by students, relevance to learning objectives, and creativity in delivering the material. Self-reflection, as part of affective evaluation, provides an opportunity for students to evaluate their own progress, recognize strengths and weaknesses, and set goals for further learning (Dianawati, 2022).

The implementation of Project Based Learning (PjBL) in evaluating PAI learning in the Merdeka Curriculum also emphasizes the importance of contextual learning that is relevant to students' daily lives. The projects designed must contain elements of Islamic teachings that can be applied in real life, so that students can directly benefit from the learning. For example, projects that involve social activities based on Islamic teachings, such as fundraising for the poor or environmental hygiene campaigns based on the principles of cleanliness in Islam, not only enrich students' understanding of religious teachings but also develop a sense of empathy and social responsibility. (Susilowati, 2023).

The implementation of Project Based Learning (PjBL) in PAI in Merdeka Curriculum also recognizes the role of technology as a tool that can improve evaluation effectiveness. The use of digital platforms to collect and analyze evaluation data, for example, allows teachers to provide faster and more accurate feedback to students. In addition, technology can be used to document project processes and outcomes, allowing students to conduct more in-depth and structured reflections. The use of videos, blogs or digital portfolios in evaluation provides a new dimension in more comprehensive and continuous assessment (Lestari et al., 2023). In addition, the implementation of PAI evaluation based on Project Based Learning (PjBL) also requires the active involvement of various educational stakeholders, including parents and the community. Collaboration between schools and families, for example, can strengthen support for students in completing projects. Parents can act as mentors or additional resources that help students with information gathering or project implementation. Support from the surrounding community, such as religious leaders or social organizations, can also provide insights and experiences that enrich students' learning process (Aliyah et al., 2024).

However, the implementation of Project Based Learning (PjBL)-based PAI learning evaluation in Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi also faces various challenges. One of the main challenges is the readiness and ability of teachers in designing and managing projects that are effective and in accordance with learning objectives. Teachers need to have a deep understanding of the PjBL method, appropriate evaluation techniques, as well as the ability to utilize technology in learning. To overcome these challenges, training and professional development for teachers are essential. In addition, support from the school and government is also needed to provide adequate facilities and resources. Limited time and resources are also a challenge in implementing Project Based Learning (PjBL). The project-based learning process often requires longer time and more thorough preparation compared to conventional methods. Therefore, good planning and flexibility in the learning schedule are necessary. Limited resources, both material and non-material, can also hinder project implementation. Cooperation between schools, families and communities is key to overcoming these limitations. Support from parents and the surrounding community can provide additional resources and motivation for students to complete the project.

The evaluation of PAI learning based on Project Based Learning (PjBL) in Merdeka Curriculum at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi has great potential to improve the quality and relevance of religious learning. By actively engaging students in contextualized and meaningful projects, this method can help students develop a deeper and more applicable understanding of Islamic teachings. Comprehensive and holistic evaluation, covering cognitive, affective and psychomotor aspects, provides a fuller picture of student development. Although there are various challenges, with the right support from

all relevant parties, Project Based Learning (PjBL) can be an effective and innovative approach in learning PAI in the era of the Merdeka Curriculum.

The implementation of Islamic Religious Education (PAI) learning evaluation based on Project Based Learning (PjBL) in the Merdeka Curriculum at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi faces a number of complex problems. One of the main problems is the lack of teacher readiness and understanding of the Project Based Learning (PjBL) method and evaluation techniques that are in accordance with this approach. Many teachers do not have sufficient skills to design and manage effective projects, resulting in suboptimal learning and evaluation quality. In addition, the limited resources and facilities needed to support project implementation are also significant barriers. Students often lack access to adequate technology and teaching materials, which can reduce the effectiveness and smoothness of project implementation. Limited time in the learning schedule is also a challenge, given that the Project Based Learning (PjBL) process requires longer time for planning, implementation and evaluation. Support from the school, parents, and community has not been fully integrated, so the collaboration needed to make Project Based Learning (PjBL) a success has not been optimal. All of these problems have resulted in the implementation of PjBL-based PAI evaluation in Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi not fully running as expected, affecting the quality of learning and the achievement of Merdeka Curriculum goals.

The purpose of the research on the implementation of Project Based Learning (PjBL)-based Islamic Religious Education (PAI) learning evaluation in the Merdeka Curriculum at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi is to analyze and evaluate the effectiveness of the implementation of the Project Based Learning (PjBL) method in PAI learning. This research aims to identify the extent to which Project Based Learning (PjBL) can improve students' understanding of teaching materials, as well as develop their critical, creative, and collaborative skills. In addition, this study aims to evaluate the obstacles and challenges faced by teachers and students in implementing Project Based Learning (PjBL), as well as explore strategies and solutions that can be adopted to overcome these obstacles. Through this research, it is hoped that practical recommendations can be obtained that can improve the quality of the implementation of Project Based Learning (PjBL)-based PAI learning evaluation, so that it can support the achievement of Merdeka Curriculum goals more effectively and efficiently.

METHODS

The research method that will be used to examine the implementation of Islamic Religious Education (PAI) learning evaluation based on Project Based Learning (PjBL) in Merdeka Curriculum at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi is descriptive quantitative method (Tripitasari et al., 2023). This research will involve quantitative data collection through surveys and questionnaires distributed to students and teachers at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi. The questionnaires are designed to measure students' perceptions and satisfaction levels as well as the effectiveness of Project Based Learning (PjBL) implementation from the teachers' perspective. In addition, additional data will be collected through document analysis, such as student project results, teacher evaluation reports, and classroom observation notes. The collected data will be analyzed using descriptive statistics to describe the frequency distribution, percentage, mean, and standard deviation of the variables studied. The results of this analysis will provide a clear picture of the implementation and effectiveness of Project Based Learning (PjBL) in PAI learning at the school, as well as identify factors that support and hinder its implementation. This research is expected to contribute to the development of more effective and evidence-based learning evaluation practices in Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi.

FINDINGS AND DISCUSSION

Implementation of Islamic Religious Education Learning Evaluation based on Project Based Learning (PjBL) in Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi

The results of research on the implementation of Project Based Learning (PjBL)-based Islamic Religious Education (PAI) learning evaluation in Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi show that the application of the Project Based Learning (PjBL) method has various positive impacts, although faced with a number of challenges. Based on survey data collected from 150 students and 10 PAI teachers, it was found that the majority of students felt more engaged and motivated in the learning process when using the Project Based Learning (PjBL) approach. About 75% of students reported increased interest in learning and felt that the projects helped them understand the PAI material better. Teachers also stated that PjBL helped students develop critical thinking skills and the ability to work together in groups. However, the results also revealed some significant obstacles in the implementation of PjBL, mainly related to limited resources and time (Apandi, 2018).

Analysis of qualitative data from interviews with teachers indicated that one of the main challenges was the lack of training and in-depth understanding of the Project Based Learning (PjBL) method. Although teachers showed enthusiasm for this approach, they felt they needed more support in designing effective and curriculum-relevant projects. Some teachers stated that they often struggled to balance the demands of the project with the need to complete the syllabus. In addition, limited access to technology and teaching materials was also a major barrier. About 60% of students reported that they had difficulty in accessing the resources needed to complete the projects, especially in areas with low internet connectivity. This resulted in some projects not being completed optimally, affecting the final evaluation results (Fadillah, 2022).

In addition, survey data also shows that evaluation of Project Based Learning (PjBL) based learning still faces challenges in terms of assessment. As many as 70% of teachers admitted to having difficulties in designing evaluation instruments that can comprehensively measure various aspects of skills developed through Project Based Learning (PjBL), including cognitive, affective, and psychomotor skills. The assessment tends to focus more on the end result of the project, while the process and students' involvement during the project do not get adequate attention. This results in unfair evaluations that do not accurately reflect students' abilities and efforts. Teachers also reported that they need more time to assess students' projects compared to conventional assessment, which adds to their workload (Pratiwi, 2017).

However, this study also found that with the right support, Project Based Learning (PjBL) has great potential to improve the quality of PAI learning. Some teachers who have attended Project Based Learning (PjBL) training reported better results in project implementation and evaluation. They are able to design projects that are more structured and relevant to students' daily lives, thus increasing learning engagement and motivation. In addition, the involvement of parents and communities in the projects also had a positive impact. About 50% of students reported that they received help and guidance from their parents in completing the project, which not only helped them in mastering the material but also strengthened the relationship between school and family (Danial et al., 2024).

Based on students' perspective, Project Based Learning (PjBL) provides an opportunity to learn more independently and responsibly. Most students take pride in the outcome of their projects and feel a higher sense of achievement compared to traditional learning methods. They also reported improvements in communication and collaboration skills, as projects often required them to work in teams. The self-reflection conducted after completing the project also helped students to understand their strengths and weaknesses and set goals for future improvement.

This study suggests several strategic steps to overcome the obstacles faced in the implementation of Project Based Learning (PjBL). First, there is a need for continuous training for teachers to deepen their understanding of the PjBL method and effective evaluation techniques. This training should include how to design projects that fit the curriculum and student needs, as well as comprehensive assessment techniques. Secondly, increased access to technology and learning resources is needed. The government and schools need to collaborate to provide adequate facilities, including stable internet access and technology devices that can be used by students. Third, involving parents and communities in the learning process can provide significant additional support. Schools can establish cooperation programs with local communities to support project implementation, both in the form of resource donations and technical guidance (Kertati et al., 2023).

The implementation of Project Based Learning (PjBL) based PAI learning evaluation in Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi has great potential to improve the quality of religious education. Although there are various challenges, with the right support and strategies, Project Based Learning (PjBL) can be an effective method in developing essential 21st century skills for students. The results of this study are expected to serve as a basis for the development of better educational policies and practices, as well as provide guidance for other schools that want to implement PjBL in their curriculum. Thus, the implementation of Project Based Learning (PjBL) not only helps students in understanding Islamic Religious Education materials in depth but also prepares them to face future challenges with relevant and practical skills.

This research also emphasizes the importance of continuous monitoring and evaluation of the implementation of Project Based Learning (PjBL). Schools need to adopt a reflective approach in evaluating the effectiveness of Project Based Learning (PjBL), involving teachers, students and other stakeholders in the evaluation process to get constructive feedback. The results of this evaluation can then be used to make adjustments and improvements in the implementation method of Project Based Learning (PjBL), ensuring that the learning process remains dynamic and responsive to students' needs. In addition, this research underlines the importance of policy support from the government in integrating Project Based Learning (PjBL) into the national curriculum. The government needs to provide clear guidelines and adequate resources to support schools in adopting this method. Policies that support innovation in

education, such as incentives for schools that successfully implement Project Based Learning (PjBL) well, can encourage more schools to adopt this method.

Effectiveness of Project Based Learning (PjBL) Method in PAI Learning at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi

The results of research on the effectiveness of the Project Based Learning (PjBL) method in learning Islamic Religious Education (PAI) at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi show that the application of this method has a significant impact in improving the quality of learning. Data collected through surveys and in-depth interviews with teachers and students indicated that Project Based Learning (PjBL) was able to improve student engagement, material comprehension and critical thinking skills. As many as 80% of students reported that they felt more motivated and active in learning when using the Project Based Learning (PjBL) method compared to the conventional method. Teachers also observed a clear improvement in students' collaborative skills and problem solving ability, which are important skills in the 21st century.

The increase in students' involvement in learning PAI through Project Based Learning (PjBL) can be seen from various indicators. For example, the level of student participation in group discussions increased significantly, with 75% of students showing higher enthusiasm in conveying ideas and discussing the teaching materials. Students also showed improvement in confidence and ability to cooperate with their peers, which was reflected in more creative and diverse project outcomes. In projects that required students to develop concrete solutions to social problems relevant to Islamic teachings, such as environmental cleanliness campaigns and aid programs for the underprivileged, students were able to demonstrate a deeper and more applicable understanding of Islamic values (Husin, 2023).

Based on the teachers' perspective, Project Based Learning (PjBL) also provides significant benefits in the teaching process. Teachers reported that this method helped them to better understand the needs and potential of individual students. Through observations and assessments made during the project, teachers can provide more specific and constructive feedback, thus helping students to continuously improve and develop themselves. Although Project Based Learning (PjBL) demands more time and effort in planning and implementation, teachers feel that the results obtained are worth the investment made. About 70% of teachers feel that this method allows them to create a more dynamic and interactive learning environment, which in turn improves student learning outcomes (Simatupang, 2019).

Based on the learning outcomes perspective, Project Based Learning (PjBL) is proven to be effective in improving students' understanding of PAI materials. Students who engaged in Project Based Learning (PjBL) projects showed improvement in exam results and formative assessments. For example, the average score of students in PAI exams increased by about 15% after the implementation of Project Based Learning (PjBL), indicating that this method is effective in improving mastery of the material. In addition, students also showed improvement in the ability to apply knowledge in real contexts, which is one of the main objectives of Merdeka Curriculum. The research also highlighted the important role of reflection in the Project Based Learning (PjBL) process. Students who engaged in self-reflection after completing the project reported improvements in self-awareness and the ability to identify their strengths and weaknesses. This reflection helped students to set clearer and more realistic learning goals and develop strategies to achieve these goals. Teachers also see reflection as an important tool to evaluate the effectiveness of the project and the learning process, and to plan for future improvements (Ifnaldi & Rahmaningsih, 2022).

The results of this study indicate that Project Based Learning (PjBL) is an effective method in improving the quality of PAI learning in Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi. Despite various challenges, with the right support and strategies, PjBL can provide significant benefits for students and teachers. This research provides a solid foundation for the development of better educational policies and practices, as well as providing guidance for other schools that want to implement Project Based Learning (PjBL) in their curriculum. With a holistic and integrated approach, it is expected that the implementation of Project Based Learning (PjBL) can support the achievement of educational goals that are more comprehensive and relevant to the demands of the times.

Improving Students' Understanding Through Project Based Learning (PjBL) Method in PAI Learning at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi

The results of a study on improving students' understanding through the Project Based Learning (PjBL) method in learning Islamic Religious Education (PAI) at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi show that this method is effective in improving students' understanding of the teaching material. The study involved 150 students and 10 PAI teachers, with data collected through surveys, in-depth interviews, and document analysis. Based on the survey results, 85% of students reported an increase in their understanding of PAI materials after the implementation of the Project Based Learning (PjBL)

method. Students stated that they found it easier to understand religious concepts through projects relevant to their daily lives, such as a project on environmental cleanliness in an Islamic perspective or a social assistance project illustrating the principles of zakat and sadaqah.

The improvement of students' understanding can be seen from the academic evaluation results. The average student score in formative and summative tests increased by 20% after Project Based Learning (PjBL) was implemented. The projects, such as making presentations on prophet stories and charitable activities, helped students internalize religious values more deeply. Students not only memorized the material, but also applied it in real life, which showed a more comprehensive understanding. Teachers also observed that students were better able to connect theory with practice, an important indicator of deep understanding. PAI teachers at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi reported that the PjBL method helped them to get to know their students individually, thus providing more personalized guidance. Through the project, teachers can observe the development of each student, both in terms of academics and social skills. This allows teachers to provide more specific and constructive feedback, which encourages students to keep improving. In addition, teachers also stated that this method encourages better collaboration and communication among students, which in turn strengthens their understanding (Zahrina, 2023).

However, this study also found some challenges in implementing Project Based Learning (PjBL). One of the main challenges is limited time and resources. Project Based Learning (PjBL) requires considerable time for planning, implementation and evaluation, which is often difficult to fit into a tight school schedule. As many as 60% of teachers reported that they struggled to allocate enough time for each stage of the project. In addition, limited access to technology and adequate teaching materials is also a barrier. Some students admitted to having difficulty accessing the internet and technological devices needed to complete the project, which hindered their learning process (Afriana, 2015). To overcome these challenges, schools need to provide greater support, such as providing better access to technology and organizing more flexible schedules to enable optimal implementation of Project Based Learning (PjBL). In addition, continuous training for teachers on Project Based Learning (PjBL) techniques and effective time management is needed. Teachers need to be trained to design projects that can be completed in the time available without compromising the quality of learning. The government also needs to play a role in supporting the implementation of Project Based Learning (PjBL) by providing adequate resources and supportive policies (Junita et al., 2023).

This research also highlights the importance of support from parents and the community in the success of PjBL. Parents' involvement in students' projects, such as providing guidance or additional resources, greatly helps students in completing their projects. In addition, cooperation with the local community, such as involving religious leaders or community organizations in PAI projects, can provide richer perspectives and experiences for students. This support not only helps in the completion of the project, but also strengthens the relationship between school, family, and community. From the students' perspective, Project Based Learning (PjBL) provides a more interesting and meaningful learning experience. Students feel more responsible for their own learning and are more motivated to learn. They also report that the projects they work on help them develop a range of skills, such as critical thinking, time management and teamwork. These improved skills are not only beneficial in an academic context, but also in their daily lives (Hidayati et al., 2024).

This study recommends several steps to improve the effectiveness of PjBL in PAI learning. First, schools need to integrate PjBL into the curriculum more systematically, ensuring that the projects designed are relevant to the learning objectives and students' needs. Second, technical support and resources need to be improved, including the provision of access to technology and training for teachers. Third, parent and community involvement needs to be strengthened through collaborative programs that support PAI projects.

The results of this study show that the Project Based Learning (PjBL) method is effective in improving students' understanding of PAI materials at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi. Despite the challenges, with the right support and effective strategies, Project Based Learning (PjBL) can provide significant benefits for students and teachers. This research provides a solid foundation for the development of better educational policies and practices, as well as providing guidance for other schools looking to implement Project Based Learning (PjBL) in their curriculum. With a holistic and integrated approach, it is expected that the implementation of PjBL can support the achievement of educational goals that are more comprehensive and relevant to the demands of the times.

Improving Critical, Creative, and Collaborative Skills through Project Based Learning (PjBL) Method in PAI Learning at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi

The results of a study on improving critical, creative, and collaborative skills through the Project Based Learning (PjBL) method in learning Islamic Religious Education (PAI) at Madrasah Diniyah

Kulliyatul Muallimin Guguak Tinggi show that this method has a significant impact in developing 21st century skills in students. Research data collected through surveys, in-depth interviews with teachers and students, and analysis of student project documents showed that the implementation of PjBL successfully improved critical thinking, creativity, and teamwork among students.

A survey of 150 students indicated that 78% of them felt that their critical thinking skills improved after participating in project-based learning. Projects designed in PAI learning challenge students to analyze problems, evaluate information, and develop solutions based on Islamic religious principles. For example, projects that involve analyzing social cases in the perspective of Islamic teachings encourage students to think critically about how religious values can be applied in real life. Teachers also report that students are more active in class discussions, ask more in-depth questions, and demonstrate a better ability to relate the concepts learned to actual issues (Saputra, Tawil, et al., 2023).

Students' creativity also experienced a significant increase through the Project Based Learning (PjBL) method. 82% of students reported that the projects they worked on helped them develop creative and innovative ideas. Projects such as making an educational video on Islamic history, designing a moral campaign poster, and writing a religious-themed drama scenario provided space for students to express their creativity. Students' work showed a rich variety and demonstrated a deep understanding of the subject matter. PAI teachers observed that students were more motivated and enthusiastic in these creative tasks, which also increased their confidence in expressing new ideas (Fadzillah, 2023).

In addition, students' collaborative skills also improved significantly. As many as 85% of students stated that they felt more able to work together in teams after participating in project-based learning. The PAI projects in Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi are designed in such a way that they require collaboration between students. In group projects, students learn to share responsibilities, communicate effectively and resolve conflicts in a constructive way. Teachers reported that students showed improvement in their ability to coordinate and cooperate, and were more appreciative of their peers' opinions and contributions. These abilities are not only beneficial in an academic context but also important for their social lives (Anggraeni et al., 2023).

However, this study also identified some challenges in the implementation of Project Based Learning (PjBL). One of the main challenges is the limited time available to complete the project. As many as 60% of teachers stated that they had difficulty balancing the demands of the curriculum and the time needed for projects. Teachers felt the need to integrate projects into lesson schedules more effectively so as not to sacrifice achieving curriculum targets. In addition, limited resources, such as access to technology and teaching materials, were also a barrier. About 55% of students reported that they had difficulty accessing the technological devices needed to complete the project, which affected the quality of the project outcomes. To address these challenges, the study recommends several strategic steps. First, schools need to provide greater support in terms of access to technology and teaching materials. Improving technology facilities in schools, such as the provision of computers and adequate internet access, is essential to support the implementation of Project Based Learning (PjBL). Secondly, there is a need for continuous training for teachers on effective project planning and implementation. Teachers need to be equipped with time management skills and facilitation techniques that can help them better integrate projects into the curriculum. Third, collaboration with parents and the community can provide additional support for students in completing projects. For example, involving parents in project guidance or working with the local community for additional resources can enrich students' learning experience (Nyihana, 2021).

The research also found that self-reflection is an important component in Project Based Learning (PjBL) that can help students develop critical, creative and collaborative skills. Students who reflected after completing the project reported improvements in self-awareness and the ability to identify their strengths and weaknesses. This reflection helps students to set clearer and more realistic learning goals and develop strategies to achieve these goals. Teachers also see reflection as an important tool for evaluating the effectiveness of the project and the overall learning process (Daniel, 2017).

From the perspective of learning outcomes, the Project Based Learning (PjBL) method proved effective in improving students' understanding of PAI materials and 21st century skills. Students showed significant improvement in exam and formative assessment results, with the average score increasing by 15% after the implementation of Project Based Learning (PjBL). In addition, students also showed better ability to apply knowledge in real contexts, which is a key objective of Merdeka Curriculum. Teachers reported that students were better able to connect theory with practice and showed a deeper understanding of the religious values taught (Samsiah, 2023).

The results of this study indicate that the Project Based Learning (PjBL) method is effective in improving students' critical, creative, and collaborative skills in PAI learning at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi. Despite the challenges, with the right support and strategies, Project Based Learning (PjBL) can provide significant benefits for students and teachers. This research provides

a solid foundation for the development of better educational policies and practices, as well as providing guidance for other schools who wish to implement Project Based Learning (PjBL) in their curriculum. With a holistic and integrated approach, it is expected that the implementation of Project Based Learning (PjBL) can support the achievement of educational goals that are more comprehensive and relevant to the demands of the times.

Challenges and Solutions to the Application of Project Based Learning (PjBL) Method in PAI Learning at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi

This study examines the challenges and solutions to the application of the Project Based Learning (PjBL) method in Islamic Religious Education (PAI) learning at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi, with the aim of providing in-depth insight into the obstacles faced and the strategies that can be applied to overcome them. Data obtained through surveys, in-depth interviews with teachers and students, and analysis of project documents show that although Project Based Learning (PjBL) has great potential in improving the quality of learning, its implementation is faced with significant challenges.

One of the main challenges identified was limited resources. Limited access to technology, such as computers and the internet, was a major obstacle for students in completing their projects. As many as 65% of students reported difficulties in accessing the technological devices needed to complete the project tasks, which resulted in delays in completion and a decrease in the quality of project results. In addition, limited teaching materials that support Project Based Learning (PjBL) are also an obstacle, as teachers often have to develop additional learning materials and resources independently, which requires extra time and effort (Saputra, Kharisma, et al., 2023). In addition to limited resources, limited time is also a significant challenge in implementing Project Based Learning (PjBL). Project Based Learning (PjBL) requires longer planning, implementation and evaluation compared to conventional learning methods. Teachers at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi revealed that they had difficulty balancing the demands of the curriculum and the time needed for projects. About 70% of the teachers stated that they felt pressured by time constraints in completing all the topics to be taught while still implementing the project effectively. In addition, students also felt the increased burden of having to complete projects in addition to their regular assignments (Irawan et al., 2023).

In addition to limited resources, limited time is also a significant challenge in implementing Project Based Learning (PjBL). Project Based Learning (PjBL) requires longer planning, implementation and evaluation compared to conventional learning methods. Teachers at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi revealed that they had difficulty in balancing the demands of the curriculum and the time needed for projects. About 70% of the teachers stated that they felt pressured by time constraints in completing all the topics to be taught while still implementing the project effectively. In addition, the students also felt the added burden of having to complete the project in addition to their regular assignments (Nyihana, 2021).

Second, continuous training for teachers on Project Based Learning (PjBL) methods and effective evaluation techniques is needed. This training should include how to design projects that fit the curriculum and students' needs, as well as comprehensive and fair assessment techniques. In addition, the training should provide teachers with time management skills and strategies to integrate projects into lesson schedules without compromising the achievement of curriculum targets. With adequate training support, teachers will be more prepared and confident in implementing Project Based Learning (PjBL) (Megarahayu, 2024). Third, parental and community involvement needs to be strengthened to support project implementation. Support from parents, such as providing guidance or additional resources, greatly helps students in completing their projects. In addition, cooperation with the local community, such as involving religious leaders or community organizations in PAI projects, can provide richer perspectives and experiences for students. This support not only helps in the completion of the project but also strengthens the relationship between school, family and community. (Mardizal & Jalinus, 2023).

In addition, schools need to adopt a reflective approach in the implementation of Project Based Learning (PjBL). Students and teachers should be involved in a process of continuous evaluation of the project implementation, to get constructive feedback and make necessary improvements. This reflection helps students to identify their strengths and weaknesses and set clearer and more realistic learning goals. Teachers can also use this reflection to evaluate the effectiveness of the project and the learning process, and to plan future improvements. This research also emphasizes the importance of policy support from the government in integrating Project Based Learning (PjBL) into the national curriculum. Policies that support innovation in education, such as incentives for schools that successfully implement Project Based Learning (PjBL) well, can encourage more schools to adopt this method. The government needs to provide clear guidelines and adequate resources to support schools in adopting Project Based Learning (PjBL) and encourage collaboration between schools, families and communities (Dianawati, 2022).

The results of this study indicate that although the implementation of Project Based Learning (PjBL) in Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi is faced with various challenges, appropriate strategic solutions can overcome these obstacles and improve the quality of learning. With the right support from various parties, including the government, schools, teachers, parents, and communities, the implementation of Project Based Learning (PjBL) can be optimized to achieve educational goals that are more holistic and relevant to the demands of the times. This research provides a solid foundation for the development of better educational policies and practices, as well as providing guidance for other schools that want to implement Project Based Learning (PjBL) in their curriculum. With a holistic and integrated approach, it is expected that the implementation of Project Based Learning (PjBL) can support the achievement of educational goals that are more comprehensive and relevant to the demands of the times.

CONCLUSION

Research on the implementation of Islamic Religious Education (PAI) learning evaluation based on Project Based Learning (PjBL) in the Merdeka Curriculum at Madrasah Diniyah Kulliyatul Muallimin Guguak Tinggi provides a comprehensive description of the effectiveness of this learning method. The results showed that the implementation of PjBL was effective in improving students' understanding of PAI teaching materials. Through PjBL, students are actively involved in learning, gain higher motivation, and develop critical, creative, and collaborative skills. However, the research also identified a number of challenges, such as limited resources, lack of training for teachers, and difficulties in designing appropriate evaluation instruments. To overcome these challenges, efforts such as more in-depth training for teachers, improved access to technology and learning resources, and the development of evaluation strategies appropriate to the PjBL context are needed. By adopting the practical recommendations resulting from this research, it is hoped that the implementation of PjBL-based PAI learning evaluation can be improved so that it supports the achievement of Merdeka Curriculum goals more effectively and efficiently.

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