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The Effectiveness of Project-Based Learning (PJBL) in Islamic Education to Improve the Internalization of Social Care Values Among Students at State Senior High School 1 Banyuasin III

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ABSTRACT

Islamic Religious Education (IRE) plays a strategic role in shaping students' character, particularly in fostering social care values as part of moral and social behavior. However, IRE practices in schools often emphasize cognitive achievement and provide limited meaningful learning experiences that support value internalization in daily life. This condition contributes to students' low social awareness. Therefore, innovative learning models that integrate Islamic values with real-life social experiences are needed, such as Project Based Learning (PjBL). This study aimed to examine the effectiveness of PjBL in enhancing the internalization of social care character values in IRE learning at SMA Negeri 1 Banyuasin III. Using a quantitative quasi-experimental method with a nonequivalent control group design, the study involved two twelfth-grade classes as experimental and control groups. Data were collected through questionnaires, observation, and documentation, and analyzed using t-tests. The findings revealed a significant improvement in the experimental group, indicating that PjBL is effective in strengthening students' social care character values.

1. Introduction

Education plays a strategic role in shaping the quality of human resources and national character (Hidayat, 2021). Through education, students are expected not only to master knowledge and skills but also to develop mature personalities and noble morals. In Indonesia, the objectives of national education as stated in Law Number 20 of 2003 concerning the National Education System emphasize the development of students who are faithful, knowledgeable, creative, independent, and responsible citizens (Nasional & Undang Undang Republik Indonesia, 2003).

In this context, Islamic Religious Education (PAI) has a central role in nurturing faith, piety, and character formation. Ideally, PAI integrates cognitive, affective, and psychomotor aspects so that Islamic values are not only understood but also practiced in daily life.

However, in practice, PAI learning is still frequently dominated by teacher-centered methods such as lectures and memorization, which position students as passive recipients of knowledge (Yulia et al., 2025). This approach often limits the internalization of values, causing Islamic teachings to remain at the theoretical level without being reflected in students' behavior (Wahid et al., 2024). One moral aspect that requires serious attention is social care. Amid rapid globalization and technological development, individualistic tendencies among adolescents are increasing, potentially weakening empathy, solidarity, and social responsibility (Rosadahe et al., 2025). Preliminary observations at SMA Negeri 1 Banyuasin III indicate low participation in social activities and limited concern for peers, suggesting that the internalization of social care values has not been optimal.

From an Islamic perspective, social care is an integral manifestation of faith and noble character, forming the foundation of a harmonious and just society (Jayadi et al., 2025). Strengthening this value is also aligned with the national character education policy, which includes social care as one of its core values (Lathifah et al., 2022). The process of internalizing social care cannot rely solely on verbal explanation but requires meaningful learning experiences that actively involve students (Adriyansyah et al., 2025; Barokah et al., 2025; Nursinta & Istanto, 2025). Therefore, learning strategies that connect theory with real-life social practice are essential.

One learning model considered relevant is Project Based Learning (PjBL), which emphasizes authentic, collaborative, and contextual projects (Nurhamidah & Nurachadijat, 2023). Through social-oriented projects such as charity activities or community service, students can directly practice Islamic values, bridging the gap between theory and application (Ramli et al., 2025; Rasyidi, 2024; Wahyuni et al., 2025). Previous studies show that PjBL enhances student engagement and fosters empathy and social awareness (Fiardilla et al., 2025; Listiyani, 2025; Nico, 2024), although research specifically examining the internalization of social care at the secondary level remains limited. Therefore, this study aims to analyze the effectiveness of the PjBL model in improving the internalization of social care values in Islamic Religious Education at SMA Negeri 1 Banyuasin III by comparing conditions before and after implementation as well as with conventional learning methods.

2. Methodology

This study uses a quantitative approach with a quasi-experimental design. (Sugiyono, 2019). This design was chosen based on the consideration that the researchers were unable to fully randomize the subjects, but still sought to measure the effect of implementing the Project Based Learning (PjBL) model on the

internalization of students' social care values in a systematic and controlled manner. The research design used was the Nonequivalent Control Group Design, which involved two groups, namely the experimental group and the control group. The experimental group was given treatment in the form of applying the Project Based Learning (PjBL) model in Islamic Religious Education (PAI) learning, while the control group used the conventional learning model commonly applied in schools. Through this design, the researcher was able to compare the differences in the level of internalization of students' social care values before and after treatment, as well as compare the results between the two groups.

This study was conducted at SMA Negeri 1 Banyuasin III, which was chosen based on considerations related to the low internalization of social care values among students in PAI learning. The research subjects were 11th grade students consisting of two classes, one class as the experimental group and one class as the control group. The selection of classes was carried out using purposive sampling, based on the equivalence of students' academic and social characteristics, as well as recommendations from the school (Asrulla et al., 2023). The variables in this study consist of independent and dependent variables. The independent variable is the Project Based Learning (PjBL) model, while the dependent variable is the internalization of social care values in students' Islamic Religious Education subjects. The internalization of social care moral values in this study includes several indicators, such as empathy, concern for others, willingness to help, cooperation, and social responsibility in the school environment.

Data collection techniques were carried out using several research instruments. First, a questionnaire was used to measure the level of internalization of students' social care moral values before and after the treatment (Anantasia & Rindrayani, 2025). The questionnaire was developed based on social care indicators relevant to Islamic teachings and the context of secondary education. Second, observation was used to obtain supporting data related to student behavior during the learning process and project implementation, particularly in relation to social interaction and cooperation (Anantasia & Rindrayani, 2025). Third, documentation is used to supplement research data in the form of school data, student lists, and project activities carried out (Anantasia & Rindrayani, 2025). Before use, the questionnaire was tested for validity and reliability to ensure its suitability as a measuring tool (Subhaktiyasa, 2024). Validity testing was conducted using the product moment correlation technique, while reliability testing used the Cronbach Alpha coefficient. The instrument was deemed feasible if it met the validity and reliability criteria in accordance with statistical provisions.

The research procedure was carried out in several stages. The first stage was the preparation stage, which included the development of PAI learning tools based on Project Based Learning, the development of research instruments, and the processing of research permits. The second stage was the implementation stage, which began with administering a pretest to the experimental and control groups to determine the initial condition of the internalization of students' social care values. Next, the experimental group was given treatment in the form of PAI learning using the PjBL model, while the control group followed learning using conventional

methods. The third stage is the evaluation stage, which is carried out by administering a posttest to both groups to measure changes and differences in the level of internalization of students' social care values after the treatment.

The data obtained were analyzed using inferential statistical analysis techniques. Before testing the hypothesis, the data were first tested for analysis prerequisites, which included normality and homogeneity tests (Nasar et al., 2024). The normality test is used to determine whether the data is normally distributed, while the homogeneity test aims to determine the similarity of variance between groups. Next, hypothesis testing is carried out using the t-test (independent sample t-test) to determine the difference in the average internalization of social care values between the experimental group and the control group (Okoye & Hosseini, 2024).

3. Results and Discussion

Before the instrument was used in the research data collection process, an instrument quality test was conducted to ensure that the instrument was appropriate for use. This testing aimed to confirm that the research instrument was capable of accurately and consistently measuring the variables under investigation. An instrument that does not meet quality standards may lead to biased or invalid research findings, which can affect the credibility of the study results. Therefore, instrument quality testing is a crucial step in quantitative research. In this study, instrument quality testing included validity and reliability tests as the initial stage of data analysis. The validity test was conducted to determine whether each item in the instrument was able to measure the intended construct appropriately. Meanwhile, the reliability test was performed to assess the consistency of the instrument when applied repeatedly under similar conditions.

PjBL Learning Process at SMA Negeri 1 Banyuasin III

The implementation of the Project Based Learning (PjBL) model in Islamic Religious Education at SMA Negeri 1 Banyuasin III was carried out in several structured stages. In the first stage, the teacher introduced the project theme related to social care values in Islam, connecting it with relevant Quranic verses and hadith about ta'awun (mutual cooperation) and ukhuwah (brotherhood). Students were then divided into small groups and assigned to plan and carry out real social projects within the school environment. In the second stage, each group conducted group discussions to identify social problems in their surroundings, formulate solutions, and distribute tasks among members. This collaborative process encouraged students to listen to each other, build empathy, and practice democratic decision-making. The third stage involved the active implementation of the projects, which included activities such as environmental clean-up around the school and mosque, assisting peers in need, and organizing small-scale charity drives. These hands-on activities provided students with direct experiential learning opportunities, enabling them to internalize social care values beyond theoretical understanding. In the final stage, each group presented their project results in front of the class, followed by a reflection session where students evaluated their own and others' performances in

demonstrating social care. The teacher provided feedback to reinforce Islamic values embedded in the project activities. The initial stage of PjBL implementation is presented in Figure 1, which shows students participating in group discussions during the Islamic Religious Education learning process.



Figure 1. PjBL Activity: Group Discussion and PAI Learning Session in the Classroom

Figure 1 illustrates the group discussion phase within the PjBL learning process. During this stage, students gathered in small groups to analyze social issues related to Islamic values and brainstorm collaborative solutions. The teacher guided the discussion by posing open-ended questions rooted in PAI material, encouraging students to connect religious teachings with real-world social responsibilities. This interactive classroom environment fostered active engagement, mutual listening, and collective problem-solving among students. Furthermore, the discussion process encouraged students to articulate their perspectives, respect differing opinions, and collaboratively construct ideas that reflected Islamic principles of cooperation and social solidarity. The practical implementation of the project activities can be seen in Figure 2, which highlights students' direct involvement in social care activities within the school environment.



Figure 2. PjBL Project Implementation: Kebersihan Bersama (Communal Cleanliness Activity) and Group Social Project

Figure 2 depicts one of the key project activities implemented under the PjBL model, namely the *Kebersihan Bersama* (communal cleanliness) program conducted at the school and mosque premises. This activity directly embodies the Islamic value of *ta'awun* (mutual cooperation), as students worked together to clean shared spaces while demonstrating care for their environment and community. Observations during this project revealed significant behavioral changes among students, including greater initiative in helping peers, a stronger sense of shared responsibility, and more empathetic attitudes toward the needs of others. The practical engagement in these social activities allowed students to experience firsthand the importance of social care as an actionable Islamic value. This real-world application aligned closely with the indicators measured in the study and contributed substantially to the improved posttest scores observed in the experimental class.

Validity Test

The validity test of the instrument is conducted to determine the accuracy of each statement item in measuring the construct of students' internalization of social care values. The validity test is conducted using the Product Moment correlation technique by correlating the score of each statement item with the total variable score (Subhaktiyasa, 2024). The number of respondents was 30 students, resulting in a degree of freedom (df) of 28. Based on the Product Moment *r* table at a significance level of 5%, the *r*table value obtained was 0.374. The testing criteria

stated that an item was considered valid if the r_{hitung} value was $> r_{table}$. The validity test results show that all 23 statements have a calculated r value greater than the reference r value (0.374). Thus, all statement items are declared valid and suitable for use as an instrument for measuring the internalization of students' social care values.

Reliability Test

After all items have been declared valid, the next step is to test the reliability of the instrument. The reliability test aims to determine the level of consistency of the instrument when used repeatedly under the same conditions (Subhaktiyasa, 2024). A reliable instrument is essential to ensure that the data collected are stable, consistent, and dependable, thereby strengthening the credibility of the research findings. In this study, reliability testing was conducted using the Cronbach's Alpha coefficient with the assistance of IBM SPSS version 25. The instrument was considered reliable if the Cronbach's Alpha value was equal to or greater than 0.60, which indicates an acceptable level of internal consistency. Based on this criterion, the reliability of the research instrument was evaluated to determine its feasibility for further analysis. The results of the reliability testing are presented in Table 1.

Table 1. Reliability Test

Cronbach's Alpha	N of Items
.667	23

The reliability test results showed that the instrument obtained a Cronbach's Alpha value of 0.667 with a total of 23 statement items. This value meets the predetermined reliability criterion, indicating that the instrument has an adequate level of internal consistency. Therefore, it can be concluded that the research instrument is reliable and consistent for use in data collection. A reliable instrument ensures that the data obtained reflect the actual conditions of the research variables and minimizes measurement errors. After the instrument was declared valid and reliable, the next step in the data analysis process was to conduct classical assumption tests. These tests are necessary to ensure that the data obtained meet the requirements for parametric statistical analysis. By fulfilling these assumptions, the results of hypothesis testing can be interpreted accurately and trusted scientifically.

Normality Test

A normality test was conducted to determine whether the research data were normally distributed, as normal data distribution is one of the key assumptions required for parametric statistical analysis. Data normality ensures that the results of subsequent statistical tests can be interpreted accurately and reliably. In this study, the normality test was performed using the Kolmogorov-Smirnov test, which is commonly applied to assess the distribution of quantitative data. This test compares the observed data distribution with a normal distribution to identify any significant deviations. If the significance value exceeds the predetermined alpha level, the data can be considered normally distributed. Therefore, the normality test

plays an important role in validating the feasibility of further statistical analysis. The results of the normality test are presented in Table 2.

Table 2. Results of the Normality Test

Class	Test of Normality		
	One-Sample Kolmogorov-Smirnov		
	Statistic	N	Sig.
Experiment	0.097	32	0.200
Control	0.097	30	0.200

The results of the normality test indicate that the experimental class obtained a significance value of Asymp. Sig. (2-tailed) of 0.200, while the control class also showed a significance value of 0.200. These significance values are higher than the alpha level of 0.05, which indicates that the data in both groups are normally distributed. Normal data distribution is an important prerequisite for conducting parametric statistical analysis. The fulfillment of this assumption confirms that the data are suitable for further hypothesis testing using parametric tests. In addition, normally distributed data reduce the risk of biased statistical results. Therefore, it can be concluded that the research data meet the normality assumption required for subsequent statistical procedures.

Homogeneity Test

In addition to the normality test, a homogeneity test was conducted to determine whether the variances between the research groups were equal. Homogeneity of variance is an important assumption that must be fulfilled before conducting parametric statistical analysis, particularly when comparing two or more groups. In this study, the homogeneity test was performed using Levene's Test, which is commonly applied to assess variance equality. This test examines whether the variance of data across groups differs significantly. If the significance value obtained is greater than the predetermined alpha level, the data can be considered homogeneous. The fulfillment of this assumption ensures that the comparison between groups can be conducted fairly and accurately. The results of the homogeneity test are presented in Table 3.

Table 3. Result of the Homogeneity Test

Test of Homogeneity of Variances	
Class	Sig.
Pre Test	0.079
Post Test	0.400

The results of the homogeneity test indicate that the pretest data obtained a significance value of 0.079, which is greater than the alpha level of 0.05. Similarly, the posttest data showed a significance value of 0.400, which also exceeds the predetermined significance threshold. These results demonstrate that there is no significant difference in variance between the groups for both pretest and posttest data. Homogeneous variance is an essential requirement for conducting parametric statistical tests, particularly when comparing mean scores between groups. The

fulfillment of this assumption ensures that the statistical analysis is not biased by unequal variances. Therefore, it can be concluded that the research data meet the assumption of variance homogeneity and are suitable for further parametric statistical analysis.

Descriptive Analysis

After the research data were declared to have met the classical assumption requirements, the next step in the analysis process was to conduct a descriptive analysis. Descriptive analysis was carried out to provide an initial overview of the condition of students' social care value internalization before and after the implementation of the treatment. This analysis helps to describe the general pattern of changes in students' social care values as reflected in their pretest and posttest scores. Through descriptive statistics, such as mean scores, the tendencies and differences between measurement stages can be observed clearly. The results of this analysis serve as a basis for interpreting the effectiveness of the learning model applied in the study. Furthermore, descriptive analysis provides contextual support for subsequent inferential statistical testing. The results of the descriptive analysis are presented in Table 4.

Table 4. Results of the Descriptive Analysis

Assessment	Pretest Control	Posttest Control	Pretest Experiment	Posttest Experiment
Mean	47.23	57.73	45.91	68.66
Std. Deviation	3.234	5.265	4.417	4.360
Minimum	39	48	35	59
Maksimum	53	70	53	79
Range	14	22	18	20
Variance	10.461	27.720	19.507	19.007

The results of descriptive statistical analysis show that the average pretest score for the experimental class was 45.91 and for the control class was 47.23, both of which are in the moderate category. This indicates that the initial conditions for the internalization of social care values among students in both groups were relatively comparable. After the treatment was administered, the average posttest score of the experimental class increased to 68.66, while that of the control class increased to 57.73. The increase in scores in the experimental class was higher and more evenly distributed than in the control class. This indicates that the application of the Project Based Learning model had a more significant positive impact on the internalization of students' social care values. To determine the significance of the differences and the effect of the treatment given, an inferential analysis was then conducted. This analysis was used to test the research hypothesis statistically.

To strengthen the interpretation of the effectiveness of the treatment, a comparison of the mean score increases between groups was also conducted. The experimental class showed an average increase of 22.75 points (from 45.91 to 68.66), while the control class experienced an average increase of only 10.50 points (from 47.23 to 57.73). This indicates that the improvement in the internalization of social care

values in the experimental class was more than twice that of the control class, suggesting a substantial practical impact of the Project Based Learning model. Furthermore, the magnitude of the treatment effect was examined using Cohen's d effect size, calculated based on the posttest mean difference between the experimental and control classes. The mean difference between the two groups was 10.93, with a pooled standard deviation of approximately 4.83, resulting in a Cohen's d value of 2.26. According to Cohen's criteria, this value indicates a very large effect size, meaning that the application of Project Based Learning had a strong and meaningful impact on students' internalization of social care values.

These findings demonstrate that the effectiveness of Project Based Learning is not only supported by statistical significance, but also by the substantial magnitude of its influence. Therefore, the results are consistent with the quantitative experimental framework used in this study, as they highlight both the significance and the strength of the treatment effect in improving the internalization of social care values in Islamic Religious Education.

Paired Sample t-test

The Paired Sample t-test was conducted to determine whether there was a significant difference between the average pretest and posttest scores in the experimental class. This test was applied to analyze the effect of the treatment on the same group of students before and after the implementation of the Project-Based Learning model. The Paired Sample t-test is appropriate for this analysis because it compares two related sets of data obtained from the same participants. By using this test, changes in students' social care value internalization resulting from the treatment can be identified accurately. The results of this analysis provide empirical evidence regarding the effectiveness of the learning model applied. Furthermore, this test supports the interpretation of improvements observed in the descriptive analysis. The results of the Paired Sample t-test are presented in Table 5.

Table 5. Results of the Paired Sample t-test

Paired Samples Test									
95% Confidence									
Interval of the									
Difference									
t									
df									
Sig. (2-									
tailed)									
Pair	Pre	Test	Mean	Std. Deviation	Std. Error	Lower	Upper		
1	Eksperimen -	Post Test	-22.750	5.542	.980	-24.748	-20.752	-	.000
	Eksperimen							23.223	

The results of the Paired Sample t-test showed a significance value of 0.000, which is lower than the alpha level of 0.05. This result indicates that there is a statistically significant difference between the pretest and posttest scores of students in the experimental class. The significant difference suggests that the treatment provided had a measurable impact on students' learning outcomes. Specifically, the application of the Project-Based Learning model contributed to an improvement in the internalization of students' social care values. This finding demonstrates that

learning activities involving real-life projects and collaborative work are effective in fostering social awareness among students. Moreover, the result supports the effectiveness of PjBL as an instructional approach in Islamic Religious Education. Therefore, it can be concluded that the implementation of the Project-Based Learning model has a significant effect on enhancing students' internalization of social care values.

Independent Sample t-test

Next, an Independent Sample t-test was conducted to determine whether there was a significant difference in the average posttest scores between the experimental class and the control class. This test was used to compare the learning outcomes of two independent groups that received different learning treatments. The Independent Sample t-test is appropriate for identifying the effectiveness of the Project-Based Learning model in comparison with conventional learning methods. Through this analysis, differences in the level of students' social care value internalization between the two groups can be examined objectively. The results of this test provide empirical evidence regarding the comparative effectiveness of the learning model applied. Furthermore, this analysis supports the interpretation of the impact of PjBL on students' social care values. The results of the Independent Sample t-test are presented in Table 6.

Table 6. Results of the Independent Sample t-test

	Independent Sample t-test					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	8.920	60	.000	10.92292	1.22454	8.47347	13.37236
Equal variances not assumed	8.866	56.447	.000	10.92292	1.23205	8.45525	13.39058

The results of the Independent Sample t-test showed a significance value of 0.000, which is lower than the alpha level of 0.05. This finding indicates that there is a statistically significant difference in posttest scores between the experimental class and the control class. The mean difference of 10.92 demonstrates that students in the experimental class achieved a higher level of social care value internalization compared to those in the control class. This result suggests that the learning model applied in the experimental class was more effective in fostering students' social awareness. The superior outcomes observed in the experimental group can be attributed to the characteristics of the Project-Based Learning model, which emphasizes active participation, collaboration, and real-life social experiences. In contrast, conventional learning methods tend to focus more on theoretical understanding and limit students' direct involvement in social activities. Therefore, it can be concluded that the Project-Based Learning model is more effective than conventional learning in enhancing the internalization of social care values among students.

Discussion

The discussion of the research results begins with an interpretation of the descriptive statistical analysis, which provides an initial overview of the internalization of social care values among students before and after the treatment in the experimental and control classes. This analysis forms an important basis for understanding the changes that occurred as a result of the implementation of different learning models. Based on the descriptive analysis of the pretest scores, the average internalization of social care values among students in the experimental class was 45.91, which was classified in the moderate category. This finding indicates that prior to the implementation of the Project Based Learning model, students already had a basic conceptual understanding of social care values, such as empathy, mutual assistance, and concern for others. However, these values had not yet been optimally internalized into students' daily attitudes and behavior. The relatively small standard deviation suggests that students' initial levels of social care were relatively homogeneous.

Similar initial conditions were also observed in the control class, which obtained a pretest average score of 47.23, also in the moderate category. The similarity of the initial conditions between the two groups indicates that both classes had comparable baseline characteristics. Therefore, differences found in the posttest results can be more objectively interpreted as the effect of the treatment, namely the implementation of the Project Based Learning model in the experimental class. After the treatment was administered, the experimental class showed a substantial increase in the posttest scores, with an average of 68.66, which falls into the high category. This improvement indicates that the Project Based Learning model effectively facilitated the internalization of social care values through meaningful learning experiences. During the implementation of PjBL, students were involved in various social projects integrated with Islamic Religious Education materials, such as community service activities, environmental clean-up programs at the school and mosque, and social charity projects related to the values of *ta'awun* (mutual help) and *ukhuwah* (brotherhood). These project activities required students to interact directly with peers and the surrounding community, enabling them to practice social care values in real-life contexts. The relatively small posttest standard deviation further indicates that the improvement occurred evenly among most students.

In contrast, the control class experienced an increase in the posttest average score to 57.73; however, this improvement remained in the moderate category and was not as high as that of the experimental class. Moreover, the larger standard deviation in the control class indicates that the improvement in social care value internalization was uneven. Classroom observations showed that conventional learning tended to emphasize theoretical explanations, resulting in limited opportunities for students to actively engage in social interactions or collaborative problem-solving. Consequently, only certain indicators of social care values, such as cognitive understanding of empathy, showed improvement, while behavioral indicators such as cooperation, responsibility, and active concern for others developed less optimally.

These descriptive findings are strengthened by the results of inferential statistical analysis. The Paired Sample t-test yielded a significance value of 0.000, indicating a significant difference between students' conditions before and after the implementation of the Project Based Learning model in the experimental class. This result confirms that PjBL had a statistically significant effect on improving the internalization of students' social care values. The most significant improvements were observed in indicators related to empathy, collaboration, and social responsibility, which were directly trained through group-based project activities.

Furthermore, the Independent Sample t-test also showed a significance value of 0.000, indicating a significant difference between the experimental and control classes. The mean difference of 10.92 demonstrates that the Project Based Learning model is more effective than conventional learning in strengthening students' social care values. Empirically, this difference is reflected in the dynamics of student collaboration during project implementation. Students in the experimental class were more actively involved in group discussions, demonstrated greater willingness to help peers, and showed improved responsibility in completing project tasks. These collaborative experiences explain why the posttest score improvement in the experimental class was not only higher but also more consistent compared to the control class. Overall, these findings indicate that the effectiveness of Project Based Learning in Islamic Religious Education lies in its ability to transform social care values from abstract concepts into lived experiences. By engaging students in authentic social projects and collaborative learning processes, PjBL provides a concrete mechanism for internalizing social care values, thereby explaining both how and why this model is effective in strengthening students' social character within the context of Islamic Religious Education.

The success of Project Based Learning in improving the internalization of social care values is inseparable from the main characteristics of this model, which places students as active subjects in the learning process. Through project activities, students are directly involved in the planning, implementation, and evaluation of learning. This process requires cooperation, communication, responsibility, and concern for group members, so that social care values develop naturally through real learning experiences. This finding is in line with Edgar Dale's Cone of Experience theory, which states that learning will be more meaningful when students are directly involved in concrete experiences (Sari, 2019). In the context of Project Based Learning, students not only receive information verbally, but also directly experience the application of social care values through contextual project activities. This direct experience allows for the simultaneous integration of cognitive, affective, and psychomotor aspects (Ahmad et al., 2025).

In addition, the results of this study are also relevant to Vygotsky's social constructivism theory, which emphasizes that learning is a social process that takes place through interaction and collaboration (Swastika & Utami, 2025). In the implementation of Project Based Learning, students work in groups, creating intense social interaction. Through this process, students help each other, exchange ideas, and learn from the experiences of their peers, which ultimately supports the development of empathy and social awareness (Saputra & Parisu, 2025). From the

perspective of Kohlberg's moral development theory, project activities in Project Based Learning present situations that require moral decision-making, such as task distribution, conflict resolution, and shared responsibility (Ibda, 2023). These situations encourage students to consider the values of justice, responsibility, and caring for others, thereby contributing to the moral and ethical development of students.

From an Islamic educational perspective, the internalization of social care values is a gradual process that includes introduction to values, understanding, and practice. The application of Project Based Learning allows students to move from the stage of theoretical understanding of values to the stage of appreciation and practice of values through real activities. Islamic values such as ta'awun, ukhuwah, and amanah are not only taught as concepts, but are practiced directly in the learning process (Jannah, 2022). Unlike the experimental class, conventional learning in the control class tends to place students as passive recipients of information. Learning that focuses on lectures and memorization emphasizes cognitive aspects, so that social care values are given less space to be internalized and practiced in real life. This is what causes the internalization of values in the control class to be less optimal than in the experimental class.

4. Conclusion

Based on the research results, it can be concluded that the level of internalization of social care values among students before the implementation of the Project Based Learning (PjBL) model was moderate. This condition shows that students' understanding and appreciation of social care values is still limited to cognitive aspects and is not yet fully reflected in their actual behavior. After the PjBL model was implemented, there was a significant increase in the internalization of students' social care values, as indicated by an increase in the average post-test scores and significant statistical test results. In addition, the results of the study also showed a significant difference between students who participated in learning with the PjBL model and students who participated in conventional learning. The PjBL model proved to be more effective in increasing the internalization of social care values because it provides active, collaborative, and contextual learning experiences. Thus, Project Based Learning can be used as a strategic alternative in Islamic Religious Education learning to develop students' social care values more optimally and sustainably.

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