IMPLEMENTATION OF THE PROJECT-BASED LEARNING MODEL (PJBL) IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS BASED ON MERDEKA CURRICULUM AT SMKN 1 PURWOSARI PASURUAN

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ABSTRACT

This research seeks to determine the process of implementing Islamic Religious Education subject based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan and the steps. This study was carried out with a qualitative method and descriptive approach. The techniques used to obtain the data included in-depth interviews, observations, and documentation. This study indicated that the PjBL in Islamic Religious Education subject at SMKN 1 Purwosari Pasuruan consisted of three main steps: planning step, execution step, and evaluation step. There are six main aspects on project-based learning planning: (1) formulation of learning objectives; (2) students characteristics analysis; (3) learning strategies; (4) making worksheets; (5) designing the need for learning resources; and (6) developing evaluation tools. The implementation of the project-based learning in Islamic Religious Education subject at SMKN 1 Purwosari Pasuruan have met the standards set by the George Lucas Educational Foundation on implementing project-based learning. (1) starting with essential queries; (2) designing a project plan: (3) scheduling; (4) monitoring students and their project progress; (5) assessing learning results; and (6) reflection. At the level evaluation, there are three types of evaluations: formative assessment, summative assessment and diagnostic assessment, including project evaluation.

Keywords: curriculum, project-based learning, islamic education

Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

329

A. INTRODUCTION

Until now, the system of education in Indonesia has faced a lot of changes. Starting from the change ofcurriculum over time, developing teaching and learning process systems, utilizing infrastructure for the education system and even improving the value of teachers as educators. The Indonesian education system has faced some changes and improvements, such as the 2013 Curriculum and the subsequent 2013 Curriculum revision, but during the COVID-19 pandemic, this was again changed to Darurat curriculum, which was eventually changed to the Merdeka syllabus. [1]. Based on these changes and the existing educational advancement system, it is certainly inseparable from the role of the education system in Indonesia. So there is an update, namely Merdeka Curriculum, which is an effort that gives leeway to educators and learners to determine for themselves the learning system that will be applied[2].

Nadiem Makarim, The Minister of Education and Culture, introduced a policy of learning independently which produced in several policies. In the 15th episode, products were launched, namely Merdeka Curriculum and the Platform of Merdeka Teaching. Merdeka Curriculum has been approved officially on February 2022. Nadim has proposed three options for educational institutions based on the National Education Standards for implementing curriculum that compatible to the needs of learning and each educational school

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[1] Ulinniam et al., "Penerapan Kurikulum 2013 Revisi di Masa Pandemi pada SMK IBS Tathmainul Quluub Indramayu," *Jurnal Pendidikan Indonesia* 2, no. 01 (25 Januari 2021): 118–26, https://doi.org/10.59141/JAPENDI.V2I01.74.

[2] Dela Khoirul Ainia, "Merdeka Belajar dalam Pandangan Ki Hadjar Dewantara dan Relevansinya Bagi Pengembanagan Pendidikan Karakter," *Jurnal Filsafat Indonesia* 3, no. 3 (26 September 2020): 95–101, https://doi.org/10.23887/JFI.V3I3.24525.

Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

331

contexts. The three choices were the previous Curriculum, Darurat Pandemi Curriculum and Merdeka Curriculum[3].

The presence of Merdeka Curriculum is the best option to improve Indonesian education level. Students are educated to be smart only. But students must have the value of of Pancasila in their personality as we called it Pancasila Student Profile[4]. The values of the Pancasila Student Profile are traits that must be possessed by Indonesian students as all-time learners who have world-class skills and competences: (1) have *iman*, *taqwa* to Allah Almighty, and have good morality; (2) unity in diversity; (3) good cooperation, (4) independence; (5) critical thinking; and (6) creativity[5]. To achieve these goals, the teachers are required to make learning in the classroom student-centered with various projects undertaken during the learning process.

Based on an interview with Hariyanto, Vice Head of Curriculum, SMK Negeri 1 Purwosari Pasuruan is one of the centers of excellence school that was recommended to implement an Merdeka Curriculum in 2020. He also explained that in 2021 SMKN 1 Purwosari was given the authority to implement the Prototype Curriculum as a mandate from the Government. Then in 2022 SMKN 1 Purwosari officially implements the full Merdeka Curriculum.

Many experts say that the PjBL is suitable for implementation based on Merdeka Curriculum, which makes the project its trademark,

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[3] Kemendikbudristek, "Kurikulum Merdeka Menjadi Jawaban untuk Mengatasi Krisis Pembelajaran," 2022, https://pk.kemdikbud.go.id/read-news/kurikulum-merdeka-menjadi-jawaban-untuk-mengatasi-krisis-pembelajaran.

[4] Daniel Zuchron, *Tunas Pancasila*, *Direktorat Sekolah Dasar Dirjen PAUD, Dikdas dan Dikmen Kementrian Pendidikan, Kebudayaan, Riset dan Teknologi* (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi RI, 2021).

[5] Rizky Satria et al., *Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila* (Jakarta: Badan Standar, Kurikulum dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayan, Riset dan Teknologi RI, 2022).

it is said that the PjBL is a model of Merdeka Curriculum[6]. Project-based learning can involve lernears activity in solving existing problems and is centered on a relatively long process, focusing on problems, this learning model mixes and matches various concepts of knowledge, discipline, or learning in the field[7].

As a subject that has the goal of guiding students to become true muslims, having firm faith, doing good deeds, having noble character and being useful for the nation and state[8], Islamic Religious Education teachers must begin to improve and prepare themselves to welcome and succeed the independent learning curriculum. Teachers must adapt to changes in the curriculum set by the government. The learning model chosen is the most essential and basic, which must be developed according to the needs of students in this digital era so that students are able to absorb material and have strong faith and piety.

There were several studies that discussed the PjBL. An article written by Suryani et al. (2019) with the title "*Implementation Of Project-Based Learning Models in First Junior High Schools in* Surakarta", revealed that in SMPN Surakarta, the project based learning has not been fully implemented, because the teachers did not have direction or were still limited to learning to implement the project based learning model, so the teachers prefered teaching by lecture and

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[6] Mujiburrahman, Muhamad Suhardi, dan Siti Nur Hadija, "Implementasi Model Pembelajaran Project Based Learning di Era Kurikulum Merdeka," *COMMUNITY : Jurnal Pengabdian Kepada Masyarakat* 2, no. 2 (30 Januari 2022): 91–99, https://doi.org/10.51878/COMMUNITY.V2I2.1900.

[7] Putri Dewi Anggraini dan Siti Sri Wulandari, "Analisis Penggunaan Model Pembelajaran Project Based Learning Dalam Peningkatan Keaktifan Siswa," *Jurnal Pendidikan Administrasi Perkantoran (JPAP)* 9, no. 2 (16 Agustus 2021): 292–99, https://doi.org/10.26740/JPAP.V9N2.P292-299.

[8] Zuhairini, *Sejarah Pendidikan Islam* (Jakarta: Aksara, 1994).

Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

333

discussion methods in classmen[9]. Martina wrote an article "*Implementation of Project-Based Learning Model to Increase Student Activity and Learning Outcomes*" that revealed that the implementation of PjBL was able to increase students' learning activities and outcomes at SMPN 2 Ngantang[10]. Indah Iswantari written an article with the title "*Implementation of Project-Based Learning Models to Improve Science Learning Outcomes*", she found that the learning outcomes of students prior to implemention of project-based learning were very poor, which was the success of achievement of minimum completeness score was only 33.3%. Unlike learning conducted at PjBL, 90.5% of students meet the minimum completion standards[11].

Several studies have shown results regarding project-based learning, but no research has discussed project-based learning based on the Merdeka Curriculum in Islamic Religious Education subjects. Therefore this study intends to reveal the implementation of the PjBL in Islamic Religious Education subjects based on the Merdeka Curriculum at SMKN 1 Purwosari Pasuruan and the steps. The focus of this research is: how is the planning of the implementation of PjBLs in Islamic Religious Education subjects; what is the process of implementing the PjBL in Islamic Religious Education subjects; and

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[9] Suryani Jati Rahayu, Sukarmin Sukarmin, dan Puguh Karyanto, "Penerapan Model Pembelajaran Berbasis Proyek pada Sekolah Menengah Pertama di Surakarta," *EDUSAINS* 11, no. 2 (31 Desember 2019): 279–85, https://doi.org/10.15408/ES.V11I2.11355.

[10] Jusita Martina Lona, "Implementasi Model Pembelajaran Berbasis Proyek (Project Based Learning) untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa," *Jurnal Teori dan Praksis Pembelajaran IPS* 4, no. 2 (22 Oktober 2019): 90–95, https://doi.org/10.17977/UM022V4I22019P090.

[11] Indah Iswantari, "Implementasi Model Pembelajaran Berbasis Proyek untuk Meningkatkan Hasil Belajar IPA," *Jurnal Paedagogy* 8, no. 4 (5 Oktober 2021): 490–96, https://doi.org/10.33394/JP.V8I4.4126.

how is the evaluation of PjBL in Islamic Religious Education subjects at SMKN 1 Purwosari Pasuruan.
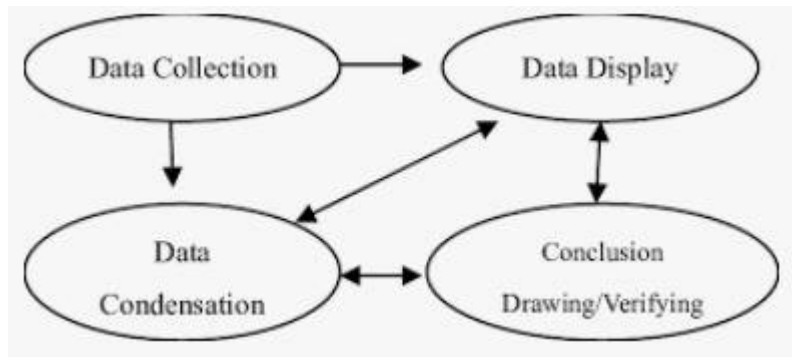
B. METHOD

This research was held at SMKN 1 Purwosari Pasuruan located on Jl. Raya Purwosari, Purwosari District, Pasuruan Regency. The type of research used is qualitative research with a narrative approach. Mc. Carthey said that narrative research is a literal form of qualitative method of research with a solid connection and the documents establish a qualitative approach in which the researcher is able to write in a encouragement literary form[12].

To obtain the data for research at SMKN 1 Purwosari Pasuruan, the techniques used by researchers were: in-depth interviews, observations and documentation. In-depth interviews were used to better understand the experiences of informants/participants about how they gave meaning to these experiences related to the research context. Informants in interviews in this study were the Vice Head of Curriculum and the teachers of Islamic Religious Education subject. In this type of observation the researchers made formal observations by making observations during the learning process of Islamic Religious Education. The researchers used the concept from Miles and Huberman to analyze the datas which consists of four steps in the form of data collection, data coding, data display and conclusions[13].

[A]DMaskuri Bakri, *Metodologi Penelitian Kualitatif : Tinjauan Teoritis dan Praktis* (Malang: Lembaga Penelitian Universitas Malang Bekerjasama dengan Visipress, 2013).
[13] M. B. Miles dan M Huberman, *Anlisis Data Kualitatif* (Jakarta: Universitas Indonesia, 1992).

Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

335

C. RESULT AND DISCUSSION

Implementation of the Project-Based Learning Model in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

The project-based learning model is believed as a solution to traditional teaching methods. This model has a moderate to a big impact on children academic achievement opposed to conventional education patterns[14]. In this learning model students learn to solve and evaluate problems also present the results so that they get the experience and skills they need in life. Teachers take a role as the mediators by providing facilities to students when asking questions about theory and providing motivation for students to be more involved in teaching process[15]. The learning process can be carried out by students independently, in collaboration, communication and reflection in real

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[14] C. H. Chen dan Y. C. Yang, "Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators," *Educational Research Review* 26 (1 Februari 2019): 71–81, https://doi.org/10.1016/J.EDUREV.2018.11.001.

[15] Trianto, *Mendesain Model Pembelajaran Inovatif, Progresif dan Kontekstual* (Jakarta: Prenada Media Group, 2014).

life[16]. Project-based learning supports collaboration between learners while the teachers only work as a counselor in the middle of project[17].

Based on the interview with Kadi, Islamic Religious Education teacher at SMKN 1 Purwosari Pasuruan, in project-based learning, Islamic Religious Education teacher at SMKN 1 Purwosari followed three steps that must be fulfilled and must be carried out so that the resulting project can be achieved properly and optimally. Project-based learning consists of three main steps: planning step, implementation step, and evaluation step.

Planning Step

According to Hariyanto, SMKN 1 Purwosari chose to implement Merdeka Curriculum from the 2022/2023 academic year according to the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022 year 2022[18]. After the concept of implementing the Free Learning Curriculum was understood by teachers, Islamic Religious Education teachers developed the Education Unit Operational Curriculum (KOSP) based on the education institution curriculum provided by the Ministry of Education and Culture. The preparation of KOSP as a guideline for

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[16] Dimitra Kokotsaki, Victoria Menzies, dan Andy Wiggins, "Project-based learning : a review of the literature.," *Improving schools, 2016, Vol.19(3), pp.267-277 [Peer Reviewed Journal]* 19, no. 3 (1 November 2016): 267–77, https://doi.org/10.1177/1365480216659733.

[17] Vincent Troy Greenier, "The 10Cs of project-based learning TESOL curriculum," *Innovation in Language Learning and Teaching* 14, no. 1 (1 Januari 2020): 27–36, https://doi.org/10.1080/17501229.2018.1473405.

[18] Badan Standar Kurikulum dan Asesmen Kemendikbudristek, "Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor Tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah," Pub. L. No. 033/H/KR/2022 (2022).

Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

337

implementing learning was carried out by analyzing the context of the education unit by modifying parts of the organization and planning of learning according to the SMK level, namely in phase E and phase F, then formulating the objectives of planned learning, determining the learning organization that is applied then designing assistance in implementation of the independent curriculum as well as evaluation and development of the Independent Curriculum.

The next plan is to prepare the Learning Objective Flow (*Alur Tujuan Pembelajaran/ATP*) to make learning objectives from the beginning to the end of each phase E and F of the Learning Outcomes (*Capaian Pembelajaran/CP*) of Islamic Religious Education at the end of that phase. Learning Objectives (*Tujuan Pembelajaran/TP*) were arranged chronologically based on the sequence of lessons taught from each meeting. The steps taken in the formation of the Learning Objectives Flow are by dissecting the Learning Outcomes that already exist in standard bodies, curricula, and educational assessments, then breaking down the Learning Objectives into competencies that are implemented in learning according to the needs of students. After that, from the Learning Objective Flow that has been made, the teachers designed learning activities and assessments that will be applied.

Learning achievement is the minimum competency that students must achieve for each subject[19]. Learning outcomes are intended to further enhance development-focused learning. This curriculum continues that commitment, as previous national curricula should have been competency-based. In Learning Objectives, a strategy that is

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[19] Yogi Anggraena et al., *Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah* (Jakarta: Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi RI, 2022).

Hadi Bustomi, Achmad Yusuf, DianaTrisnawati

increasingly being pushed to achieve this goal is to reduce the amount of material and change the process of preparing outcomes with an emphasis on learning flexibility.

At the planning step, the teachers prepare learning tools that are used during the learning implementation process, namely formulating Learning Objectives (*Tujuan Pembelajaran/TP*), Learning Outcomes (*Capaian Pembelajaran/CP*), determining the Flow of Learning Objectives (*Alur Tujuan Pembelajaran/ATP*) and making Teaching Modules. There are six main aspects on project-based learning planning: (1) formulation of learning objectives; (2) students' characteristics analysis; (3) learning strategies; (4) making worksheets; (5) designing the need for learning resources; and (6) developing evaluation tools[20].

Through interviews, observation and documentation with Amin, one of Islamic Religious teachers at SMKN 1 Purwosari Pasuruan, he stated that there are two objectives of learning on the topic of *akhlak mahmudah* and *akhlak mazmumah*: (1) identifying and analyzing the morals of *mahmudah* and morals of *mazmumah* and (2) demonstrating the spirit of *ukhuwah* and harmony through preaching on social media as a blessing from *akhlak mahmudah*. Then the Pancasila Student character that is to be instilled in students is independence, creativity and mutual cooperation. The objectives learning was taken from the Learning Outcomes (*Capaian Pembelajaran/CP*) and formulated to be the Flow of Learning Objectives (*Alur Tujuan Pembelajaran/ATP*). Each steps are recorded in the Teaching Module which is a mandatory

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[20] Made Wena, *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional* (Jakarta: Bumi Aksara, 2017).

Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

339

for teachers at SMKN 1 Purwosari Pasuruan before they start the teaching process.

Each Learning Outcome has different elements according to the specified topic. Learning Objectives will be compiled from the Learning Outcomes which will become the Learning Objectives Flow so that Teaching Modules are compiled. The Teaching Modules contain material, methods, learning models and of course the expected character of the Profil Pelajar Pancasila.

Table 1.

Learning Outcomes, Element and Profil Pelajar Pancasila

No.	Elements	Learning Outcomes	Pancasila Student Profile
1.	Quran and Hadith	Students are able to analyze the verses of the Quran and hadith regarding the command to compete in kindness and work ethic as well as the prohibition of promiscuity and adultery; be able to read tartil, memorize fluently and fluently verses of the Quran and hadith regarding the command to compete in goodness and work ethic as well as the dangers of promiscuity and adultery; can present content and explanations about orders to compete in kindness and work ethic as well as prohibition of promiscuity and adultery; believes that being competitive in kindness and work ethic and avoiding promiscuity and adultery is a religious order; and get used to being competitive in kindness and work ethic as well	Religious and critical thinking

Hadi Bustomi, Achmad Yusuf, DianaTrisnawati

		as avoiding promiscuity and adultery by being more careful and maintaining self-respect	
2.	*Aqidah*	Students are able to analyze the meaning of *syu'abul īmān* (branches of faith), understanding, propositions, types and benefits; presenting the meaning of *syu'abul īmān* (branches of faith), understanding, propositions, types and benefits; believes that in faith there are many branches; apply several attitudes and characters as a reflection of the branch of faith in life.	Religious and independent
3.	*Akhlak*	Students are able to analyze the benefits of avoiding *maẑmūmah* morals; create works containing content to avoid *maẑmūmah* attitudes; believes that *maẑmūmah* morality is a prohibition and *mahmūdah* morality is a religious order; getting used to avoiding *maẑmūmah* morals and displaying *mahmūdah* morals in everyday life.	Religious, mutual cooperation and global diversity
4.	*Fiqh*	Students are able to analyze the implementation of *muamalah fiqh* and *al-kulliyât al-khamsah* (the five basic principles of Islamic law); present an explanation of *muamalah fiqh* and *al-kulliyât al-khamsah* believe that the provisions of *muamalah fiqh* and *al-kulliyât al-khamsah* are religious teachings that grow the soul	Religious, creativity and mutual cooperation

Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

341

		entrepreneurship, caring, and social sensitivity.	
5.	History of Islamic Civilization	Students are able to: analyze the history and role of Islamic scholars in Indonesia, make a timeline chart of the history of Islamic scholars in Indonesia and explain it; believe that the development of civilization in Indonesia is *sunatullah* and the method of da'wah that is polite, moderate, *bi al-ḥikmahwa al-mau`iẓatal ḥasanah* is an order from Allah SWT; get used to an attitude of simplicity and sincerity in seeking knowledge, perseverance, peace, and the spirit of respecting the customs and beliefs of other people	Creative, independence and with global diversity

Next step is students characteristic analysis, Amin said it was very important to know their individual characteristic. This characteristic analysis is intended to be able to create heterogeneous groups, so that each group has a sense of responsibility to work together and develop their abilities and skills. Through observation and documentation, researchers found that the strategy used was inquiry learning, which principally invites students to actively ask questions and experiment independently during the learning process. Then the teachers made the worksheets that contained the project work, also the teachers provided learning resource through textbook and internet.

The last aspect that must be considered is the evaluation tool preparation that will be used to measure the extent to which students have progressed in following the projects they have worked on. Through interviews researchers, found that in the evaluation, the

teacher considers aspects of the process and aspects of the results. Teachers have developed the Profil Pelajar Pancasila Empowerment Project following a guide issued by the Ministry of Education. Evaluation of profile project implementation is described as focusing on the process rather than the end result. So the benchmark for evaluation is the development and self-growth of students[21].

Implementation Step

In the implementation planning, Rusman described several basic considerations that can be used in selecting a good learning model, including: (1) there are considerations on the objectives to be achieved on the learning being studied; (2) there are considerations related to the material or material in the lesson; and (3) there are considerations from the perspective of students or students[22]. From the results of the interviews, the researchers found that the PbJL based on Merdeka Curriculum was carried out by Islamic Religious Education teachers at SMKN 1 Purwosari by taking into consideration to several objectives based on Rusman thought, including: (1). Profile of Pancasila Students that are the 'spirit' of Merdeka Curriculum which is the main objective of national educational system. With the result that is also the goal of Islamic Religious Education subject at SMKN 1 Purwosari Pasuruan; (2) The material on learning aftermath in Merdeka's curriculum highlight the subsistence of deliverables from the teaching process.; (3) Merdeka Curriculum gives freedom to students with student-oriented

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[21] Satria et al., *Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila*.

[22] Rusman, *Model-Model Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2012).

Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

343

learning. Students are expected to become actors in learning (student center).

During the implementation phase of project-based learning, teachers collaborate with students based on pre-formed preparations and plans.. In this implementation step it is divided into three activities: preliminary activities, core activities and closing activities. This core activity is the process of implementing the PjBL syntax.

In this preliminary activity, based on the findings of researchers through interviews and observations, it was shown that teachers opened lessons with greeting, praying together, checking attendance, associating the previous lesson with the lesson that will be studied and after that only entered the core activities.

This core activity is the process of implementing the PjBL syntax. Based on observations on Februari 2023, the researchers shows that Islamic Religious Education teachers at SMKN 1 Purwosari Pasuruan did this activity as follows:

The teachers started the lesson with an essential question, in this case, the teachers provoked students to connect *mahmudah/mazmumah* morals with the latest phenomena that were trending both in the real world and on social media. And then the teachers explained the time for work and the deadline for submitting the project as well as discussing the next meeting, students conveyed their project work plan.

Amin alluded to the content appearing on their cellphone screens, some argued that the content that appeared was about studies, people reciting al-Quran, praying, and there were also those who argued that the content that appeared was related to bullying that was carried out openly, there is also a lot of content that leads to disobedience, such

as a Muslim woman dancing in tight clothes and so on. After that Amin asked his students to think about how to prevent and minimize negative content, some students said that we have to make positive content, some said that we have to make da'wah videos, and so on. From the results of these discussions, Amin conveyed to the students to make projects regarding da'wah content on social media.

Figure 1. The teacher explained project work plan

In this case, students run a project that they had to create digital infographics that contains information about *mahmudah* morals and *mazmumah* morals, and upload the product to their social media accounts (Instagram, Tiktok, Facebook, etc.). In the next step the teachers did was evaluating. The evaluation should be based on the process rather than the results and finally teachers and students did reflection on the project work. The reflection is about the experience, feeling and lesson they got during project work. The findings in the interview with Amin, he divided students and then continued with working on the project, starting with discussions, continuing with content retrieval, editing and finally uploading content and submitting the link to the class leader.

After that Amin began to give instructions to the students to start their project assignments, the researchers saw that they started by discussing with their respective groups to determine the concept of their da'wah content, and they also determined the text of their da'wah, then the researchers saw Amin explaining about the allocation time for project work, as well as the deadline for collecting their da'wah content links, after which each group submits plans for creating their respective da'wah content projects in front of the class.

Figure 2. Students conveyed their project plans

Based on the explanation above, it can be concluded that the steps taken by the teachers have met the standards set by the George Lucas Educational Foundation on implementing project-based learning: (1) starting with essential questions; (2) designing a project plan: (3) scheduling; (4) monitor students and their project progress; (5) assessing results; and (6) reflection[23].

Evaluation Step

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[23] Sutirman, *Media Dan Model-Model Pembelajaran Inovatif* (Yogyakarta: Graha Ilmu, 2013).

Evaluation addresses the components of the learning system, including the raw input component., namely student entry behavior; instrumental input components, namely the professional skills of educators, curriculum elements; and administrative elements; The process component is the procedure for learning implementation and output components are learning outcomes that mark the achievement of learning objectives[24]. Evaulation in a learning process does not mean a tool for correcting students, but evaluation is better providing students with the experience of learning, knowledge and skill that can be used to solve problems or do instructional task[25].

Based on data obtained from interviews and observations in February 2023 it was shown that Islamic Religious Education teachers at SMKN 1 Purwosari carried out three types of evaluations which were used for measuring student learning completeness and the success of achieving teaching standards and methods: formative assessment, sumative assessment and diagnostic assessment.

Formative assessment is directed to regular, interactive assessment of learner development and comprehension in order to meet the learner's necessity and appropriately adjust the learning process[26]. Using formative testing for formative purposes enhance classroom practice and inspires the contemplative and active review of course

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[24] Oemar Hamalik, *Kurikulum dan Pembelajaran*, 1 ed. (Jakarta: Bumi Aksara, 2015).

[25] Paul Black dan Dylan Wiliam, "Classroom assessment and pedagogy," *https://doi.org/10.1080/0969594X.2018.1441807* 25, no. 6 (2 November 2018): 551–75, https://doi.org/10.1080/0969594X.2018.1441807.

[26] Nesreen Alahmadi, Musaad Alrahaili, dan Doniazad Alshraideh, "The Impact of the Formative Assessment in Speaking Test on Saudi Students' Performance," *Arab World English Journal* 10, no. 1 (15 Maret 2019): 259–70, https://doi.org/10.24093/AWEJ/VOL10NO1.22.

Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

347

content by students. In general terms, the formative test is focused for guiding students to develop their learning[27]. At this level, Islamic Religious Education teachers at SMKN 1 Purwosari formed student discussion groups, question and answer sessions and assessments through class observation.

Based on the documentation, the instrument used in the formative assessment is in the form of 2 types of questions, the first is multiple choice and the second is an essay. A summative assessment can be performed after the learner finishes, for example at the end of a scope (which can consist of one or more learning objectives), at the end of a semester, at the end of a phase. This performance evaluation is optional, especially for the end-of-semester performance evaluation. Assessments can be conducted at the end of the semester if teachers still feel the need for validation or additional information to measure student learning outcomes.. If it turns out that the summative assessment shows that the students have not understood the material, then the teachers may repeat the material.

In the learning process, teachers are required to have a view on the state of students. Formative assessment is used to find out this. During the lesson, the teacher asks questions to check if the student understood the material by the end of the lesson. Additionally, at the end of the lesson, the teacher verifies that the student has mastered the skills learned by the end of the current lesson, based on the certificate of completion.

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[27] Kagan Buyukkarci dan Sehnaz Sahinkarakas, "The Impact of Formative Assessment on Students' Assessment Preferences," *Reading Matrix: An International Online Journal* 21, no. 1 (2021): 142–61, https://eric.ed.gov/?id=EJ1296025.

Summative assessment is an assessment that is carried out at the end of one unit of time. In summative assessment includes more than one subject matter which is intended to determine the extent to which students have been able to move from one learning unit to the next learning unit[28]. Summative assessment also has the function of providing feedback to academic staff as a measure of learning success, accountability and monitoring standards for academic staff, as well as a means of motivating students[29]. Based on interviews with Islamic Religious Education teachers at SMKN 1 Purwosari, they stated that summative assessments are carried out routinely per chapter (daily tests) and semesters (the mid semester assessment and the final semester assessment). This assessment is used to find out how far students have progressed in one learning achievement unit, or during one semester of the learning process.

Diagnostic assessments are assessments conducted specifically to identify a student's abilities, strengths, and weaknesses so that learning can be designed according to the student's abilities and status[30]. Diagnostic assessments are carried out continuously to monitor processes, progress, and improve results,[31]. There are two types of

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[28] Muh Rais dan Wayan Ardhana, "Project-Based Learning vs Pembelajaran dengan Metode Ekspositori dalam Menghasilkan Kemampuan Belajar Teori Perancangan Mesin," *Jurnal Pendidikan dan Pembelajaran* 20, no. 1 (2013): 33–44.

[29] Sukanti, "Evaluasi Proses Pembelajaran sebagai Alternatif Meningkatkan Hasil Belajar," *Jurnal Pendidikan Akuntansi Indonesia* 5, no. 2 (14 April 2006), https://doi.org/10.21831/JPAI.V5I2.1781.

[30] Diki Firmanzah dan Elok Sudibyo, "Implementasi Asesmen Diagnostik dalam Pembelajaran IPA pada Masa Pandemi Covid-19 di SMP/MTs Wilayah Menganti Gresik," *PENSA E-JURNAL : PENDIDIKAN SAINS* 9, no. 2 (2021), https://ejournal.unesa.ac.id/index.php/pensa/index.

[31] Sri Sulastri, Yetti Supriyati, dan Gaguk Margono, "Peningkatan Hasil Blajar Siswa Melalui Asesmen Diagnostik dalam Pembelajaran Lintas Minat Kimia," *Prosiding*

Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

349

diagnostic assessment: cognitive diagnostic and non-cognitive diagnostic. Based on observation, researchers found that Islamic Religious Education teachers at SMKN 1 Purwosari Pasuruan only run cognitive diagnostic assessment. They carried out the assessment only at the beginning of the change of material lesson by giving a few simple questions on paper/presentation slides to measure and map students' abilities. After the teacher knows the difficulties that the student faces, the teacher can design instruments that will be used in the next lesson.

Using project-based learning, Islamic Religious Education teachers at SMKN 1 Purwosari Pasuruan also evaluated the projects students worked on. Evaluation of the work of this project was done after the finished product. During the interview with Islamic Religious Education teachers at SMKN 1 Purwosari Pasuruan they explained that the project evaluation they carried out was based on process and results. During the process, the teachers observed students in the middle of project work.

Based on the results of the interviews, the researchers found that the evaluation tool used in the PjBL in Islamic Religious Education at SMKN 1 Purwosari Pasuruan is adapted to each teacher, so that the teacher has the freedom to develop evaluation tools so that they can measure students' abilities. based on the learning objectives that have been set.
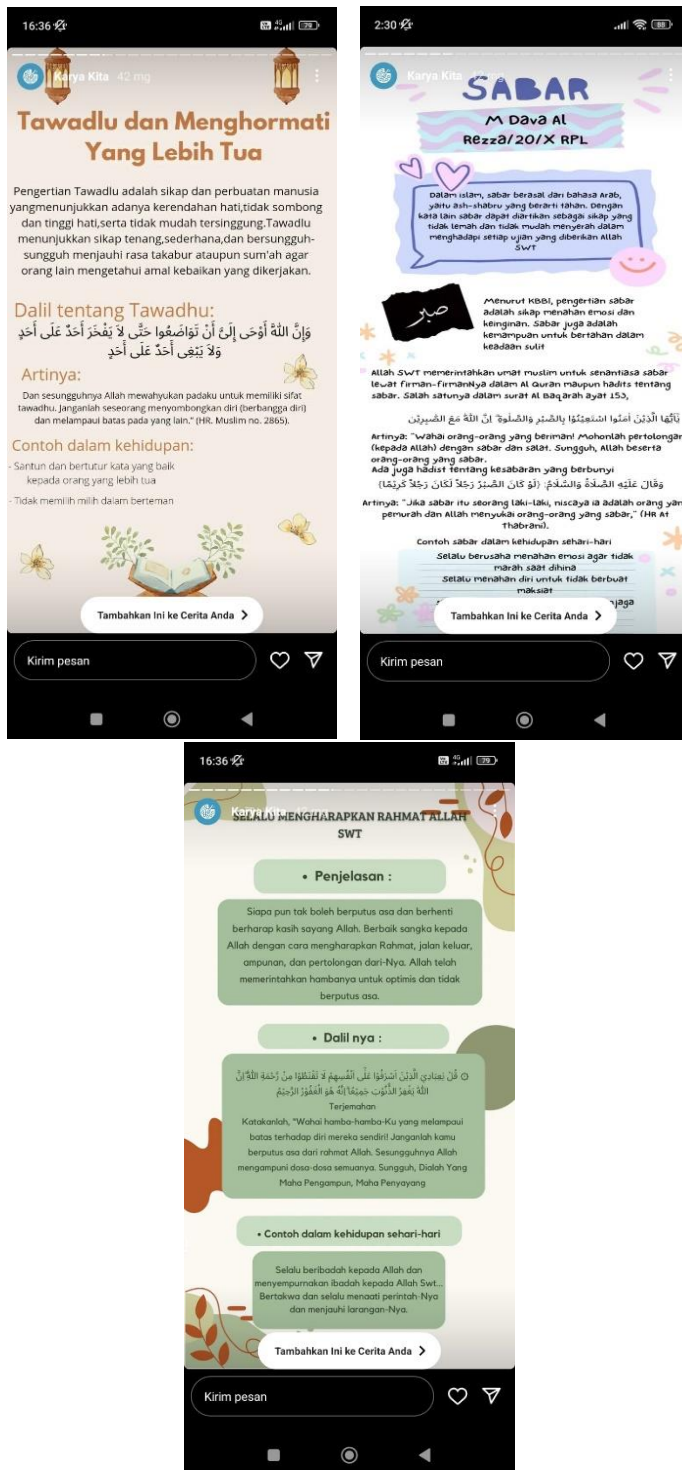

Seminar Nasional Pendidikan KALUNI 2 (11 Februari 2019), https://doi.org/10.30998/PROKALUNI.V2I0.160.

Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious
Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

351

Figure 3. The Product of Learning: Dakwah Content on Instagram

Students who were working on a project showed certain behaviors and characters. The teachers should be able to read the signs and took notes on what was going on between students while doing the project. For example, in the project for creating da'wah content about *mahmudah* and *mazmumah* morals, what teachers should pay attention to is mutual cooperation between students, creativity and independence where these characters are the values of Profil Pelajar Pancasila which must grow in the students personalities after learning. Through a PjBL, Islamic Religious Education teachers at SMKN 1 Purwosari sought to cultivate the profile characteristics of Pancasila students as a result of learning.

D. CONCLUSION

Based on the results of the research conducted, the following conclusions can be drawn regarding the implementation of PjBL in Islamic religious education subjects based on Merdeka Curriculum at SMKN 1 Purwosari consisted of three main steps: planning step, implementation step and evaluation step. At the level of planning step, there are six main aspects on project-based learning planning: (1) formulation of learning objectives; (2) students' characteristics analysis; (3) learning strategies; (4) making worksheets; (5) designing the need for learning resources; and (6) developing evaluation tools.

At the level of implementation step, Islamic Religious Education teachers at SMKN 1 Purwosari Pasuruan have met the standards set by the George Lucas Educational Foundation on

implementing project-based learning: (1) starting with essential questions; (2) designing a project plan: (3) scheduling; (4) monitor students and their project progress; (5) assessing results; and (6) reflection.

Islamic Religious Education teachers at SMKN 1 Purwosari carried out three types of evaluations: formative assessment, sumative assessment and diganostic assessment. They also used project work evaluation based on process and results. The teachers tried to guide student behavior and took notes on what was going on between students while doing the project through project-based learning, with the expected characters is in accordance with the values of the Profil Pelajar Pancasila.

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Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

353

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355

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Implementation of The Project-Based Learning Model (PJBL) in Islamic Religious Education Subjects Based on Merdeka Curriculum at SMKN 1 Purwosari Pasuruan

357