

Implementation of Problem-Based Learning (PBL) in Islamic Religious Education (PAI) at Higher Education Institutions to Enhance Students' Moderate Attitudes

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Abstract

This study is motivated by the issue of low levels of moderate attitudes among university students. The aim of this research is to determine the implementation of the Problem-Based Learning (PBL) Model in religious education at higher education institutions to enhance students' moderate attitudes. The research employs a Mixed Methods Research approach with a sequential explanatory design. The sample consists of 70 management students at Universitas Islam Nusantara. Data collection techniques include questionnaires, interviews, observations, and documentation studies. Quantitative data analysis employs simple regression analysis, while qualitative data analysis uses data reduction, data presentation, and conclusion drawing or verification. Based on the results, it can be concluded that the implementation of the PBL model in religious education significantly influences the enhancement of students' moderate attitudes. This is evidenced by a significance value of 0.001, which is less than the probability value of 0.05, and a coefficient of determination (R Square) of 0.234. This indicates that the contribution of the independent variable (PBL model in religious education) to the dependent variable (students' moderate attitudes) is 23.40%.

Keywords: *Problem Based Learning (PBL); Moderate Attitude, PAI Learning, Univesity*

INTRODUCTION

In recent years, the phenomena of radicalism and intolerance have reached an alarming level. A 2017 survey by PPIM revealed an increase in radical and intolerant views among Muslim students and university students in Indonesia. Although the majority of them exhibit moderate and tolerant behaviors, their opinions indicate a deeply concerning tendency towards radicalism and intolerance, as these attitudes have the potential to escalate into radical actions. More than half of the respondents (58.5%) hold radical and highly radical views, while only 20.1% are moderate. They exhibit greater intolerance towards different Muslim groups (51.1%) compared to followers of other religions (34.3%). This internal intolerance is driven by aversion to Ahmadiyah and Shia, with 86.55% agreeing that the government should ban these minority groups, and 49% disagreeing that the government should protect them. External radical and intolerant attitudes are fueled by animosity towards Jews, with more than half of the students agreeing that Jews are enemies of Islam and bear hatred towards Islam. These views are influenced by PAI textbooks and the Palestinian-Israeli conflict, which portray Muslims as oppressed (Nisa et al., 2018).

The phenomena of intolerance and radicalism mentioned above must become a focal point, particularly for the government and educational providers. However, the government and educational providers must seek to formulate solutions to address these issues.

Higher education institutions, as educational entities with significant potential to foster harmony among nations, must cultivate an inclusive and tolerant culture. This ensures that every student can become a high-quality human resource. Students with an inclusive mindset will not easily blame others or impose their religion/beliefs on others (Saleh & Arbain, 2019).

Given the issues outlined above, the researcher suspects that higher education institutions play a strategic role in mitigating the crisis of intolerance. Unfortunately, not all higher education institutions have curricula integrated with religious moderation values. According to (Hasanah, 2019), higher education institutions, as critical institutions in shaping quality youth, are expected to provide perspectives and insights on implementing tolerance values in interfaith life within the community. This is essential for creating a harmonious and tolerant society that appreciates diversity.

The implementation of religious moderation values in higher education institutions can be achieved by integrating them into teaching materials, and conducting training and seminars on religious moderation (Aziz et al., 2019). However, the current issue is the lack of an Islamic religious education model that accommodates the internalization of religious moderation values and reinforces these values across various higher education institutions. This deficiency results in students developing intolerant and radical thoughts and behaviors (Firdaus, 2022).

The existence of religious education in higher education institutions is grounded in robust historical and juridical foundations within the national education system. Islamic Religious Education (PAI) aims to educate students to achieve desired goals, specifically to become holistic individuals or 'insan kamil,' as reflected in their daily lives. The Consortium of Religious Sciences, during a national seminar held on November 14-16, 1998, in Jakarta, formulated the objectives of religious education in HEIs as follows: "To help develop graduates who are faithful and pious to God Almighty, have noble character, think philosophically, behave rationally and dynamically, have a broad perspective, and participate in interfaith cooperation to develop and utilize science, technology, and the arts for national interests"(Mastuhu, 1999).

This formulation clearly directs that religious education in HEIs is aimed at nurturing faith, worship, and morality that can drive the advancement of science and technology. This is done to prepare students for their professional responsibilities in contributing to national development. The 2002 PAI curriculum indicates a paradigm shift and radical changes in content, making it more dynamic, contextual, interdisciplinary, and responsive to contemporary conditions (Y. Hanafi, 2017). Religion is no longer positioned merely as a set of normative rules to fulfill human spirituality needs but is placed within an ever-changing reality context, requiring religious teachings to be dynamic in responding to current conditions. The introduction of the 2013 MKWU-PAI curriculum does not entirely alter the context and content of the previous PAI courses. Instead, the latest PAI curriculum hardly revamps the content from the 2002 curriculum (Fathurrohman, 2018). The significant change lies in the learning strategies, which heavily rely on the following key terms: Scientific Approach, Student Active Learning, Epistemological Approaches, and Activity-Based rather than Content-Based learning (Firdaus et al., 2023).

Religious education is expected to shape the piety of students, both personal and social piety, so that education does not foster fanaticism, intolerance among students and the Indonesian community, and weaken religious harmony and national unity (Hambali & Asyafah, 2020). In this context, religious education aims to develop students who can contribute positively to themselves and their communities, both in terms of worship and social interactions, personal matters and public affairs. Additionally, religious education is also expected to create pious individuals, cultivate future members of society with noble character, and produce potential leaders with exemplary personalities.

One important approach is to strengthen moderate attitudes through Problem-Based Learning (PBL) in Islamic Religious Education (PAI) at higher education institutions. Higher education institutions are the primary gatekeepers for instilling values of religious moderation. Their significance lies in determining the successful implementation of moderate attitudes in students' religious lives. The tendency and representation of Islamic religious education are crucial, as it is a mandatory subject taught in every department and significantly influences students' daily attitudes and behaviors. Therefore, the research question arises: how does the

application of the PBL model in PAI education at higher education institutions strengthen students' moderate attitudes? This question forms the basis of the current research. PBL is one of the dominant learning models today. As the grand theory in this research, PBL provides students with new knowledge to solve problems, making it a participatory learning approach that helps lecturers create an engaging learning environment by starting with relevant and significant problems for students, thereby offering more realistic learning experiences (Barrows & Tamblyn, 1980). Nonetheless, educators are still expected to guide students in identifying relevant, current, and realistic problems.

Answering the above research question necessitates research. Although studies on Islamic religious education have been conducted, students still show a low understanding of the concept of religious moderation that should be applied in daily life. Islamic religious education aims to cultivate moderate attitudes in students in accordance with the diversity of understandings, student nature, and educational essence. Consequently, current issues of intolerance and radicalism can be addressed and easily internalized through Islamic religious education.

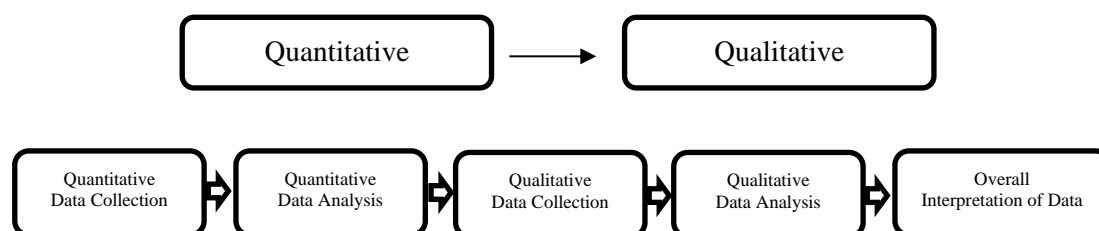
The objectives of this research are: 1) To determine the use of the PBL model in PAI education at higher education institutions, specifically in the Management Study Program, Faculty of Economics, Universitas Islam Nusantara. 2) To examine the moderate attitudes of students in the Management Study Program, Faculty of Economics, Universitas Islam Nusantara, and 3) To analyze the influence of the PBL model on the enhancement of moderate attitudes among students in the Management Study Program, Faculty of Economics, Universitas Islam Nusantara, Bandung.

Many studies have investigated religious moderation, including efforts to build and strengthen moderate attitudes among students and the general public. Firstly, (Riyanti, 2022) researched moderation as the implementation of character education based on Pancasila in general universities. Secondly, Yedi Purwanto studied the internalization of moderation values through Islamic religious education in general universities (Purwanto et al., 2019). Thirdly, Rosyida examined efforts to build moderate religious attitudes through Islamic religious education among university students (Anwar & Muhayati, 2021). Fourth (Bakir & Othman, 2017) The study explores the internalization of religious moderation values (Wasatiyyah) within the educational context through the application of a religious culture framework. It aims to cultivate students' moral character by integrating Islamic moderation principles into their daily practices and interactions within school environments. This approach seeks to create balanced individuals who embody fairness, tolerance, and harmony, addressing challenges of extremism while promoting a comprehensive understanding of Islamic teachings in alignment with societal and spiritual objectives. However, there is a lack of research specifically on strengthening moderate attitudes through Islamic religious education that develops a learning model accommodating the reinforcement of religious moderation values and focuses on the evaluation of the Aqidah course in general universities, particularly at Universitas Islam Nusantara. This gap signifies the novelty of this research.

RESEARCH METHODS

The research approach used in this study is Mixed Methods Research. According to (Creswell, 2014), "Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of quantitative and qualitative approaches, and the mixing of both approaches in a study." The design employed is sequential explanatory. The reason for using the sequential explanatory mixed methods approach is that the researcher aims to deepen, validate, and interpret the quantitative results obtained in the first phase of the research with qualitative data obtained in the second phase. The sequential explanatory design is illustrated in the figure below.

Figure . Sequential explanatory research design (Creswell, 2014)



This study was conducted in the Management Study Program of the Faculty of Economics at Universitas Islam Nusantara, Bandung. The total population consisted of 91 students, with a sample size of 70 students. Quantitative data collection techniques included the use of questionnaires, while qualitative data collection techniques involved interviews, observations, and documentation studies (Sugiyono, 2022). Quantitative data analysis was performed using simple regression analysis, while qualitative data analysis employed Data Reduction, Data Display, and Conclusion Drawing/Verification techniques (McMillan & Schumacher, 2014).

Quantitative and qualitative data analysis was conducted by comparing the quantitative data obtained in the first phase of the research with the qualitative data obtained in the second phase. This data analysis aims to determine whether the two sets of data complement, expand, deepen, or contradict each other (Sugiyono, 2022).

RESULT AND DISCUSSION

Implementation of the Problem-Based Learning (PBL) Model

The PBL Model variable examined in this study consists of five indicators or steps within PBL, which are: 1) Providing orientation about the problem to students, represented by four statements, 2) Organizing students to investigate, represented by four statements, 3) Facilitating independent and group investigation, represented by five statements, 4) Developing and presenting the results, artifacts, and exhibits, represented by four statements, and 5) Analyzing and evaluating the problem-solving process, represented by nine statements (Barrows, 1986; Savery & Duffy, 1995).

Based on these indicators, the researcher proposed 25 statements for each variable. The following are the descriptive statistical data for the use of the PBL Model in the Management Study Program:

Table 1
 Descriptive Statistics of Quantitative Data for the PBL Model in the Management Study Program, Faculty of Economics, Universitas Islam Nusantara

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Model PBL	70	47	78	125	102.44	11.630	135.265
Valid N (listwise)	70						

From Table 1, it can be seen that the highest score is 125 and the lowest score is 78. The mean value is 102.44, the standard deviation is 11.630, and the range is 47. Based on these scores, the following score groupings can be established: very high, high, moderate, low, and very low.

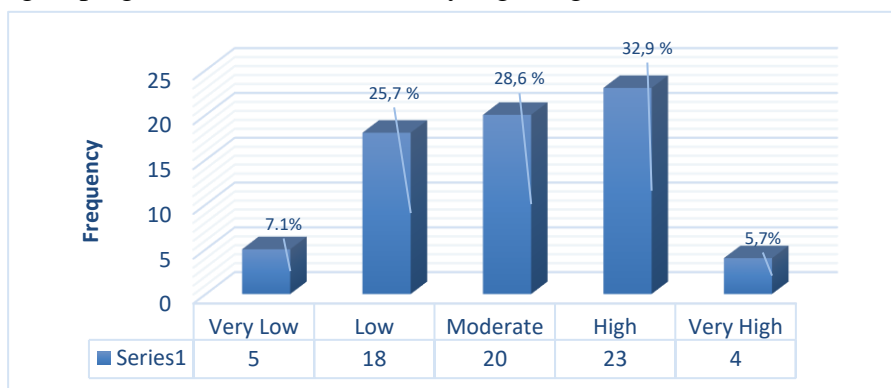


Figure 2 Diagram of the Use of the PBL Model in PAI Learning in the Management Study Program, Faculty of Economics

Based on the results of the descriptive statistical analysis of the PBL Model variable shown in the table above, it can be seen that the use of the PBL Model in PAI learning is categorized as Very High for 5.7% (4 students), High for 32.9% (23 students), Moderate for 28.6% (20 students), Low for 25.7% (18 students), and Very Low for 7.1% (5 students). These results indicate that students are very enthusiastic about participating in each stage of the PBL model. The PBL model consists of five stages: Problem Orientation for Students, Organizing Students, Guiding Independent and Group Investigation, Developing and Presenting Results, and Analysis and Evaluation. All stages of the PBL model were well-executed, as evidenced by the average score of 82% for the use of the PBL model.

The qualitative research conducted in the second phase at the research location of the Management Study Program, Faculty of Economics, Universitas Islam Nusantara, reveals that the course instructors use the PBL model in PAI learning by presenting problem phenomena relevant to the theme. The problems explained by the instructors are closely related to the students' daily lives. At the beginning of the learning session, before explaining the problems, the instructors invite all students to actively participate in identifying problems, finding causes, gathering data from relevant sources, presenting findings that could provide solutions, and presenting them in front of the class. Additionally, the instructors encourage students to actively engage in discussions and Q&A sessions. At the end of the session, the instructors and students align their perspectives according to Islamic principles.

The use of the PBL model trains students to search for, evaluate, and apply information to solve real-world problems. It helps students become more adaptive and effective in facing real-world challenges. Moreover, PBL places students at the center of the learning process, encouraging them to take responsibility for their own learning and become independent learners.

Student's Moderate Attitude

The variable of students' moderate attitudes examined in this study consists of five indicators: (1) Fair Behavior, represented by five statements, (2) Acceptance of Differences, represented by five statements, (3) Professionalism in Taking Action, represented by five statements, (4) Commitment to Unity, represented by five statements, and (5) Open-mindedness and Generosity, represented by five statements. Based on these indicators, the researcher proposed 25 statements for each variable (M. Hanafi & Dkk, 2022; Kementerian Agama RI, 2019) The respondents' results for the variable of students' moderate attitudes in the Management Study Program are presented in the following table:

Table 2

Descriptive Statistics of Quantitative Data for Students' Moderate Attitudes in the Management Study Program, Faculty of Economics, Universitas Islam Nusantara

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Total	70	34.00	91.00	125.00	107.6571	9.14756	83.678
Valid N (listwise)	70						

From Table 2, it can be seen that the highest score is 125 and the lowest score is 91. The mean value is 107.65, with a standard deviation of 9.14, and the range is 34. Based on these scores, the following score groupings can be established: very high, high, moderate, low, and very low.

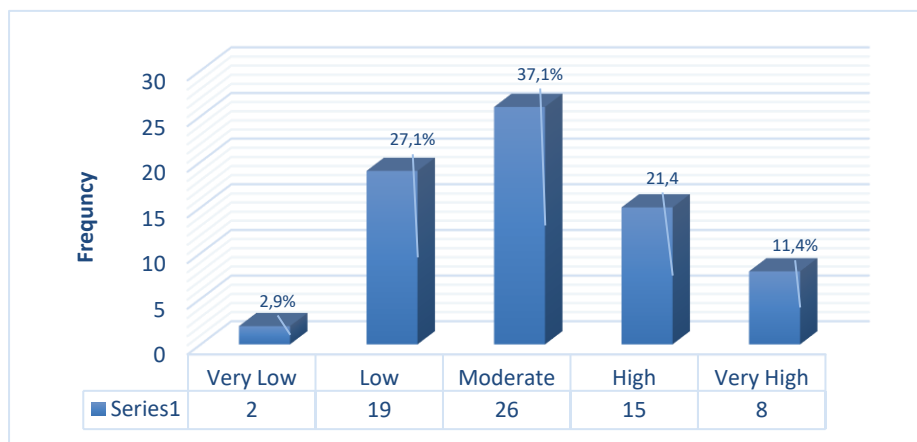


Figure 3 Diagram of Students' Moderate Attitudes in the Management Study Program, Faculty of Economics

Based on the results of the descriptive statistical analysis of students' moderate attitudes shown in the table above, it can be seen that the moderate attitudes of students in the Management Study Program are categorized as Very High for 11.4% (8 students), High for 21.4% (15 students), Moderate for 37.18% (26 students), Low for 27.1% (19 students), and Very Low for 2.9% (2 students). These results indicate that students exhibit very moderate attitudes in learning activities. The moderate attitudes consist of five indicators: fairness, acceptance of differences, professionalism in taking action, commitment to unity, and open-mindedness and generosity. All indicators were achieved very well by the students, as evidenced by the average score of 86% for the moderate attitudes of management students.

Qualitative research conducted in the second phase at the Management Study Program, Faculty of Economics, Universitas Islam Nusantara, revealed that lecturers instill moderate attitudes using a contextual and inclusive approach. This approach avoids rigid or exclusive theological doctrines and emphasizes the reconstruction of religious arguments considering their context and practical application.

Students' moderate attitudes flourish when lecturers manage differing views fairly and inclusively, avoiding excessive emphasis on controversy or unconstructive debates. Lecturers act as mediators, seeking common ground in religious discussions and providing guidance that allows for varying opinions without compromising shared core religious values. Students show a high level of acceptance of lecturers' advice, indicating respect for academic authority and the knowledge possessed by lecturers. This acceptance also reflects students' trust in the experiences and learning provided by lecturers in their educational process.

Overall, the descriptive analysis shows that students' moderate attitudes in accepting differences and advice from peers and lecturers reflect an inclusive and supportive educational environment. This open-minded and generous attitude supports effective and sustainable learning processes and prepares students to face complex challenges in the real world after graduating from higher education institutions.

The effect of using the PBL model in PAI learning on increasing students' moderate attitudes

Based on regression analysis, the results are as shown in the following Table 3.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	68.718	8.608		7.983	<.001
	Model PBL	.380	.084	.483	4.552	<.001

a. Dependent Variable: Sikap Tawasuth

Summary of Simple Regression Analysis Results

Based on the table above, the regression equation obtained is:

[$Y = a + bX$]

[$Y = 68.718 + 0.380X$]

The results of the regression can be interpreted as follows:

1. The constant/intercept (a) of 68.718 means that without the PBL Model (X), the Moderate Attitudes of students (Y) in the management study program is 68.718.
2. The regression coefficient of 0.380 indicates that for every 1% increase in X, Y will increase by 0.380. This shows that if the PBL model is not used in PAI learning, the students' moderate attitudes are at 68.718. However, if the PBL model is used in PAI learning, each 1% increase in its application will enhance students' moderate attitudes by 0.380.
3. Since the regression coefficient is positive (+), it can be said that the PBL model (X) has a positive effect on students' moderate attitudes (Y). The regression equation is $(Y = 68.718 + 0.380X)$. Thus, a positive change in the PBL model by one unit will result in a positive change in students' moderate attitudes. Conversely, a negative change in the PBL model by one unit will result in a negative change in students' moderate attitudes.

To determine whether the regression coefficient is significant (i.e., whether variable X affects variable Y), a hypothesis test can be conducted by comparing the calculated t-value with the critical t-value or by comparing the significance value (Sig) with a probability of 0.05. The basis for decision-making in this hypothesis test is as follows:

Based on the output in Table 3, the calculated t-value is 4.552, while the critical t-value can be found in the t-distribution table with $(\alpha/2 = 0.025)$ and degrees of freedom of 68, resulting in a critical t-value of 1.997. Since the calculated t-value of 4.552 is greater than the critical t-value of 1.997, it can be concluded that H_0 is rejected and H_a is accepted. Additionally, the significance value of 0.001 is less than the probability of 0.05. This research result supports the first hypothesis, which states: There is a positive and significant influence of the PBL model on PAI learning on students' moderate attitudes in the Management Study Program, Faculty of Economics.

Furthermore, to determine the extent of the influence of the independent variable (X) on the dependent variable (Y) expressed as a percentage, a determination test (R^2) is conducted. The calculation of the determination coefficient is performed using IBM SPSS version 27.0 for Windows. The determination coefficient aims to measure the extent to which the independent variable affects the dependent variable. This section will explain the extent of the influence of the PBL model on PAI learning on students' moderate attitudes in the Management Study Program. The determination coefficient is measured by squaring the correlation coefficient (R^2). In the SPSS output, the squared correlation coefficient is referred to as R Square. The analysis of the determination coefficient of the PBL model on PAI learning for students' moderate attitudes in the Management Study Program, considered partially, can be observed in the following table:

Tabel 4
Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.483 ^a	.234	.222	8.067

a. Predictors: (Constant), Model PBL

The above figures indicate that the influence of the PBL model on PAI learning on students' moderate attitudes in the Management Study Program is represented by a determination coefficient (R Square) of 0.234. This means that the contribution of the independent variable (PBL model in PAI learning) to the dependent variable (students' moderate attitudes) is 23.40%. The remaining 76.60% is determined by other variables that need to be investigated further due to the limitations of this study.

Quantitative and qualitative data analysis

Based on the qualitative data analysis conducted in the second phase, qualitative data were obtained that expand and deepen the quantitative data of the PBL model variable in PAI learning. For example, the indicator of students' orientation to problems received a score of 85.21%. This quantitative data is expanded and deepened with qualitative data, showing that lecturers present phenomena containing problems in detail according to the sub-achievements of the course. In this activity, lecturers present phenomena related to the lecture topic, such as fiqh (Islamic jurisprudence) issues that are secondary. To encourage critical thinking, cases, incidents, or specific conditions are presented. During the lecture, lecturers present brief, neutral cases, such as why someone might not want to pray in a particular mosque or follow an imam who performs Qunut.

Based on the qualitative data analysis conducted in the second phase, qualitative data were obtained that expand and deepen the quantitative data of students' moderate attitudes. For example, the indicator of commitment to unity received a score of 88.06%. This quantitative data is expanded and deepened with qualitative data, showing that students appreciate the inclusive and supportive approach of the lecturers. Students accept differences in opinions, race, ethnicity,

and customs in the classroom. They also observe that lecturers actively facilitate discussions that respect and consider various perspectives. In situations of conflict between students, lecturers are noted to not take sides but rather create space for all parties to present their arguments fairly and academically. This helps create an inclusive and harmonious learning environment where students feel valued and can grow intellectually.

Over time, as studies on the PBL model have evolved, various perspectives on the use of Problem-Based Learning have emerged, particularly in educational practice. Numerous studies on the PBL model in secondary and higher education have been conducted by both domestic and international researchers. The PBL model in this study results in students who are active and skilled in independently seeking information to solve problems presented by lecturers. This research aligns with the constructivism theory proposed by (Piaget & Cook, 1952) and (Vygotsky & Cole, 1978), which posits that learning is an active process where students construct new understanding based on prior knowledge. In PBL, students actively engage in the learning process through investigation and solving real-world problems.

Albert Bandura's social cognitive theory emphasizes the importance of learning through observation, imitation, and modeling. In PBL, students learn not only through direct experience but also through collaboration with peers. This allows them to: 1) Observe problem-solving strategies used by their peers, 2) Develop interpersonal and communication skills, and 3) Build confidence in their ability to solve problems (Bandura, 1986).

According to the andragogy theory by (Knowles, 1980), adults learn best when: 1) They understand why they need to learn something, 2) They can learn through direct experience, and 3) Learning focuses on solving real problems relevant to their lives. PBL in this study is highly suitable and relevant to the principles of andragogy because: 1) The problems presented in PBL are relevant to students' real-life contexts, thereby motivating them to learn, 2) PBL encourages independent learning and allows students to take responsibility for their learning process, and 3) Learning through direct experience in PBL helps students better understand and retain material. This study's findings align with the research by (Hiqmatunnisa & Zafi, 2020), which concluded that Fiqh learning can serve as a means of instilling Islamic moderation values by presenting a Problem-Based Learning concept that requires students to broadly and openly understand the differences in Islamic laws applied in society, thereby positioning themselves to be moderate in responding to these differences. By instilling moderate values, PTKIN (Islamic Higher Education Institutions) can prepare Indonesian Muslim citizens who maintain values of wisdom, tolerance, and non-radicalism. Fadhilah's research (Fadhilah et al., 2024) reveals that Problem-Based Learning plays a crucial role in strengthening the character of religious moderation. Problem-Based Learning not only enhances critical thinking and problem-solving abilities in students but also plays a crucial role in shaping a strong and balanced character of religious moderation.

The use of the Problem-Based Learning (PBL) method in Islamic Religious Education (PAI) can effectively foster moderate attitudes among students. This is related to how PBL encourages students to actively participate in the learning process, contrasting with traditional lecture methods that tend to be one-directional and doctrinal. Traditional lecture and direct discussion methods have the potential to create a dogmatic learning environment (Firdaus & Erihadiana, 2022), where the material presented by the lecturer is considered the only truth. PowerPoint presentations used by lecturers, for example, might become the only acknowledged reference, thereby limiting students' creativity and critical thinking abilities. Such a learning pattern tends to lead to indoctrination, which can hinder students from deeply exploring and understanding various perspectives.

Conversely, PBL offers a more constructive and collaborative approach. In PBL, students are invited to reconstruct a topic by identifying relevant research problems, analyzing causes, and drawing conclusions based on evidence and critical thinking. For example, when discussing

the differences in the number of rak'ahs in tarawih (11 or 23 rak'ahs) or why some recite basmalah aloud while others do not, students are encouraged to delve into literature, discuss various viewpoints, and understand the reasoning behind each practice. This process helps students understand and appreciate differences, thereby fostering moderate attitudes.

The implementation of PBL in PAI learning can enhance students' moderate attitudes if supported by appropriate policies, lecturer flexibility, and course suitability. However, challenges such as differences in understanding levels, facility limitations, and individual student issues need to be addressed to ensure the effectiveness of this method. By leveraging supporting factors and overcoming obstacles, PBL can become an effective tool for shaping moderate and tolerant students.

CONCLUSION

Based on the research findings and the discussion presented in the previous chapter, it can be generally concluded that the implementation of the Problem-Based Learning (PBL) model in PAI learning at higher education institutions can enhance the moderate attitudes of students in the Management Study Program, Faculty of Economics, Universitas Islam Nusantara, Bandung. The PBL model in PAI learning significantly influences the enhancement of students' moderate attitudes, as evidenced by a significance value (sig) of 0.001, which is less than the probability of 0.05, and a coefficient of determination (R Square) of 0.234. This indicates that the contribution of the independent variable (PBL model in PAI learning) to the dependent variable (students' moderate attitudes) is 23.40%.

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