

## **Implementation of a Literacy-Based Project-Based Learning (PjBL) Model in Islamic Education and Character Education to Foster Students' Moderate Attitudes**

**Ela Komala<sup>1)\*</sup>, Tedi Priatna<sup>2)</sup>, Erni Haryanti<sup>3)</sup>, Maslani<sup>4)</sup>**

<sup>1, 2, 3, 4)</sup> Islamic Education Doctoral Program, Postgraduate UIN Sunan Gunung Djati Bandung, Indonesia

\*Corresponding Author

Email: [komalaela98@gmail.com](mailto:komalaela98@gmail.com)

---

### **Abstract**

*This study examines the issue of low reading interest among students, which can negatively affect their literacy skills and behavior. If left unaddressed, this issue could lead to a generation with poor literacy abilities and a lack of moderate attitudes. The purpose of this research is to analyze the planning, implementation, and evaluation processes, as well as the impact of the Literacy-Based Project-Based Learning (PjBL) model in the subject of Islamic Education (PAI) and Character Education on shaping students' moderate attitudes. The study employs a qualitative approach with a case study method. Data collection techniques include observation, interviews, and documentation. The findings indicate several key points: (1) The planning process of PjBL in Islamic Education begins with setting objectives aligned with local contexts and religious values, analyzing student characteristics, adapting teaching strategies, preparing worksheets, and designing evaluation tools. (2) The implementation of PjBL in three junior high schools in Bandung involves teachers assigning project tasks, planning project steps, scheduling, and providing continuous monitoring and guidance throughout the project. (3) The evaluation of PjBL includes assessing students' ability to manage projects, the relevance of the projects to the local context, and the authenticity of the final products, which reflect the success of the PjBL implementation. (4) The literacy-based PjBL model demonstrates a significant impact on fostering students' moderate attitudes, particularly in terms of tolerance, national commitment, anti-violence, and accommodation of local culture, with varied results across the three schools. This study concludes that the Literacy-Based Project-Based Learning (PjBL) model in Islamic Education (PAI) and Character Education effectively supports the development of moderate attitudes in religious practices among students at SMPN 18 Bandung.*

**Keywords:** *Project Based Learning, Literacy, Moderate Attitudes*

---

## **INTRODUCTION**

Educational issues in Indonesia remain a critical concern, especially as human life progresses toward a globalized society. The increasingly competitive demands of the era require communities to be more productive. Advances in information and communication technology have also transformed lifestyles, including how people work, learn, and socialize. Consequently, one of the government's efforts to advance education is through curriculum reform, culminating in the implementation of the 2013 Curriculum, which has been strengthened by the Independent Curriculum (Kurikulum Merdeka). Currently, educational institutions in Indonesia utilize two curriculum models (the 2013 Curriculum and the Independent Curriculum). These curricula are the result of the Indonesian government's efforts to enhance educational quality and meet the demands of the times. Therefore, this research focuses on the 2013 Curriculum and the Independent Curriculum.

The 2013 Curriculum and the Independent Curriculum require teachers to change their teaching habits. Teacher-centered learning must shift to a student-centered learning model. According to Ministerial Regulation No. 22 of 2016 on education process standards, learning should be interactive, inspiring, enjoyable, challenging, and motivating for students to participate actively while providing room for creativity development. The learning process must prepare students to face the demands of the 21st century.

One of the distinctive 21st-century learning models is Project-Based Learning (PjBL), which is considered relevant for Islamic Education (PAI) and Character Education. This learning

model emphasizes the involvement of various stakeholders as needed in the learning process. It enables students to work autonomously, construct their learning independently, and ultimately produce tangible products and actions. Teachers act as facilitators, assisting students in developing critical thinking skills. One of the priorities is teaching students the essential 21st-century competencies, known as the 4Cs (Communication, Collaboration, Critical Thinking, and Creativity) (Halimah & Marwati, 2022).

The learning process is an essential indicator of the quality of students' education. Effective learning should not only address cognitive aspects (knowledge) but also reinforce virtues, affective aspects (attitudes), and psychomotor skills (practices) in applying religious values to students' daily lives. Additionally, learning should integrate literacy skills, including reading, writing, oral communication, and IT proficiency (Abidin, 2015). In this regard, literacy is a vital component of the teaching and learning process, enhancing knowledge to enable critical, logical, and innovative thinking. Students are expected to communicate effectively, exhibit good character, and possess traits such as responsibility, hard work, and honesty in real life. This 21st-century learning approach encourages students to develop literacy skills to critically interpret information (Trimawati, 2020).

In response to this, the Ministry of Education and Culture has initiated a lifelong literacy movement. However, many Indonesians have yet to become literate citizens. For some, reading is still considered monotonous and uninteresting, which may explain why Indonesia's human resources lag behind other nations. The current low reading ability among Indonesians is a concerning issue that necessitates serious action to advance Indonesian society. This concern prompted the Ministry of Education and Culture to replace the National Examination with the Minimum Competency Assessment (AKM), following Circular Letter No. 4 of 2020 regarding educational policies during the COVID-19 pandemic (Abidah et al., 2020). Literacy and numeracy are the basic competencies measured in the AKM, highlighting the necessity of literacy-based learning. Literacy is not merely about reading, writing, and arithmetic but also encompasses absorbing knowledge, exploring the world, and solving real-life problems wisely and intelligently. A quality life and educated citizenry are hallmarks of a developing nation. To address these challenges, the Ministry of Education and Culture launched the National Literacy Movement (GLN) in 2016, which encompasses various literacy initiatives, including the School Literacy Movement (GSL), Family Literacy Movement, and Community Literacy Movement. The School Literacy Movement (GSL) aims to make schools lifelong learning organizations through public engagement (Purnama, 2019). This participatory effort involves all school stakeholders, including students, educators, principals, education staff, and school committees. One implementation strategy is to apply 21st-century learning models such as discovery learning, project-based learning, problem-based learning, and inquiry learning (Firdaus, 2022).

Religion-based education in the national education system plays a crucial role in developing individuals who are faithful and devoted to Allah SWT and capable of fulfilling their responsibilities as stewards on Earth based on the Qur'an and as-Sunnah (Djaelani, 2013). However, amidst the challenges of globalization, Islamic education has not yet fully achieved its objectives. Among these challenges are moral decadence in mental, moral, and spiritual aspects, as well as the emergence of religious discourse promoting radical, extreme, and intolerant ideologies. Addressing issues related to religious understanding is a complex task that cannot be resolved instantly.

Religious moderation emerges as a solution through the provision of strategic materials that strengthen the understanding of religion within the context of Indonesian culture (Firdaus, 2024). The relationship between Project-Based Learning (PjBL) and religious moderation is linked to the use of PjBL in teaching Islamic Education (PAI) and Character Education in

Indonesia. Religious moderation refers to attitudes and behaviors characterized by balance and tolerance in practicing religious teachings. In the context of PAI and Character Education, PjBL can serve as a teaching method that actively engages students in projects or tasks related to religious and moral values. Through these projects, students can gain a deeper understanding of religious teachings and learn how to apply them in their daily lives.

PjBL enables students to learn religious and moral concepts contextually and practically through projects relevant to their lives. In this context, religious moderation can be integrated with PjBL to develop tolerance, mutual respect, and a deeper understanding of religious principles related to social and moral values. By engaging students in projects that encourage problem-solving, collaboration, and reflection, PjBL helps students develop social skills, problem-solving abilities, and a broader understanding of inclusive and moderate religious values.

This situation poses a challenge for religious education to transform its components, particularly in teaching materials, teachers, models, approaches, and strategies used in the learning process (Tolchah & Mu'ammam, 2019). Educators need to have a vision for change, both for themselves and their environments, and view their profession as an investment in future generations. From this perspective, educators must be open to learning new things to meet 21st-century learning objectives. Lifelong learning is essential for staying informed and critically addressing existing issues. Similarly, understanding religious moderation must be approached from various perspectives. To filter news or opinions, strong literacy skills are needed. With good reading literacy skills, individuals can understand the meaning of texts—literally, interpretatively, critically, and creatively. Reading involves maximizing one's intellectual and emotional potential (Castles et al., 2018).

Schools, as educational institutions, play a significant role in maintaining the learning process in accordance with established guidelines, ensuring that it is effective and efficient. In Bandung City, there are 75 public junior high schools (SMP) and 194 private ones. Junior high schools (SMP) are formal educational institutions under the Ministry of Education and Culture (Kemdikbud), and their curricula align with ministry policies, such as the transition from the KTSP curriculum to the 2013 Curriculum (K13) and now the Independent Curriculum (Kurikulum Merdeka). The Independent Curriculum focuses on: (1) Developing soft skills and character, (2) Emphasizing essential material, and (3) Flexible learning.

The quality of educational institutions is crucial and influences parents' interest in enrolling their children. The more applicants a school receives, the higher its popularity, earning it the title of a "favorite school." Indicators of a favorite school include achievements and facilities, but most importantly, the curriculum and activities that nurture not only academic excellence but also creativity. Moreover, education emphasizes morality and character development, while teaching leans more towards knowledge transfer. This effort is supported by adequate facilities.

At SMPN 18 Bandung, education is expected to go beyond knowledge transfer and foster strong character development through student-centered learning approaches. However, challenges arise that hinder the optimization of the learning process, particularly in Islamic Education (PAI) and Character Education subjects.

Preliminary studies indicate that alongside the implementation of the latest curriculum, such as the Independent Curriculum (Kurikulum Merdeka), SMPN 18 has made efforts to develop innovative teaching methods, including Project-Based Learning (PjBL). This approach provides students with opportunities to actively engage in learning, create products, and apply knowledge in real-world contexts. However, field implementation still reveals several challenges. Teachers often rely on conventional teacher-centered methods, leaving students as

passive listeners. This situation is exacerbated by the impact of the COVID-19 pandemic, which has led to learning loss, a decline in critical thinking skills, and weakened student creativity.

On the other hand, Islamic Education (PAI) and Character Education at SMPN 18 are expected to shape students' moderate attitudes. Religious moderation is an essential value that must be instilled to promote harmony in diversity. Unfortunately, the current learning process has not been entirely effective in embedding moderation values. Contributing factors include limited instructional time for PAI, a lack of innovation in teaching methods, and low levels of students' religious literacy. Religious literacy encompasses an understanding of religious texts, ethical values, and critical thinking about religious teachings. The lack of mastery in these aspects hinders students from applying moderation values in their daily lives.

The implementation of Literacy-Based Project-Based Learning (PjBL) offers a potential solution to these challenges. PjBL allows students to engage in relevant projects while utilizing literacy skills such as reading, writing, analysis, and communication. This model can enhance students' understanding of religious teachings, instill moderation values, and cultivate tolerance relevant to life in a pluralistic society.

However, the development of PjBL at SMPN 18 faces several challenges. Teachers require further training to effectively implement this model, including preparing PjBL-based Lesson Plans (RPP) and utilizing interactive learning media that leverage information technology. Additionally, integrating moderation values into PAI materials requires a more systematic approach to enable students to understand and apply these values in real life.

Based on these realities, this study aims to examine the implementation of Literacy-Based Project-Based Learning (PjBL) in Islamic Education (PAI) and Character Education at SMPN 18 Bandung. The research is expected to contribute to improving students' literacy, shaping moderate attitudes, and addressing existing learning challenges.

Previous studies on Project-Based Learning (PjBL) include those by (Firdaus et al., 2023), focusing on the application of PjBL to improve student learning outcomes, as well as (Guo et al., 2020) and (Kokotsaki et al., 2016), who provided six key recommendations deemed crucial for the successful adoption of PBL in school environments. The distinction of this study lies in its focus on the Literacy-Based Project-Based Learning (PjBL) Model in Islamic Education (PAI) and Character Education to shape students' moderate attitudes, which represents the novelty of this research.

## RESEARCH METHODS

The method employed in this study is a qualitative method with a descriptive approach, conducted from March 20, 2024, to August 20, 2024, at SMPN 18 Bandung. Qualitative research is an approach that generates descriptive data in the form of written or spoken words from individuals and observed actions, or from several traditions in social sciences based on the observation of people in their natural environments and communicating these observations in their own language (Sofiyana et al., 2022).

The subjects of this research are the principal and Islamic Education (PAI) teachers at SMPN 18 Bandung, who serve as informants. Data collection techniques include documentation, interviews, and observation. Data analysis in this study follows the stages of Miles and Huberman's Data Analysis Model, which consists of data reduction, data display, conclusion drawing, and verification (Abdussamad, 2022; Miles et al., 2014)

## RESULT AND DISCUSSION

### **Planning of the Literacy-Based Project-Based Learning (PjBL) Model in Islamic Education (PAI) and Character Education at SMPN 18 Bandung**

An in-depth analysis of the research findings reveals that the planning of the Literacy-Based PjBL model at SMPN 18 Bandung has positively contributed to the development of the Islamic Education (PAI) and Character Education curriculum. PAI teachers at the three schools involved have successfully designed projects that cater to students' needs, incorporating aspects of literacy and fostering moderate attitudes. Comprehensive planning ensures that projects are connected to real-life contexts and contemporary issues, increasing student engagement and interest in learning. Clear steps in the planning process, such as selecting engaging topics, formulating critical-thinking questions, and outlining project phases, ensure the achievement of desired learning outcomes.

In the context of PAI teachers at SMPN 18, collaborative meetings among teachers demonstrate good teamwork, while at Vijaya Kusuma Private Junior High School, the emphasis on understanding learning objectives and project relevance to the curriculum reflects teachers' dedication to crafting holistic learning experiences.

The planning phase of the Literacy-Based PjBL model at SMPN 18 involves various stakeholders, including school administrators, subject teachers, and other relevant parties at the school or foundation level. The initial step involves coordination meetings at the school level, involving PAI and Character Education teachers, the principal, and curriculum representatives. These meetings discuss the development of a PjBL model that integrates literacy, religion, and character education. Student engagement is prioritized by aligning project topics and teaching strategies with their interests and needs.

Teacher creativity is a key consideration in planning, with the school supporting teachers in developing innovative and engaging projects. This process includes identifying learning objectives, selecting topics relevant to the curriculum, and creating project questions that stimulate critical thinking. The planning also involves breaking the project into clear stages, such as planning, research, implementation, and evaluation. Each stage is designed to support the achievement of learning objectives. Deciding whether projects will be conducted individually or in groups is another key aspect of planning, with clear guidelines and structures necessary for effective collaboration.

The full support of the school team, including resources and mentoring, is crucial to the success of this planning process. Pre-scheduled project timelines aligned with the academic calendar ensure that projects do not conflict with other school activities. Additionally, parental involvement is considered, with parents invited to participate in project planning through special meetings or by providing support to the school. This approach aims to create synergy between the school and parents in supporting student learning.

In planning the Literacy-Based PjBL model at SMPN 18 Bandung, the ultimate goal is to ensure that literacy, religious, and character education objectives are achieved optimally. PAI and Character Education teachers are expected to have a clear understanding of the learning goals to be attained through the projects. Identifying the skills, knowledge, or understanding desired serves as the foundation of the planning process.

The selection of project topics or contexts is another critical consideration. Topics must be relevant to the curriculum and capable of capturing students' interest, with real-life or currently relevant issues providing a strong connection to the projects. Engaging topics motivate students to actively participate in the learning process. The planning process also includes creating project questions that encourage critical thinking. These questions guide students to

explore concepts or solve problems through the projects, helping them develop a deeper understanding of literacy, religion, and character education.

Dividing projects into clear stages—such as planning, research, implementation, and evaluation—is essential to structured and goal-oriented learning. Decisions about whether projects are conducted individually or in groups require careful attention, with group projects necessitating clear guidelines and structures to ensure effective collaboration.

Throughout the planning process, transparency and good communication among all stakeholders, including teachers, students, and school administrators, are vital to success. With thorough planning, the Literacy-Based PjBL model is expected to positively impact students' moderate attitudes in the three schools involved.

According to Made (Wena, 2009), the learning process in PjBL involves three main phases: 1) Planning: This crucial phase includes (a) formulating learning or project objectives, (b) analyzing student characteristics, (c) developing teaching strategies, (d) preparing worksheets, (e) identifying required learning resources, and (f) designing assessment tools. 2) Implementation: Steps include (a) preparing all necessary learning resources, (b) explaining project tasks and work plans, (c) grouping students based on their tasks, and (d) executing the project. 3) Evaluation: This phase assesses both planning and implementation to determine whether the learning objectives are met. Evaluation involves qualitative activities, while measurement in evaluation refers to quantitative activities. (Rineksiane, 2022) outlines three principles of PjBL: 1) Motivational Principle: Encourages students to be more independent in completing tasks. 2) Centrality Principle: Places PjBL at the center of learning, focusing on core disciplinary knowledge. 3) Autonomy Principle: Promotes student autonomy in decision-making and accountability. Student worksheets serve as applications of project-based learning. Steps in planning the PjBL model, according to (Widiasworo, 2017), include: 1) Formulating essential questions, 2) Designing project plans collaboratively between teachers and students, 3) Creating schedules, 4) Monitoring student progress, 5) Testing outcomes, and 5) Evaluating experiences.

**Implementation of the Literacy-Based Project-Based Learning (PjBL) Model in Islamic Education (PAI) and Character Education at SMP Negeri 18 Bandung**

The implementation of the Literacy-Based Project-Based Learning (PjBL) model in Islamic Education (PAI) and Character Education at SMP Negeri 18 Bandung aims to foster students' moderate attitudes through well-organized technical steps. The first step involves socialization and initial preparation, which includes meetings with all stakeholders to explain the PjBL concept and the objectives of religious literacy. A development team and participating teachers are designated to ensure effective collaboration in the program's implementation.

The second step is teacher training, involving intensive sessions on PjBL strategies, literacy techniques, and integrating moderation values. This training ensures that teachers understand project design, assessment, and classroom management within the PjBL framework. Additionally, it emphasizes the internalization of essential religious values, reinforcing national commitment, and fostering tolerance, as highlighted in the indicators of religious moderation proposed by Lukman Hakim Saifuddin, the Minister of Religious Affairs.

The next step is the mapping of religious literacy and moderation, where teachers map the religious literacy curriculum and relevant moderation values for integration into projects. A competency matrix for literacy and moderation attitudes is also developed during this phase. Implementing religious moderation in Islamic education includes fostering peace education that respects human rights and promotes interfaith harmony.

The fourth step involves project design, where the development team and teachers collaboratively create projects by setting literacy objectives, expected outcomes, and assessment criteria. Project design guidelines outlining stages, resources, and evaluations are utilized to

ensure the project proceeds as planned. This project design incorporates values such as peace, justice, and compassion, which are foundational to religious moderation.

The subsequent step is developing teaching materials. Teachers prepare educational materials related to religious literacy, including references to religious texts, supplementary materials, and literacy guides. Literacy modules that support moderation values are also developed in this phase. Religious moderation can also be conveyed through textbooks and teaching materials, featuring images of various traditional attires and religious ceremonies found in Indonesia.

The integration of technology to support learning is the next step, involving the use of online platforms, supporting applications, and digital resources for religious literacy. Teachers then form student project groups and assign roles to ensure effective collaboration. Regular monitoring of project progress and guidance in problem-solving and literacy skill development are also conducted.

Project presentation sessions are held at the end of each phase, followed by classroom discussions to explore literacy aspects and moderation values emerging from the projects. Teachers assess and evaluate using pre-established rubrics to measure literacy progress and attitudes of moderation. The development team then conducts an overall evaluation of the PjBL implementation.

The final step is reflection and improvement. Teachers and the development team hold reflection sessions to identify successes and challenges encountered during implementation. Based on evaluations and feedback from teachers and students, adjustments are made to enhance the program's effectiveness in the future.

Implementing religious moderation in Islamic education has significant implications for shaping a wise, tolerant, and inclusive Muslim generation. In education, religious moderation translates into an approach that teaches students to practice their faith with an understanding of and respect for others' beliefs and practices. Integrating teachings on tolerance, appreciation of religious diversity, and interfaith dialogue into the Islamic education curriculum helps students understand that Islam values religious freedom and supports interfaith cooperation.

In conclusion, implementing religious moderation in Islamic education is a critical effort to develop a Muslim generation that practices their faith with openness, tolerance, and inclusivity, contributing to a multicultural and harmonious society.

### **Evaluation of the Literacy-Based Project-Based Learning (PjBL) Model in Islamic Education (PAI) and Character Education at SMP Negeri 18 Bandung**

The evaluation of the Literacy-Based Project-Based Learning (PjBL) model in Islamic Education (PAI) and Character Education at SMP Negeri 18 Bandung revealed several findings that provide a comprehensive understanding of its implementation success. First, the evaluation was conducted through teacher performance assessments and Classroom Action Research (CAR), offering in-depth insights into teaching effectiveness. The results included teachers' abilities to design projects, facilitate discussions, and provide constructive feedback to students. Second, the evaluation assessed students' abilities to manage projects, including understanding the material, critical thinking skills, and the application of religious and ethical values within the projects. It was found that students successfully developed literacy skills and connected them with religious values and ethics. The evaluation also covered the sustainability of the learning model, particularly its adaptability to the dynamic nature of educational practices.

Despite these successes, challenges were identified, including time constraints and inadequate facilities, which hindered optimal project implementation. These challenges reflect the real-world difficulties in applying Literacy-Based PjBL effectively. By detailing these findings, the research makes an important contribution to understanding the evaluation of the Literacy-Based PjBL model within the context of PAI and Character Education. These findings

are expected to serve as a foundation for improving and further developing this learning model in the future.

The analysis of the evaluation results provides a deep understanding of the positive impact of this model on the learning process. In terms of teacher performance, the evaluation highlights that their effectiveness significantly influences the implementation of this model. Teachers need a comprehensive understanding of literacy, religious competence, and ethical values to design projects that align with learning objectives. Teacher evaluations also included their ability to facilitate discussions, provide clear instructions, and deliver constructive feedback to students. From the students' perspective, the evaluation shows that the Literacy-Based PjBL model enhances their understanding of PAI and Character Education. Students also develop critical thinking skills through the projects they undertake. Participation in these projects increases their motivation to learn and helps them relate religious concepts to their daily lives. Additionally, the evaluation involved monitoring the sustainability of this learning model. The findings indicate that sustainability relies on strong support from the school, including sufficient time allocation and adequate facilities. However, challenges such as limited time and inadequate resources were noted as obstacles to maintaining the model's sustainability in the school environment.

Overall, this analysis provides a comprehensive overview of the impacts and challenges of implementing the Literacy-Based PjBL model in PAI and Character Education in the schools studied. The findings offer a foundation for further improvements and development of this learning model. The evaluation also highlights the importance of project scheduling within the Literacy-Based PjBL model. It was found that scheduling projects in alignment with the academic calendar and avoiding conflicts with other school activities positively impacted the smooth execution of the projects. This approach ensured that project implementation did not disrupt other school programs.

Furthermore, the evaluation emphasizes the critical role of monitoring project activities and progress in improving the quality of learning. Group mentors conducted monitoring at each project stage using rubrics, which served as an objective basis for evaluation. This process ensured that each stage supported learning objectives and provided meaningful feedback to students.

In this context, the application of the Literacy-Based PjBL model demonstrates positive impacts on students' mindsets, particularly in developing critical thinking, collaboration, and communication skills. Students actively engaged in every stage of the project, from planning to evaluation, gaining a holistic learning experience. However, challenges remain, particularly regarding the sustainability of this learning model. The evaluation shows that support from the entire school team, adequate resources, and active parental involvement are key to maintaining this model. Addressing time constraints and resource availability is essential to ensure the sustainability and effectiveness of Literacy-Based PjBL in schools.

Thus, the evaluation provides a holistic view of the implementation of the Literacy-Based PjBL model in PAI and Character Education at the schools studied. These findings can serve as a foundation for further development and improvement efforts to enhance the quality of religious and character education at the junior high school level.

### **The Impact of the Literacy-Based Project-Based Learning (PjBL) Model on Shaping Students' Moderate Attitudes in Islamic Education (PAI) and Character Education at Public, Private, and Plus Junior High Schools in Bandung**

An analysis of the Self-Assessment Results (APD) at SMPN 18 Bandung revealed variations in the level of moderate religious attitudes among students, as related to the implementation of Literacy-Based Project-Based Learning (PjBL) in Islamic Education (PAI) and Character Education. While the literacy-based PjBL model positively influences the

development of students' moderate attitudes across the three schools, the analysis indicates that discipline in religious practices and harmony with the environment still require further reinforcement.

In general, SMPN 18 Bandung demonstrates a strong foundation in honesty and integrity, with students across all schools showing a high awareness of the importance of honesty in religious and social life. This highlights SMPN 18's success in instilling honesty as a fundamental value for religious moderation. Literacy-based PjBL can further strengthen this attitude by engaging students in projects that encourage openness and honesty, such as reflective projects on religious values or collaborative interfaith activities that promote mutual respect.

On the other hand, the category of discipline and religious practice showed relatively lower levels at SMPN 18 Bandung. This lack of discipline suggests that not all students consistently practice religious rituals. Within the context of PjBL, literacy-based religious projects can guide students toward scheduled practical activities, such as daily or weekly projects related to worship practices. These activities are expected to enhance students' discipline and deepen their understanding of religious values through active involvement in literacy-based projects.

Regarding the category of cooperation, SMP Al-Falah exhibited the most prominent positive attitudes, followed by SMP Plus, while SMPN 18 showed relatively lower levels. This finding indicates a basic awareness among students of the importance of harmonious relationships between religious life and social environments. However, the daily application of these values still requires improvement. Through literacy-based PjBL, students can engage in environmental or social projects grounded in religious values, such as cleanliness campaigns, reforestation efforts, or community service projects. These activities not only enhance students' understanding of religion's role in preserving the environment but also strengthen their moderate attitudes in social relationships.

In terms of national pride and civic participation, SMPN 18 Bandung demonstrated positive results, reflecting a strong sense of patriotism and a willingness to contribute to society. Literacy-based PjBL can further enhance this sense of nationalism by involving students in projects related to national culture, Pancasila values, or community service activities that foster national pride. By understanding their roles in society, students become more prepared to appreciate diversity and grow into tolerant and socially responsible individuals.

Lastly, in the category of appreciation for diversity, SMPN 18 Bandung displayed a high level of positive attitudes. This suggests that the majority of students in the schools exhibit good tolerance toward religious and cultural differences. Within the context of literacy-based PjBL, schools can organize cross-cultural projects or interfaith dialogues that teach students to collaborate and value diversity. These projects will strengthen students' tolerance, making them more open-minded and appreciative of the diversity around them.

Overall, the APD results at SMPN 18 demonstrate that students already have a solid foundation of moderate religious attitudes, particularly in the areas of honesty, national pride, and appreciation for diversity. However, the categories of discipline in religious practices and cooperation still require improvement. The Literacy-Based Project-Based Learning (PjBL) model can serve as an effective approach to strengthen these moderate attitudes by involving students in projects that integrate the values of Islamic Education (PAI) and Character Education. Thus, PjBL not only supports students' academic understanding but also helps shape tolerant, disciplined, and environmentally conscious attitudes—key characteristics of a moderate religious perspective.

The implementation of the Literacy-Based Project-Based Learning (PjBL) model in Islamic Education (PAI) and Character Education at SMP Negeri 18 Bandung aligns with various previous research findings that highlight the effectiveness of PjBL in enhancing critical thinking

skills, literacy understanding, and students' moderate attitudes. (Fadriati et al., 2023) revealed that the application of technology-integrated PjBL in PAI learning at the high school level significantly improved students' critical thinking skills. This finding is relevant to the goals of PjBL-based PAI learning, which not only teaches religious concepts but also encourages students to analyze, evaluate, and develop solutions rooted in religious values. The study reinforces the argument that PjBL can serve as an effective approach to supporting students' intellectual development in understanding and applying religious teachings in daily life. (Maria & Maulana, 2023) also found that the PjBL model has a significant impact on students' cognitive learning outcomes in PAI learning. Their research demonstrated that students' involvement in literacy-based projects not only enhanced their academic understanding but also helped them connect the subject matter with social realities. This aligns with the implementation of literacy-based PjBL at SMPN 18, where projects are designed to integrate religious literacy with relevant social and cultural issues, thereby fostering students' moderate attitudes. (Sastradiharja & Febriani, 2023) further noted that PjBL positively impacts students' creativity in "Sekolah Penggerak" (Driving Schools). In the context of PAI and Character Education, the creativity cultivated through literacy-based PjBL can help students internalize values of moderation and tolerance in innovative ways. This reflects the approach adopted at SMPN 18, where PAI teachers design projects that not only enhance religious literacy but also encourage students to appreciate the importance of living harmoniously within diversity.

Thus, the findings of previous research support the implementation of literacy-based PjBL at SMPN 18 as an approach that not only enhances students' cognitive and literacy skills but also contributes to the development of moderate attitudes. This model provides a strong foundation for students to understand religious values, adapt to life challenges, and interact tolerantly within a pluralistic society.

## CONCLUSION

Based on the findings and discussion regarding the implementation of the Literacy-Based Project-Based Learning (PjBL) model in Islamic Education (PAI) and Character Education to foster students' moderate attitudes, the study concludes that the process begins with careful planning. Teachers formulate objectives aligned with local contexts and religious values, analyze students' characteristics, adapt teaching strategies, prepare worksheets, and design evaluation tools. The implementation at SMP Negeri 18 Bandung involves teachers assigning project tasks, planning project steps, scheduling activities, and providing continuous monitoring and guidance throughout the project. The evaluation focuses on students' abilities to manage projects, the relevance of the projects to local contexts, and the authenticity of the final products, reflecting the success of PjBL implementation. The impact of this literacy-based PjBL model is evident in shaping students' moderate attitudes, particularly in fostering tolerance, national commitment, non-violence, and accommodation of local cultures. These positive outcomes were observed across different types of schools, albeit with varying results. The study concludes that the Literacy-Based Project-Based Learning (PjBL) model in Islamic Education (PAI) and Character Education effectively supports the development of moderate religious attitudes among students at SMP Negeri 18 Bandung.

## REFERENCES

- Abdussamad, Z. (2022). *Metode Penelitian Kualitatif*. Syakir Media Press.
- Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., Mutakinati, L., & Suprpto, N. (2020). The impact of covid-19 to indonesian education and its relation to the philosophy of “merdeka belajar.” *Studies in Philosophy of Science and Education*, 1(1), 38–49.
- Abidin, Y. (2015). *Pembelajaran multiliterasi*. PT Refika Aditama.
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(1), 5–51.
- Djaelani, M. S. (2013). Peran pendidikan agama Islam dalam keluarga dan masyarakat. *Jurnal Ilmiah WIDYA*, 1(2), 100–105.
- Fadriati, F., Muchlis, L., & Asroa, I. (2023). Model Pembelajaran PAI dengan Project Based Learning Berbasis ICT untuk Meningkatkan Kemampuan Berfikir Kritis Siswa SMA. *Islamika*, 5(1), 177–188.
- Firdaus, M. A. (2022). *Model Model Pembelajaran PAI* (1st ed.). Rajawali Press.
- Firdaus, M. A. (2024). *Penggunaan Model Problem Based learning (PBL) pada pembelajaran agama Islam di perguruan tinggi untuk meningkatkan sikap Tawasuth dan sikap Tasamuh mahasiswa: Penelitian di program studi Manajemen dan program studi Akuntansi Fakultas Ekonomi Universitas Islam Nusantara Kota Bandung*. UIN Sunan Gunung Djati Bandung.
- Firdaus, M. A., Jamal, M. Y. S., & Arifin, B. S. (2023). Improving Student Learning Outcomes Through Project-Based Learning in Islamic Religion Lessons. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(2), 241–254. <https://doi.org/10.31538/tijie.v4i2.400>
- Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, 102, 101586.
- Halimah, L., & Marwati, I. (2022). *Project based learning untuk pembelajaran abad 21*. PT Refika Aditama.
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving Schools*, 19(3), 267–277.
- Maria, A., & Maulana, R. (2023). PENGARUH MODEL PEMBELAJARAN PROJECT BASED LEARNING TERHADAP HASIL BELAJAR KOGNITIF SISWA PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM. *Masagi*, 2(1), 61–68.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Third edit). SAGE Publications Inc.
- Rineksiane, N. P. (2022). Penerapan metode pembelajaran project based learning untuk membantu siswa dalam berpikir kritis. *Jurnal Pendidikan Manajemen Perkantoran*, 7(1), 82–91.

Sastradiharja, E. E. J., & Febriani, F. (2023). Pembelajaran Berbasis Projek (Project Based Learning) Dalam Meningkatkan Kreativitas Siswadi Sekolah Penggerak Smp Al Azhar Syifa Budi Cibinong-Bogor. *Edukasi Islami: Jurnal Pendidikan Islam*, 12(01).

Sofiyana, M. S., Aswan, N., Munthe, B., Wijayanti, L. A., Jannah, R., Juhara, S., Tedy, S. K., Laga, E. A., Sinaga, J. A. B., & Suparman, A. R. (2022). *Metodologi Penelitian Pendidikan*. Global Eksekutif Teknologi.

Tolchah, M., & Mu'ammam, M. A. (2019). Islamic Education in the Globalization Era. *Humanities & Social Sciences Reviews*, 7(4), 1031–1037.

Trimawati, K. (2020). The development of critical and creative thinking ability in integrated science learning on human expression system materials for junior high school students. *Jurnal Education and Development*, 8(1), 182.

Wena, M. (2009). *Strategi pembelajaran inovatif kontemporer* (Vol. 2). Bumi Aksara.

Widiasworo, E. (2017). *Inovasi pembelajaran berbasis life sklii dan entrepreneurship*.