

Transformation of Islamic Education (PAI) Learning through Project-Based Learning in the Context of Deep Learning at SMA Negeri I Kediri

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Abstract

This study aims to analyze the transformation of Islamic Education (PAI) learning through the implementation of Project-Based Learning (PjBL) in the context of deep learning at SMA Negeri I Kediri. The background of this research is based on the need for innovative learning approaches that can enhance deep understanding as well as the internalization of Islamic values among students. This study employs a qualitative approach with a case study design. The research subjects consist of PAI teachers and students involved in project-based learning. Data collection techniques include observation, interviews, and documentation, while data analysis uses the interactive model of Miles and Huberman. The results show that the implementation of PjBL is able to increase students' active engagement, collaborative skills, and deeper conceptual understanding. The deep learning approach is reflected in students' ability to relate learning materials to daily life and to reflect on the values learned. In addition, the use of technology supports the learning process to become more interactive and creative. However, several challenges were identified, such as time constraints and differences in students' abilities. School support and the role of teachers as facilitators are important factors in the successful implementation. Overall, the integration of PjBL and deep learning has proven effective in transforming PAI learning to become more meaningful, contextual, and oriented toward character building. Therefore, this learning model is recommended for further development in educational practice.

Keywords: Islamic Religious Education, Deep Learning, Project-Based Learning

Abstrak

Penelitian ini bertujuan untuk menganalisis transformasi pembelajaran Pendidikan Agama Islam (PAI) melalui penerapan Project-Based Learning (PjBL) dalam konteks deep learning di SMA Negeri I Kediri. Latar belakang penelitian ini didasarkan pada kebutuhan akan inovasi pembelajaran yang mampu meningkatkan pemahaman mendalam serta internalisasi nilai-nilai keislaman pada peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Subjek penelitian terdiri dari guru PAI dan siswa yang terlibat dalam pembelajaran berbasis proyek. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, sedangkan analisis data menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa penerapan PjBL mampu meningkatkan keterlibatan aktif siswa, keterampilan kolaboratif, serta pemahaman konseptual yang lebih mendalam. Pendekatan deep learning terlihat dari kemampuan siswa dalam mengaitkan materi dengan kehidupan sehari-hari serta merefleksikan nilai-nilai yang dipelajari. Selain itu, penggunaan teknologi turut mendukung proses pembelajaran menjadi lebih interaktif dan kreatif. Meskipun demikian, terdapat beberapa kendala seperti keterbatasan waktu dan perbedaan kemampuan siswa. Dukungan sekolah dan peran guru sebagai fasilitator menjadi faktor penting dalam keberhasilan implementasi. Secara keseluruhan, integrasi PjBL dan deep learning terbukti efektif dalam mentransformasi pembelajaran PAI menjadi lebih bermakna, kontekstual, dan berorientasi pada pembentukan karakter siswa. Oleh karena itu, model pembelajaran ini direkomendasikan untuk dikembangkan lebih lanjut dalam praktik pendidikan.

Kata Kunci: PAI, Pembelajaran Mendalam, Pembelajaran Berbasis Proyek

A. Introduction

Today's educational transformation emphasizes fundamental changes in how students understand and develop knowledge. Education no longer focuses solely on mastering material but rather on in-depth, meaningful, and reflective learning processes that enable students to construct knowledge through active engagement. The Deep Learning approach reflects this paradigm shift by prioritizing understanding, internalizing values, and integrating knowledge with real-life experiences.¹ Deep learning plays a crucial role in fostering students' awareness, critical thinking skills, and moral sensitivity. Learning using the Independent Curriculum has been implemented to shape character and independent learning, but many students still experience academic anxiety due to passive learning habits and the dominance of rote learning method. This condition raises important issues regarding how learning models can transform learning experiences.

Deep learning is a pedagogical model that aims to enhance student understanding through thorough exploration and critical engagement. Nafi'ah and Faruq proposed the Mindful, Meaningful, Joyful Learning framework as a concrete model of deep learning in schools.² This framework integrates mindful learning,

¹ M. Anwarul Haq Al Fawaas, Zamzam Mustofa, and Rihab Wit Daryono, "The Effectiveness of Contextual Teaching and Learning (CTL) and Project Based Learning (PJBL) Methods on Student Learning Outcomes," *IJORER: International Journal of Recent Educational Research* 5, no. 4 (2024): 1043, <https://doi.org/10.46245/ijorer.v5i4.635>.

² Melynia Ariningtyas Prabawati, Sri Yamtinah, and Bramastia Bramastia, "Validity of the Development of PjBL-Based Science Teaching Modules Containing Ethno-STEAM to Empower Creative

meaningful learning, and joyful learning, enabling students to develop both intellectual and emotional intelligence. The Project-Based Learning (PjBL) model described by Capraro et al. places students in authentic contexts, requiring them to engage with real-world challenges and think systematically. Nasih and Kholidah emphasized that the project method helps teachers design reflective, methodological, and logical learning experiences, enabling students to connect theory with real-world applications. Overall, these studies confirm that the integration of deep learning and Project-Based Learning can enhance both cognitive and affective aspects of the learning process.

Various previous studies have discussed deep learning and Project-Based Learning (PjBL) separately, but studies examining how their integration strengthens one of the core visions of deep learning are still limited. This vision emphasizes meaningful, enjoyable, and mindful learning experiences. Project-Based Learning has the potential to strengthen this "meaningful" aspect through the creation of concrete works directly related to Islamic values. Through this process, students not only cognitively understand concepts but also internalize their spiritual and social meanings. The project approach provides space for students to express themselves creatively and joyfully, making learning more lively and relevant to their lives. The resulting work can be analyzed, reflected upon, and used as concrete (mindful) examples of the application of Islamic values in everyday life.

The reality on the ground shows that this dimension has not been optimally explored because previous research has focused on academic achievement and conceptual understanding, while learning aspects that emphasize meaning, awareness, and self-expression through reflective work have received little attention.³ This situation creates a gap between the ideals of the Independent Curriculum, which emphasizes holistic learning and character building, and actual practice, which is still dominated by rote methods and minimal creative space. Therefore, this research is important to explore how the application of deep learning principles through Project-Based Learning can foster meaningful, enjoyable, and conscious learning, particularly in religious education at the secondary school level.

Initial observations at SMA Negeri I Kediri indicate that Islamic Religious Education teachers have begun implementing innovative learning strategies in accordance with the principles of the Independent Curriculum. Classroom dynamics still demonstrate limited student participation and a high reliance on teacher explanations. Many students demonstrate good memorization of religious material, but still lack a grasp of the deeper meaning and application of Islamic values in everyday life. This situation indicates that Project-Based Learning's potential as a means of in-depth learning has not been optimally utilized. Therefore, empirical exploration is needed to understand how the integration of these two approaches can address the academic and emotional challenges faced by students in the educational environment.

This research is important to bridge the gap between theory and practice in Islamic Religious Education learning. Through an analysis of the implementation of the Deep Learning Approach based on Project-Based Learning in grade XI students of SMA Negeri I Kediri, this study aims to identify how deep learning is implemented, the strategies and obstacles faced by teachers, and its influence on student engagement,

Thinking Skills on Ecology and Biodiversity Materials in Indonesia," *Jurnal Penelitian Pendidikan IPA* 11, no. 4 (2025): 740, <https://doi.org/10.29303/jppipa.v11i4.10952>.

³ Jarot Tri Bowo Santoso and Ahmad Nurkhin, "Student Digipreneur: The Role of Peer Team-Based Learning and Project-Based Learning," *Dinamika Pendidikan* 17, no. 2 (2022): 223, <https://doi.org/10.15294/dp.v17i2.39902>.

understanding, and academic anxiety. The results of the study are expected to provide theoretical contributions in the development of reflective Islamic pedagogy, as well as practical contributions in improving the quality of This research emphasizes the importance of transforming Islamic Religious Education into a meaningful, student-centered, and value-oriented learning process in the context of modern education in Indonesia.

B. Literature Review

The transformation of Islamic Religious Education (PAI) learning has become a crucial issue in facing the demands of 21st-century education, which emphasizes the development of critical, creative, collaborative, and communicative thinking skills. In this context, conventional teacher-centered learning approaches are deemed inadequate to accommodate these needs. Therefore, learning innovations are needed that integrate Islamic values with modern pedagogical approaches. One approach that is increasingly being implemented is Project-Based Learning (PjBL).⁴ This model enables students to learn through direct experience and active involvement in real-life projects. This allows PAI learning to be more contextual and meaningful.

Project-Based Learning (PBL) is a learning model that focuses on exploration, problem-solving, and product creation as learning outcomes. In this approach, students not only receive information but also construct knowledge through experience. This aligns with the principles of constructivism, which emphasize that learning is an active process. PjBL also provides space for students to develop higher-order thinking skills. In the context of Islamic Religious Education (PAI), this approach can help students understand Islamic values more deeply. Furthermore, students can relate religious teachings to everyday life.

The concept of deep learning in education refers to learning that encourages in-depth understanding, not just memorization. Deep learning emphasizes students' ability to analyze, evaluate, and apply knowledge. In Islamic Religious Education (PAI) learning, this approach is highly relevant because Islamic teachings are not only meant to be understood but also to be practiced. By integrating deep learning, students can grasp the meaning behind each teaching.⁵ This will impact the development of stronger character. Therefore, the combination of PjBL and deep learning is an effective strategy.

The transformation of Islamic Religious Education (PAI) learning through PjBL in the context of deep learning is also driven by technological developments. Technology allows students to access a wide variety of learning resources, opening up opportunities for deeper exploration.⁶ Furthermore, technology supports collaboration among students in project work. In the context of SMA Negeri 1 Kediri, the use of technology can enrich students' learning experiences, making learning more engaging and interactive.

⁴ Any Fatmawati et al., "Students Science Literacy Differences Based on Gender Using Project Based Learning Model," *Jurnal Penelitian Pendidikan IPA* 10, no. 5 (2024): 2435, <https://doi.org/10.29303/jppipa.v10i5.7429>.

⁵ Badraningsih Lastariwati et al., "Entrepreneurial Motivation of Culinary Students through Implementation of Online Heutagogy Project-Based Learning for Productive Courses," *Jurnal Pendidikan Teknologi Dan Kejuruan* 28, no. 2 (2022), <https://doi.org/10.21831/jptk.v28i2.48677>.

⁶ Cedric Bheki Mpungose and Simon Bheki Khoza, "Postgraduate Students' Experiences on the Use of Moodle and Canvas Learning Management System," *Technology, Knowledge and Learning* 27, no. 1 (2022): 9, <https://doi.org/10.1007/s10758-020-09475-1>.

Implementing Project-Based Learning (PjBL) in Islamic Religious Education (PAI) learning requires careful planning. Teachers must be able to design projects relevant to the competencies to be achieved. These projects must also be appropriate to the students' life contexts. In this regard, teachers act as facilitators, guiding the learning process. They must also be able to provide constructive feedback. With proper planning, Project-Based Learning (PjBL) can improve the quality of Islamic Religious Education (PAI) learning.

Numerous studies in the educational literature demonstrate that PjBL can increase student learning motivation. Students become more engaged because they are directly involved in the learning process.⁷ Furthermore, they feel a sense of responsibility for the project's outcomes. This can boost students' self-confidence. In Islamic Religious Education (PAI) learning, high motivation is crucial for encouraging the internalization of religious values. Therefore, PjBL is an effective alternative.

Deep learning also contributes to improving the quality of Islamic Religious Education (PAI) learning. With this approach, students not only grasp the material superficially, but are also able to relate concepts to broader contexts.⁸ This allows students to develop a comprehensive understanding. In the long term, this understanding will shape more mature thinking patterns. Therefore, deep learning is a crucial element in transforming learning.

The combination of PjBL and deep learning creates a dynamic learning environment. Students are encouraged to be active, creative, and reflective in the learning process. They also learn to collaborate with peers, which is crucial for developing social skills. In Islamic Religious Education (PAI) learning, these skills are particularly relevant because Islam teaches the value of togetherness. This, in turn, promotes a more holistic learning experience.

As an educational institution, SMA Negeri 1 Kediri plays a crucial role in implementing learning innovations. This school can serve as a model for implementing deep learning-based PjBL. With adequate facilities and resources, implementation can be optimal. Teachers also need adequate training, which is crucial to ensuring the success of the learning transformation.

The role of teachers in PjBL is very different from traditional learning. Teachers are no longer the sole source of information. Instead, they become facilitators, assisting students in the learning process.⁹ Teachers must also be able to motivate students to think critically. In Islamic Religious Education (PAI) learning, teachers also serve as role models. Therefore, teacher competence is crucial for successful implementation.

Evaluation in PjBL also has distinct characteristics. Assessment focuses not only on the final outcome but also on the process. Teachers must assess student

⁷ Ali Anhar Syi'bul Huda et al., "Ibnu Rusyd's Brilliant Ideas in His Contribution to Islamic Education," *JURNAL HURRIAH: Jurnal Evaluasi Pendidikan Dan Penelitian* 4, no. 4 (2023): 415, <https://doi.org/10.56806/jh.v4i4.160>.

⁸ Wahidah Wahidah et al., "The Role of Reason in Structuring Islamic Spirituality as a Framework for the Formation of Faith According to the Qur'an and the Sunnah," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 32.

⁹ Hamed Abbasi Kasani et al., "E-Learning Challenges in Iran: A Research Synthesis," *International Review of Research in Open and Distance Learning* 21, no. 4 (2020): 101, <https://doi.org/10.19173/IRRODL.V21I4.4677>.

engagement, collaboration, and creativity.¹⁰ This provides a more comprehensive picture of student abilities. In Islamic Religious Education (PAI) learning, evaluation must also encompass aspects of attitude. This makes the assessment more authentic.

The challenges in implementing PjBL cannot be ignored. One major challenge is time constraints. Projects require sufficient time to complete. Furthermore, not all students have the same abilities. Teachers must be able to accommodate these differences. With the right strategies, these challenges can be overcome.

The literature also shows that school support is crucial. Principals must implement policies that support learning innovation. Furthermore, collaboration between teachers is essential to share experiences and strategies. With strong support, PjBL implementation will be more effective. In the context of deep learning, reflection is a crucial part of the learning process. Students need to reflect on their learning experiences. This helps them understand what they have learned. Reflection also allows students to correct mistakes. In Islamic Religious Education (PAI) learning, reflection can strengthen spiritual understanding.

The use of varied learning media also supports the implementation of PjBL. Media can help students understand the material more easily and make learning more engaging. In Islamic Religious Education (PAI) learning, media can take the form of videos, articles, or case studies. This enriches the student's learning experience.

Parental involvement is also a crucial factor in successful learning. Parents can support students in working on projects and provide motivation. In Islamic Religious Education (PAI) learning, the role of parents is crucial. This is because religious education isn't limited to schools.

Character development is a primary goal in Islamic Religious Education (PAI) learning. Through PjBL, students can learn values such as responsibility and cooperation.¹¹ This is crucial for developing individuals with noble character. Deep learning also helps students understand these values more deeply, thus making learning more meaningful.

Collaboration between students in PjBL also provides significant benefits. Students learn to respect each other's opinions and resolve conflicts. This is crucial in social life. These values are highly relevant in Islamic Religious Education (PAI) learning.¹² Previous research also shows that PjBL can improve learning outcomes. Students involved in projects tend to have better understanding because they are actively learning. In Islamic Religious Education (PAI) learning, improving learning outcomes also encompasses aspects of attitudes and behavior.

Transforming Islamic Religious Education (PAI) learning through PjBL in the context of deep learning is a strategic step. This approach can address the challenges of modern education. Furthermore, it can strengthen Islamic values. With proper implementation, learning will be more effective. Overall, the literature shows that the integration of PjBL and deep learning has great potential. This approach not only improves the quality of learning but also shapes student character. In the context of

¹⁰ Meyfa Rizkia Al Aswa, Annisa Fitria, and Mukmin Mukmin, "Multicultural-Based Islamic Religious Education Learning Methods as an Effort to Prevent Social Conflict," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 21.

¹¹ Muhammad Furqon et al., "The Impact of Learning Management System (LMS) Usage on Students," *TEM Journal* 12, no. 2 (2023): 1086, <https://doi.org/10.18421/TEM122-54>.

¹² Mohammad Zulkifli and Maimun Maimun, "The Politicization of Pesantren within the Framework of Athiyah Al-Abrasyi's Thought (An Analysis Based on the Book *At-Tarbiyah Al-Islamiyyah Wa Falsafatuh*)," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 81.

SMA Negeri I Kediri, this implementation can be an innovation with a positive impact. Therefore, commitment from all parties is needed. Thus, the transformation of Islamic Religious Education (PAI) learning can be optimally realized.

C. Method

This research uses a qualitative descriptive method with a case study approach to describe in depth the implementation of the Deep Learning Approach through Project-Based Learning in Islamic Religious Education learning at SMA Negeri I Kediri City. The research subjects were teachers and students of grade XI of the 2025 academic year. Data were collected through observation, interviews with primary sources derived from learning activities and supporting documents such as lesson plans and student project reports. This approach was chosen because it can reveal natural classroom conditions, teacher practices, and student learning experiences reflectively without manipulation. Data analysis used the interactive model of Miles, Huberman, and Saldaña which includes data reduction, data presentation, and conclusion drawing. Data validity was tested through triangulation of sources and methods to ensure consistency between observations, interviews, and documentation. The research was conducted during October-November 2025 through the stages of preparation, data collection, analysis, and report preparation.

The research method used in the study "Transformation of Islamic Education (PAI) Learning through Project-Based Learning in the Context of Deep Learning at SMA Negeri I Kediri" was designed to comprehensively describe the learning transformation process that occurred. This research used a qualitative approach with a case study research type. The qualitative approach was chosen because this research focuses on an in-depth understanding of phenomena in a natural context. The case study was used to explore the implementation of Project-Based Learning in PAI learning specifically at one institution. Thus, this study can provide a detailed and contextual picture. This approach also allows researchers to capture the dynamics of interactions between teachers and students in the learning process.

This research was conducted at SMA Negeri I Kediri, a purposive school. The location was chosen based on the school's initial implementation of project-based learning innovations. Furthermore, the school has facilities that support technology-based learning. A conducive academic environment was an additional factor in selecting the research location. Therefore, this location is considered representative for studying the transformation of Islamic Religious Education (PAI) learning. The research was conducted over a specific period aligned with the school's academic calendar. This is crucial to ensure that the data obtained reflects actual learning conditions.

The research subjects consisted of Islamic Religious Education teachers and class students involved in project-based learning.¹³ Teachers were selected because they play a role in designing and implementing the learning process.¹⁴ Meanwhile,

¹³ Øyvind Hauge, Claudia Ayala, and Reidar Conradi, "Adoption of Open Source Software in Software-Intensive Organizations - A Systematic Literature Review," *Information and Software Technology* 52, no. 11 (2010): 1133–54, <https://doi.org/10.1016/j.infsof.2010.05.008>.

¹⁴ Assyifa Qori Lhegina, Wasith Achadi, and Rosendah Dwi Maulaya, "Internalization of Character Education Values at the Muhammadiyah Boarding School (MBS) Yogyakarta Elementary School in the Perspective of Al-Ghazali's Educational Thought.," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 1–15.

students were chosen as those who directly experience the learning process. Subject selection was conducted using purposive sampling. This aimed to obtain informants relevant to the research focus. The number of subjects was adjusted to meet data needs until saturation was reached. Thus, the data obtained can be considered quite representative.

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted to directly observe the Islamic Religious Education (PAI) learning process based on Project-Based Learning. Researchers recorded teacher and student activities during the learning process. In-depth interviews were conducted with teachers and students to explore their experiences. Interview questions were semi-structured to be flexible yet focused. Documentation was used to supplement the data, such as lesson plans, student project results, and activity photos. This combination of techniques aimed to increase data validity, the research instrument in a qualitative approach is the researcher themselves. However, researchers also use tools such as observation and interview guides. Observation guides are used to ensure that important aspects of learning are systematically observed. Interview guides assist researchers in gathering information relevant to the research focus. Additionally, a recording device is used to document interview results. Field notes are also used to record important points during the research. This provides a more structured data collection process.

D. Result and Discussion

The research results show that the transformation of Islamic Religious Education (PAI) learning through the implementation of Project-Based Learning (PjBL) at SMA Negeri I Kediri is gradual and systematic. Teachers begin by designing project-centered learning relevant to students' daily lives. The projects are not only cognitive in nature but also emphasize affective and psychomotor aspects. Students are actively involved in determining the project theme, fostering a sense of ownership in the learning process. This results in increased student participation in learning activities. Furthermore, teachers integrate Islamic values into each stage of the project, thus making learning more meaningful and contextual.

During the learning process, students demonstrated high enthusiasm when given real-world problem-based projects.¹⁵ They worked in groups to complete the assigned tasks. This collaborative process encouraged students to exchange ideas and opinions.¹⁶ Furthermore, students learned to appreciate different perspectives. This activity significantly strengthened students' social skills. The teacher acted as a facilitator, providing direction without dominating the learning process. This created a more democratic learning environment.

Research findings also show that a deep learning approach is beginning to be evident in the learning process. Students not only grasp the material superficially but are able to explain the deeper meaning of the concepts they learn. They can also relate

¹⁵ Mostafa Ali Benzaghta et al., "SWOT Analysis Applications: An Integrative Literature Review," *Journal of Global Business Insights* 6, no. 1 (2021): 60, <https://doi.org/10.5038/2640-6489.6.1.1148>.

¹⁶ Fahriah Fahriah et al., "Quantitative Evaluation Research and Its Implications for the Development of Islamic Education.," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 102.

Islamic Religious Education (PAI) material to everyday life.¹⁷ For example, in a project on honesty, students were able to reflect on their own behavior. This demonstrates the internalization of values. Thus, learning doesn't stop at knowledge but also touches on attitudes and behaviors.

Observations show that the use of technology contributes to the successful implementation of PjBL. Students utilize various digital sources to find information. They also use presentation applications to present project results. This enhances students' creativity in conveying ideas. Furthermore, technology facilitates communication between group members. Teachers also utilize digital media to provide supplementary materials, thus making learning more interactive.

Interviews with teachers revealed that implementing PjBL presents unique challenges. Teachers must prepare more thorough plans than with conventional learning.¹⁸ Furthermore, they must be able to manage a more dynamic classroom. However, teachers feel that the results are commensurate with the effort. They have observed significant improvements in student understanding.¹⁹ Furthermore, students have become more independent in their learning. This motivates them to continue developing their learning methods.

Students also expressed that project-based learning made it easier for them to understand the material. They felt more engaged because the learning wasn't monotonous. Furthermore, they felt more confident in expressing their opinions. Students also enjoyed presentations because they practiced communication skills. They found learning more enjoyable, which increased student motivation. Thus, PjBL provided a positive learning experience.

The documentation results show that the students' project products are of good quality. These products reflect the students' understanding of the material being studied. Furthermore, the products demonstrate the students' creativity. Some projects even have high innovation scores. This demonstrates the students' ability to think critically and creatively. Teachers also appreciate the students' work, thus ensuring that students feel valued for their efforts.

The research findings also showed an improvement in student learning outcomes. Student grades improved compared to before the implementation of PjBL. This indicates that this method is effective in improving student understanding. Furthermore, students also demonstrated positive changes in attitude. They became more disciplined and responsible. This demonstrates that Islamic Religious Education learning has successfully achieved its objectives. Thus, the learning transformation has had a significant impact.

However, there are several obstacles in implementing PjBL. One of the main obstacles is time constraints. Projects require a considerable amount of time to complete.²⁰ Furthermore, not all students have the same abilities. This leads to

¹⁷ Encep Sehabudin, "Nahdlatul Ulama's Strategies for Countering Radicalism in Indonesia: A Cultural and Religious Educational Approach," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 284.

¹⁸ Nader Ale Ebrahim, "Virtual R&D Teams: A New Model for Product Development," *International Journal of Innovation* 3, no. 2 (2015): 19, <https://doi.org/10.5585/iji.v3i2.43>.

¹⁹ Mukhlis Mukhlis et al., "Reorientation of Islamic Religious Education in the Global Era in Facing the Challenges of Globalization, Multiculturalism, and Radicalism," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 183.

²⁰ Hary Nurdi et al., "The Concept of Tawassuṭ and Religious Moderation in the Perspective of the Qur'an and Hadith: Principles of Balance, Justice, and the Rejection of Extremism," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 229.

differences in contributions within groups. Teachers must be able to address these issues with appropriate strategies, for example, by clearly dividing tasks. This way, obstacles can be minimized.

The research also shows that school support significantly influences the success of implementation. Schools provide adequate facilities to support learning. Furthermore, schools also implement policies that support innovation. This provides space for teachers to experiment with new methods. This support is crucial in the learning transformation process. Thus, PjBL implementation can run smoothly, the following is a discussion table that summarizes the research findings:

No	Aspect	Findings	Impact
1	Planning	Teachers design contextual projects	Learning is more relevant
2	Implementation	Active and collaborative students	Social skills improve
3	Deep Learning	Deep understanding	Internalization of values increases
4	Technology	Use of digital media	Creativity increases
5	Evaluation	Assessment of process and results	More authentic assessment
6	Constraint	Time and ability differences	Need for adaptive strategies
7	School Support	Facilities and policies	Optimal implementation

Based on the table, it can be seen that every aspect of learning contributes to the success of the transformation. Thorough planning is the main foundation for implementing PjBL. Without proper planning, the learning process will not run optimally. Teachers must be able to design projects that meet students' needs. Furthermore, projects must be relevant to the students' life contexts. This is crucial for meaningful learning. Therefore, planning plays a crucial role.

In terms of implementation, active student involvement is an indicator of learning success. Students are no longer objects of learning, but active subjects. This aligns with modern learning principles.²¹ Collaboration between students also adds value to learning. Students learn to work together and respect each other, which is crucial for character development.²² Thus, the implementation of learning has a positive impact.

The deep learning aspect demonstrates that students are able to understand the material in depth. They don't just memorize it but also grasp its meaning. This is evident in their ability to relate the material to real life.²³ The reflection process also helps students understand the values they are learning, making learning more meaningful. Deep learning also contributes to the development of student character, which is crucial in Islamic Religious Education (PAI) learning.

²¹ Phuong Tam Pham et al., "Learning Management System in Developing Countries: A Bibliometric Analysis Between 2005 and 2020," *European Journal of Educational Research* 11, no. 3 (2022): 1367, <https://doi.org/10.12973/eu-jer.11.3.1363>.

²² Nur Ali Subhan et al., "Student-Centered Learning Approach from Ibn Khaldun's Perspective: A Philosophical Study of the Concept of Learning in Islamic Education," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 143.

²³ Fitri Handayani, "Rahmatan Lil Alamin-Oriented Development Design of the Pancasila Student Profile Strengthening Project Based on the Three Educational Centers in Building Student Character," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 161.

The use of technology in learning offers many benefits. Technology helps students find information. Furthermore, it simplifies presentations, enhancing student creativity. Teachers can also utilize technology to provide supplementary materials. This makes learning more varied. Technology also supports collaborative learning.

Evaluation in PjBL doesn't just focus on the final outcome. The learning process is also a crucial part of the assessment. Teachers assess students' engagement in groups.²⁴ Furthermore, creativity is also assessed. This provides a more comprehensive picture of students' abilities. This authentic assessment better reflects students' actual abilities, thus making evaluation more effective.

Obstacles encountered in implementing PjBL require attention. Time constraints are a major challenge. Teachers must be able to manage their time effectively. Furthermore, differences in student abilities also pose a challenge. Teachers must be able to accommodate these differences. With the right strategies, these obstacles can be overcome, which is crucial for successful learning.²⁵

School support is a crucial factor in PjBL implementation. Schools must provide adequate facilities. Furthermore, school policies must support innovation. This support motivates teachers, ensuring effective learning implementation. Collaboration between stakeholders is also crucial.

Further discussion shows that the transformation of Islamic Religious Education (PAI) learning through PjBL has had a broad impact, not only on academic aspects but also on character. Students become more responsible and independent. This indicates that learning has successfully achieved its objectives. Thus, PjBL is an effective method.

Furthermore, the deep learning approach also makes a significant contribution. Students are able to understand the material in depth. This impacts student behavior. They become more aware of the importance of religious values. Thus, learning becomes more meaningful.

The integration of PjBL and deep learning creates holistic learning. Students acquire not only knowledge but also skills and attitudes. This is crucial in modern education. Learning becomes more relevant to the needs of the times. Thus, transforming learning is imperative.

The results of this study align with constructivism theory, which emphasizes the active role of students. Students construct knowledge through experience. This is evident in the project-based learning process. Thus, theory and practice support each other. This reinforces the research findings. Overall, the results indicate that PjBL is effective in Islamic Religious Education (PAI) learning. This method can improve the quality of learning and also shape student character. With the right support, implementation can run optimally. Therefore, this method deserves further development.

Project Based learning

a. Understanding Project Based Learning (PjBL)

Project-Based Learning (PjBL) is a learning model that provides students with

²⁴ Sultan Hammad Alshammari, "The Influence of Technical Support, Perceived Self-Efficacy, and Instructional Design on Students' Use of Learning Management Systems," *Turkish Online Journal of Distance Education* 21, no. 3 (2020): 112–41, <https://doi.org/10.17718/TOJDE.762034>.

²⁵ Muhammad Noor Alamsyah and M Anshari, "Sufism of Ahl Al-Sunnah Wa Al-Jama 'ah (ASWAJA) Scholars of the Nusantara: A Comparative Study of the Thought of Shaykh Arsyad Al-Banjari, Shaykh Nawawi Al-Bantani, and Kiai Haji Hasyim Asy 'Ari," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 217.

the opportunity to actively participate in producing a project as part of their learning process.²⁶ By working on a real-life project, students are encouraged to develop problem-solving skills, critical thinking, and independent work. This approach provides students with the flexibility to choose ideas, conduct research, and complete specific projects according to their interests and needs. The PJBL model also allows students to master process skills and apply them to real-world situations, making learning more meaningful and relevant.

In its implementation, students are given autonomy to manage learning activities and ultimately produce real products that are appropriate to the learning context. According to Robert M. Capraro, project-based learning places students in situations that present various real-world problems and challenges that are considered relevant.²⁷ Students determine their own steps in solving these problems and work together in groups to find the best solution. Meanwhile, Ahmad Munjin Nasih and Lilik Nur Kholidah explain that the project method is an approach that requires teachers to provide a project as a learning object, where students are faced with various problems and solve them collaboratively through methodical, logical, and scientific thinking.

Based on these various opinions, it can be understood that Project-Based Learning (PBL) is a modern learning strategy that emphasizes project activities as the primary means for students to build their knowledge independently. Students are given the space to develop their problem-solving skills, make decisions, conduct research, and produce tangible products relevant to their lives. The topics used in PBL are challenging problems, encouraging students to actively engage in the learning process and work on complex tasks collaboratively.

b. Characteristics of the Project Based Learning (PJBL) Model

The Project-Based Learning (PJBL) model is developed based on students' thinking skills and is directed at learning activities that allow them to develop according to their individual capacities, comfort levels, and interests. Through this model, students are given the opportunity to choose the projects they wish to work on, including determining the questions to be answered, topics to be explored, and relevant research activities.²⁸ The teacher's role in this learning is as a facilitator, providing access to various learning resources, providing authentic experiences, guiding discussions that encourage in-depth thinking, and ensuring students remain active throughout the project.

The success of education, particularly Islamic education, is greatly influenced by the alignment of various aspects of learning that support each other. To achieve the goals of Islamic education, the use of the PJBL model places greater emphasis on students' understanding of the steps of the scientific method and their ability to organize, develop, and complete a project.²⁹ Thus, the main characteristics of PJBL

²⁶ Muhammad Azhari et al., "Love and Compassion from the Perspective of the Qur'an and Hadith as Shapers of Effective Pedagogical Relationships in Islamic Education," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 2 (2026): 302.

²⁷ Soyeong Kwon et al., "The Identity Changes in Online Learning and Teaching: Instructors, Learners, and Learning Management Systems," *International Journal of Educational Technology in Higher Education* 18, no. 1 (2021): 13, <https://doi.org/10.1186/s41239-021-00304-8>.

²⁸ Bukhori Sail Attahiry, "The Management Model of Religious Moderation at Istiqlal Mosque, Jakarta: An Analysis Based on Qur'anic Values," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 269.

²⁹ Miftahul Huda, "Developing Multicultural Values-Based Teaching Materials for Developmental Psychology in Islamic Education at the Islamic University of Depok," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 253.

include: (a) the presence of fundamental problems or questions that encourage students to expand their knowledge; (b) the connection of learning to real situations that makes the learning experience more authentic; (c) the need for students to access information independently as a form of academic responsibility; and (d) the assessment process is carried out continuously and focuses on project results.

The Project-Based Learning model is characterized primarily by requiring students to develop steps and frameworks to find solutions to challenges presented by the teacher.³⁰ Throughout the process, students collaborate to gather information and solve problems that arise during the project. Furthermore, students evaluate each other's contributions to ensure the final project outcome aligns with the context and learning objectives.

c. Principles of the Project Based Learning (PJBL) Model

The Project-Based Learning (PJBL) model is a learning approach that positions students as active learners through project work. However, not all active learning can be categorized as PJBL, as this model has specific principles. These principles include centrality, driving questions, constructive investigation, autonomy, and realism. These five principles are the basis that distinguish PJBL from other active learning models.

The principle of centeredness emphasizes that projects are at the core of all student learning activities, so that every activity is directed toward completing the project. Trigger questions encourage students to explore important concepts through challenging, real-world problems. Constructive investigations require students to conduct research and exploration, while teachers provide strategies to support this process.³¹ Thus, students are trained to develop research and problem-solving skills systematically. Furthermore, the principle of autonomy provides opportunities for students to make decisions, set goals, and take responsibility for their learning process. The realistic element emphasizes that projects should reflect real-world situations and not simply be simulations. Through these characteristics, PJBL encourages students to produce products that are authentic and meaningful to their lives. Thus, learning becomes more contextual, relevant, and truly learner-centered.

d. Steps of the Project Based Learning (PJBL) Model

The learning steps in Project-Based Learning, as developed by The George Lucas Educational Foundation, include several main stages. The first stage is determining fundamental questions, which begin with formulating essential questions that guide students in completing a project. These questions are selected based on an examination of themes and issues relevant to real-world contexts, ensuring the topic is meaningful to students. Thus, learning begins with authentic, challenging problems that encourage student engagement.

The next stage is project planning, which is designed through collaboration between teachers and students. Student involvement in project design fosters a sense of ownership over the activities to be undertaken. This planning includes understanding work rules, selecting activities that can help solve problems, and integrating multiple

³⁰ Mehrgan Heydari Hengami, Forough Faridi, and Farahnaz Kamali, "Monitoring and Evaluating Quality of E-Learning in Basic Sciences Section and Introduction to Clinical Medicine Section in the School of Medicine During COVID-19 Pandemic," *Acta Medica Iranica* 60, no. 8 (2022): 527, <https://doi.org/10.18502/acta.v60i8.10839>.

³¹ Latifah Latifah et al., "Analysis of the Development of Qur'an-Hadith Learning in Improving the Quality of Islamic Religious Education in the Modern Era at Madrasah Tsanawiyah," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 1 (2026): 123.

subjects.³² Furthermore, teachers and students map out resources that can be utilized during the project process.

The third stage is the development of an activity schedule, developed jointly by the teacher and students.³³ This process includes creating a project timeline, setting completion targets, and developing alternative strategies in case of obstacles. The fourth stage is project implementation monitoring, where the teacher acts as both supervisor and mentor for the students. To ensure effective monitoring, teachers use tools such as rubrics to systematically record student progress.

The fifth stage is outcome testing to assess the extent to which students have met the learning standards. This assessment serves as the basis for teachers to plan follow-up learning for the next meeting. The sixth stage is experience evaluation, a process of reflection conducted by teachers and students on the project activities and results. In this stage, students express their experiences, ideas, and feelings, creating opportunities to improve the learning process in the future.

Project-based learning is based on Jean Piaget's constructivism theory, which emphasizes that students build their knowledge through real experiences.²⁹ Piaget emphasized that student engagement is a key factor in successful learning, as cognitive development is strongly influenced by active interaction between the child and their environment. According to Piaget, cognitive development occurs through four important processes: schema formation, assimilation, accommodation, adaptation, and equilibration. Schemas are mental patterns formed in childhood and continue to develop through assimilation, the absorption of new information, and accommodation, the adjustment of knowledge structures in response to newly acquired information.

Adaptation is understood as the process of adjusting schemas to the environment through the balanced use of assimilation and accommodation. Meanwhile, equilibration is a mechanism for restoring balance between existing knowledge and new experiences acquired by students. Based on this theory, learning is not solely focused on the teacher's efforts to provide information, but requires students to construct their own knowledge structures. Thus, learning becomes an active process involving concrete experiences, such as laboratory experiments and group discussions.

Piaget's constructivist theory emphasizes that knowledge becomes more meaningful when discovered directly by students through their involvement in learning experiences. Teachers do not act as the sole source of information, but rather as facilitators who help students develop knowledge independently.³¹ In the context of project-based learning, this theory is particularly relevant because PJBL encourages students to be directly involved in designing, implementing, and evaluating projects. Through these real-world experiences, students' cognitive abilities develop optimally, based on this explanation, it can be concluded that constructivism, according to Jean Piaget, is a theory that explains how students construct knowledge through experiences relevant to their lives.³⁴ Knowledge is not imparted directly by teachers,

³² Darren Turnbull, Ritesh Chugh, and Jo Luck, "Learning Management Systems, An Overview," in *Encyclopedia of Education and Information Technologies* (Cham: Springer, 2020), 1054, https://doi.org/10.1007/978-3-030-10576-1_248.

³³ Muhammad Ridwan, Mahyudin Ritonga, and Julhadi Julhadi, "Multicultural Education and the Reinforcement of Character Education: A Critical Review of Concepts, Theories, and Educational Approaches," *AL GHAZALI: Jurnal Pendidikan Dan Pemikiran Islam* 6, no. 2 (2026): 331.

³⁴ Eamon Costello, Keith Johnston, and Vincent Wade, "Crowded House: An Analysis of How the Virtual Learning Environment Moodle Is Built via Bug Tracker Participants," *Interactive Learning Environments* 31, no. 5 (2023): 2389, <https://doi.org/10.1080/10494820.2019.1678488>.

but is actively constructed by students through interactions with their environments and real-life situations. This theory reinforces a project-based learning approach that emphasizes activity, experience, and meaning in the learning process.

Conclusion

Based on the results and discussion of the study, it can be concluded that the implementation of Project-Based Learning (PjBL) within the context of deep learning significantly contributes to the transformation of Islamic Education (PAI) learning at SMA Negeri 1 Kediri toward a more effective, contextual, and student-centered approach. This transformation is indicated by increased student engagement, the development of collaborative skills, and the construction of deeper conceptual understanding of the learning materials. The deep learning approach has been proven to encourage students not only to comprehend content cognitively, but also to internalize Islamic values in their daily lives through continuous reflective processes. Furthermore, the integration of technology in project-based learning strengthens the interactivity and creativity of students throughout the learning process, however, the implementation of PjBL in PAI learning still encounters several challenges, such as limited instructional time and the heterogeneity of students' abilities, which require adaptive pedagogical strategies from teachers. In this regard, the role of teachers as facilitators, along with institutional support from the school, becomes a determining factor in the successful implementation of the learning process. Therefore, it can be affirmed that the integration of PjBL and deep learning is a relevant and effective approach to improving the quality of PAI learning across cognitive, affective, and psychomotor domains. Thus, this learning model is recommended for broader implementation and further development in educational practice to support the holistic and sustainable character development of students.

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