

Implementing Project-Based Learning in Islamic Religious Education to Develop Students' Islamic Creativity

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Abstract: This study aimed to analyze and identify obstacles to the development of students' Islamic creativity at SMP Negeri 2 Reteh in Islamic Religious Education lessons using project-based learning. This study used a qualitative approach with descriptive phenomenology. Data collection techniques included observation, interviews, and documentation. The results showed that the implementation of project-based learning had a positive impact on the development of students' Islamic creativity, particularly in aspects of responsibility, honesty, self-confidence, and active participation in the learning process. Students were able to discuss, convey ideas, and complete projects effectively. Challenges faced by teachers included time management, lack of supporting facilities, and differences in student ability levels. Thus, project-based learning has proven to be an effective learning alternative for developing students' Islamic creativity in secondary schools.

Keywords: Project Based Learning; Islamic Religious Education; Islamic Creativity.

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Abstrak: Penelitian ini bertujuan untuk menganalisis dan mengidentifikasi perkembangan kreativitas islami siswa di SMP Negeri 2 Reteh dalam pembelajaran pendidikan agama islam berbaris *project based learning*. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan *project based learning* memberikan dampak positif terhadap perkembangan kreativitas Islami siswa, terutama dalam aspek tanggung jawab, kejujuran, percaya diri, dan partisipasi aktif dalam proses pembelajaran. Siswa mampu berdiskusi, menyampaikan ide, dan menyelesaikan proyek dengan baik. Kendala yang dihadapi guru antara lain terkait manajemen waktu, kurangnya dukungan sarana, serta perbedaan tingkat

kemampuan siswa. Dengan demikian, *project based learning* terbukti menjadi salah satu alternatif pembelajaran yang efektif dalam mengembangkan kreativitas Islami siswa di sekolah menengah.

Kata Kunci: Project Based Learning; Pendidikan Agama Islam; Kreativitas Islami.

A. Introduction

The concept of the whole human condition has been mentioned in a jargon in the development of this nation. One area of development within the concept of becoming human is education (Anwar, 2014). Historically, education began when the so-called creatures existed, so it can be said that education exists because of human life and education also develops and processes in parallel with the process of development of life and human life. Education is a conscious and planned effort with the provision of guidance and assistance to develop human potential, both physical and spiritual, then given by adults to students to achieve maturity and achieve goals so that students are able to carry out their life tasks independently (Hidayat, 2019).

Islamic religious education is a conscious effort provided through guidance, teaching, and/or training. Islamic religious education (learning) activities are directed at enhancing students' faith, understanding, appreciation, and practice of Islamic teachings, thereby developing personal and social qualities based on the piety taught (Azis, 2016). Islamic Religious Education (PAI) is a conscious and planned educational process designed to guide, teach, and train students to develop faith, understanding, appreciation, and the ability to practice Islamic teachings in their daily lives.

Law No. 20 of 2003, Chapter II, Article 3, concerning the National Education System, explains that Islamic Religious Education aims to: "Increase students' faith, understanding, appreciation, and practice of Islamic teachings, so that they become Muslims who believe in and fear Allah SWT and possess noble morals in their personal, social, national, and state lives." Thus, Islamic religious education provides skills that will support students' faith and enable them to practice Islamic teachings in their daily lives.

Learning is conducted in various ways so that students can effectively follow and achieve learning outcomes. Having meaningful learning methods is beneficial for both teachers and students, fostering a classroom culture that fosters a desire, sensitivity, and the ability to explore deeper and be flexible in the learning process. Project-based learning improves the quality of learning, leading to higher levels of cognitive development through student engagement with complex problems. Through project-based learning, it is hoped that students will be able to solve problems creatively, thereby fostering continued cognitive development (Purnomo & Ilyas, 2019).

Project-based learning provides a significant opportunity for students to create engaging and meaningful learning experiences, especially for adult learners preparing to enter the workforce. Therefore, when teachers involve students in completing scientific investigation projects during the learning process, the process becomes meaningful for students, as they feel they have complete freedom to plan, design, and execute scientific investigations, while these activities remain within their scope of thought (Bistari et al., 2021).

Project-based learning is a form of active learning that involves students independently. Through this learning, students' thinking skills, such as critical thinking, are enhanced, and they develop metacognitive skills, such as critical thinking about the projects they undertake through the problems they encounter. Project-based learning is authentic, indirectly involving learners in constructive investigations. This is expected to foster greater autonomy and responsibility, fostering creative ideas in students, as the projects vary from traditional projects or conventional learning (Rahmat et al., 2023).

Creativity is an imaginative activity that develops to produce specific, original and valuable goals. Creativity utilizes imagination through the process of creation, then achieves goals and produces original and valuable results. Children have a natural ability to imagine, especially when playing imaginative games with friends. Children will take their imaginations to faraway places, such as the land of fairies. This imagination conveys meaning through a series of levels of thought that include imagination, imagery, and being imaginative. Creativity is the process of actively

creating, shaping, developing, sorting, and organizing creative ideas or creative activities (Sumiarti, 2016).

Creativity education emphasizes the importance of developing creativity and skills in innovating educational methods and tools that impact children. How joyful it is for parents and other educators when they can reap good fruit in the future as the fruits of their efforts and shelter under the shade of what they have planted. And also provides peace of mind and clear eyes because of the pride of seeing one's children or students become angels who walk on the face of the earth and the Mushaf that moves among humans (Herawati, et al., 2019).

Meanwhile, developing creativity is a series of elements that stimulate students' creativity, enabling them to produce creative works from the activities presented by teachers in learning. Clearly, every stage of child development and educational level, from preschool to college, requires creativity from an early age so that it can be developed and enhanced, in addition to developing intelligence and other traits that support development (Zakiah & Lestari, 2019).

The characteristics of creativity are divided into two: cognitive (apritude) and attitudinal or emotional/non-cognitive (non-aptitudinal) characteristics. Cognitive characteristics consist of originality, flexibility, fluency, and elaboration. Meanwhile, attitudinal or emotional (non-cognitive) characteristics encompass motivation, personality, and creative attitude. These two characteristics of creativity are important potentials to be nurtured and developed. Referring to Munandar for a more in-depth study, the following will describe the characteristics of cognitive (apritude) and non-cognitive (non-aptitude) creativity (Muqodas, 2015).

Based on a grand tour conducted at SMP Negeri 2 Reteh on Monday, August 26, 2024, researchers found that although teachers had used project-based learning, teachers had not optimally developed students' Islamic creativity. Researchers identified issues regarding student engagement in project-based learning. Some students lacked focus during the learning process. They were often silent or talking to themselves, thus not actively contributing ideas or suggestions in Islamic Religious Education learning projects. This was evident when students were working on Islamic clippings and posters

related to the day's material. This condition indicates that students' Islamic creativity has not developed optimally due to their lack of active participation in the learning process. Therefore, the grand question in this study is why project-based learning is unable to optimally develop students' Islamic creativity.

However, upon further observation, researchers observed positive potential from the implementation of project-based learning in Islamic Religious Education (PAI) learning. Students who were actively involved in groups demonstrated the ability to discuss and express ideas, as well as share ideas in completing assigned projects. This reflects that project-based learning has a significant potential to develop students' Islamic creativity if implemented with more effective and inclusive strategies.

This is consistent with Fina Febriani's research, "Project-Based Learning in Improving Student Creativity at the Al-Azhar Syifa Budi Junior High School in Cibinong, Bogor." The results showed that the increase in creativity among students at Al-Azhar Syifa Budi Junior High School in Cibinong, Bogor, was characterized by increased courage and self-confidence, active problem-solving within their groups, changes in student attitudes characterized by faith and piety, noble character, Pancasila students, and increased self-control through group work. Based on previous research, researchers will conduct additional studies to analyze the challenges encountered during project-based learning.

Project-based learning has already been implemented at SMP Negeri 2 Reteh Pulau Kijang, so further research is needed to understand how project-based learning can be used in Islamic religious education to develop students' Islamic creativity. Therefore, this research will provide an overview of project-based learning in Islamic religious education to develop students' Islamic creativity and provide insights that can be considered for further research.

B. Research Methods

This research uses a qualitative approach with a descriptive approach because it conducts a field study that uncovers, explores, and reveals information regarding project-based learning in developing students' Islamic creativity in Islamic religious

education. In this context, qualitative research is grounded in post-positivism philosophy. Post-positivism is also known as an interpretive and constructive paradigm. Post-positivism views social reality as a whole, complex, dynamic, meaningful state, and the relationships between phenomena are interactive. Qualitative research focuses on natural objects, in which the researcher is the key instrument (Sugiyono, 2019).

This research employs a phenomenological research method. Phenomenology is the science (logos) of something visible (phenomenon). Therefore, research and work that examines the way things appear constitutes phenomenology. Phenomenology is the study of conscious knowledge or the way an object or event is understood through conscious experience (Nasution, 2023). In this research, the phenomenon used by the researcher is descriptive. This is done because this research will observe all phenomena occurring in the field and clearly describe them objectively.

To determine this, data collection techniques are then carried out through observation, interviews, and documentation of research subjects. A research subject is a specific entity that exists and is inherent in, or something that becomes the target and focus of the researcher (Anshori, 2017). The research subjects used in this study are educators, administrative staff, and students. Data analysis is a step that requires critical thinking. In this case, researchers must be confident in the analytical patterns they will use (Dimiyati, 2020).

Data analysis in qualitative research is carried out before the researcher enters the field or research location and after completion. However, in this case, the research is more focused during the fieldwork, concurrent with data collection. Therefore, the research will continue throughout the data collection process. Data analysis in this qualitative research uses the Miles and Huberman data analysis model.

C. Results And Discussion

Islamic Religious Education at SMP Negeri 2 Reteh utilizes project-based learning. The development of Islamic creativity is evident in the students' Islamic values through the projects they work on. Students learn to take responsibility for completing assignments earnestly, work together honestly, and confidently present their work to the class. This process not only enhances students' understanding of

religious material but also fosters self-confidence, honesty, and responsibility, in accordance with Islamic teachings.

Cooperation, also known as collaboration, is a fundamental social process in individual life. It involves dividing tasks, with each individual being given responsibility for their own tasks, and is intended to achieve the group's shared goals. Collaborative activities encourage students to practice patience and perseverance when working together. However, teacher motivation is also needed to develop students' collaboration skills to prevent them from becoming bored, tired, and disinterested in learning. This project-based learning creates an atmosphere of mutual support and cooperation among group members, fostering collaboration among them so that projects can be completed on time, according to schedule, and in a structured manner (Loka & Robiah, 2024).

The Islamic Religious Education (PAI) lesson in grade VIII B of SMP Negeri 2 Reteh was very engaging. The teacher implemented project-based learning, encouraging students to learn through direct experience, critical thinking, and group work. The topic covered environmental protection and preservation, based on Surah Ar-Rum, verse 41, which teaches that damage to land and sea is the result of human activity, and that humans are responsible for repairing it.



Figure 1. Learning Situation

The students displayed high levels of enthusiasm throughout the learning

process. They enthusiastically participated in all activities, from the initial discussion and group assignments to the project, which involved creating Islamic-themed posters. This activity not only engaged students but also galvanized them into learning Islamic values relevant to their daily lives. Each group was given a different theme within a unified discussion. Students demonstrated their ability to generate creative ideas based on Islamic teachings. They were able to connect verses from the Quran to real-life events such as forest fires, floods, marine pollution, and environmental damage caused by human activity. These ideas were then translated into posters with attractive and easy-to-understand designs.

Throughout the activity, students actively participated in group discussions, exchanging ideas, and working collaboratively to complete assigned tasks. The teacher facilitated, but not dictated, and this is where the students' initiative in completing projects independently, without relying entirely on the teacher, became evident. They supported each other and managed the roles of each group member responsibly. The resulting posters illustrated the students' ability to convey Islamic messages in a creative and communicative manner. Each image and text conveyed a call to preserve nature, refrain from littering, and emphasize the importance of loving God's creation as a form of obedience to God.

At the end of the activity, each group was given the opportunity to present their work to the class. Many students, initially shy, became bolder and presented their work with confidence, demonstrating that this learning process had successfully boosted their courage and self-confidence. After the presentations, the teacher invited students to reflect on the activities they had undertaken. They were asked to reflect on the values they had learned, both from verses from the Quran and from their experiences working on collaborative projects. Many of them realized that protecting the environment is not solely the responsibility of the government or adults, but also an integral part of worship and a form of responsibility as Muslims. Throughout the project, the students demonstrated consistent religious attitudes, such as working honestly, respecting the opinions of their peers, and maintaining classroom order. They also demonstrated discipline and responsibility in completing the project on time,

without requiring repeated reminders from the teacher.

The work presented demonstrates that the posters were the result of the students' own creativity and originality. None of them copied from the internet; rather, they were the result of discussions, understanding of the verses, and their own creativity. They persevered throughout the process, not giving up easily despite technical challenges such as a lack of equipment or confusion about choosing a design. Equally important, students demonstrated high creativity in using the provided tools and materials. They utilized cardboard, origami, markers, and scissors to create works that were not only engaging but also meaningful.

Project-based learning is characterized by the educator's ability to manage classroom learning through the implementation of project assignments. Educators design complex assignments with a problem as the primary objective, which is to organize new knowledge based on real-life experiences. Project-based learning encourages students to actively participate in design, problem-solving, decision-making, and exploration activities, both independently and in groups. The final outcome is the preparation of a report that can be understood orally or in writing, as well as a demonstration or reference (Aulina & Nurdiana, 2024).



Figure 2. Interview with Student

Researchers interviewed grade VIII A students at SMP Negeri 2 Reteh to learn about their experiences participating in Islamic religious education lessons using

project-based learning. Interviews with eighth-grade students at SMP Negeri 2 Reteh showed that project-based learning (IPL) in Islamic religious education successfully created a fun, meaningful, and effective learning experience, fostering Islamic creativity and fostering students' understanding of Islamic teachings, particularly those related to environmental conservation. Students felt more enthusiastic because they were actively involved in Islamic creativity activities, such as creating a poster based on Surah Ar-Rum verse 41, and were able to connect the verse's content to real-life issues such as environmental damage.

Consequently, project-based learning is a constructive learning model that has the potential to strengthen advanced cognitive skills. Students design, complete complex assignments, and evaluate their performance and progress on projects. Projects are planned based on problems, questions, or needs identified by the students. Project-based learning applies a scientific approach by focusing on the fundamental concepts and principles of a subject, enabling students to investigate, solve problems, and engage in meaningful, student-centered tasks that produce tangible products (Kesumawati & Munthe, 2025).



Figure 3. Interview with teacher

Based on interviews with Islamic religious education (PAI) teachers, they have developed lesson plans that integrate the core principles of project-based learning with Islamic values. These lesson plans encompass not only cognitive aspects but also

indicators of spiritual and social attitudes, with an emphasis on strengthening students' Islamic creativity. The lesson plan structure accommodates the project's stages, from orientation to evaluation, ensuring students receive systematic and in-depth learning.

Islamic values of creativity, such as honesty, responsibility, cooperation, and patience, are explicitly incorporated into learning activities. The lesson plans (RPP) are designed taking into account the characteristics of junior high school students, and the media used are adapted to support creativity in an Islamic context. This demonstrates that the teacher has successfully aligned the lesson planning document with the project-based learning approach in an applicable and religious manner.

The researcher again asked about explaining the project stages to students. Interviews revealed that the teacher's explanation of the project stages was structured and systematic, ensuring students understood the learning flow. Each stage was presented in easy-to-understand language. The teacher not only explained the technical aspects of the project but also conveyed the meaning behind the project, as it relates to Islamic values. The emphasis on stages such as identifying Islamic themes, visual planning, creative implementation, and presenting project results demonstrates that the teacher is not simply instructing students to create a product but also guiding them through critical thinking and spiritual values. The teacher's explanations lead to a deep learning experience for students.

Project-based learning consists of several stages, or stages, including project identification and introduction, project design, and the determination of a project completion schedule. Next, there's project implementation and supervision. Next, there's project presentation and testing. And finally, there's project evaluation and reflection. The advantages of project-based learning include improving problem-solving skills, developing motivation, fostering collaboration within groups, and developing literacy skills. On the other hand, the disadvantages of project-based learning include the difficulty of organizing the learning environment and the potential for chaos (Sahid et al., 2024). Therefore, teachers need to manage their classes optimally when delivering learning. Furthermore, students will experience limitations in seeking information if learning activities are conducted in the classroom.



Figure 4. Teacher as Facilitator

Throughout the project process, the teacher acts as a facilitator, assisting and guiding students without taking over their work. They provide guidance through questions to encourage students to think creatively and independently. They also consistently remind students to be patient, cooperative, and honest in completing the project. If students encounter difficulties, they provide assistance in the form of examples or solutions to help them progress. This approach helps students feel supported and motivated to continue trying and creating. In line with Wicaksono et al.'s statement, problem-oriented education can increase student engagement and motivation because they feel more involved in the learning process and have the opportunity to explore their own interests and questions. When students are given the opportunity to work on problems that are interesting and relevant to them, they are more likely to feel motivated to learn and invest time and effort in seeking a deeper understanding of the material (Wicaksono et al., 2023).

To foster Islamic creativity, teachers provide students with the freedom to create, as long as their work remains in line with Islamic values. For example, students can combine calligraphy with origami techniques or create posters featuring inspiring Quranic verses. Teachers also create a classroom atmosphere that encourages experimentation and a lack of fear of failure, encouraging students to try new things. Teachers link creativity with worship and gratitude to Allah SWT, so students

understand that creating art is also a form of devotion to Him. Students not only learn religious material theoretically but also apply Islamic values in the creative process, which involves skills, attitudes, responsibility, honesty, and self-confidence. This learning provides students with a deep, enjoyable, and meaningful learning experience, while also helping foster positive Islamic creativity in their daily lives.

Based on interviews, the obstacles encountered in this study were that the Islamic Religious Education (PAI) learning time, which was only about 3 x 40 minutes per week, felt too short to effectively implement project-based learning. Project-based learning requires a lengthy process, from planning and data collection to implementation, to presentation and evaluation. Ideally, all these stages should be conducted in sufficient time to allow students to fully understand Islamic values. However, due to limited time, teachers often have to combine several stages into one session, resulting in less in-depth learning and a feeling of being rushed. Students also struggle to engage in discussions and collaboration within such a short time. Therefore, the implementation of project-based learning is less than optimal, and learning outcomes can be less than optimal. Teachers hope that schools and education offices will consider increasing Islamic Religious Education (PAI) learning time or allocating dedicated time for project activities to make the learning process more effective.

Current school facilities and learning media are still very limited, preventing them from optimally supporting project-based learning. Although classrooms are comfortable and equipped with adequate desks and chairs, diverse learning aids, such as reference books specifically for Islamic values-based project-based learning, teaching aids, and technological devices like computers and projectors, are still lacking and limited in number. Unstable internet connections also hinder the optimal use of digital learning resources.

Due to these limitations, teachers and students often have to seek alternatives, such as using local materials and simple, home-made printed media. However, these methods do not reach all students equally and are not always ideal for optimally developing creativity and understanding of Islamic values. Therefore, it is crucial for schools to improve facilities and learning media so that project-based learning,

particularly those oriented toward developing students' Islamic creativity, can be more effective and maximized.



Figure 5. Interview with the Principal

Interviews revealed that schools have demonstrated a positive commitment to supporting the implementation of project-based learning, particularly in Islamic Religious Education. This support is demonstrated through the provision of comfortable classrooms, schedules that support project-based learning, and efforts to facilitate collaboration between teachers. However, the school also acknowledged limitations in providing specialized learning media and technological facilities due to budget constraints. The principal acknowledged that these shortcomings could impact the optimal implementation of Project Based Learning, particularly in lessons aimed at developing students' Islamic creativity.

Therefore, the school hopes for further support from the education office and relevant parties, both in the form of facility assistance and teacher training. Furthermore, teachers are encouraged to actively improve their competencies

independently and through external training. This demonstrates that implementing Project Based Learning requires cross-stakeholder collaboration for its effective and sustainable implementation. Furthermore, the principal supports teachers' initiatives in developing independent learning media by providing space and opportunities for creativity. In the future, the school plans to submit a proposal for the procurement of more comprehensive teaching aids and digital media, and to encourage the participation of parents and the community in procuring these facilities. This demonstrates that, while not yet fully ideal, the school has a clear direction and is making concrete efforts to build a learning ecosystem that supports the development of students' Islamic creativity through the Project Based Learning approach.

D. Conclusion

The development of Islamic creativity of students at SMP Negeri 2 Reteh in Islamic Religious Education learning based on Project Based Learning shows effective results in developing Islamic creativity such as responsibility, honesty, and concern for the environment. In its implementation, through project activities designed in an interesting and close to everyday life, students not only learn to understand religious material in theory, but are also invited to practice Islamic creativity in the creative process, such as responsibility, honesty, and self-confidence. Obstacles for teachers in project based learning are limited learning time, lack of supporting facilities, and the absence of special training for teachers. As a result, students do not have enough time and facilities. Efforts are made by utilizing existing materials around them, creating simple learning media, and providing motivation while working on projects.

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