

Research Article

The Effect of Project-Based Learning and Learning Motivation on Rahmatan's Profile Strengthening *Lil Alamin* in MAN 01 Asahan

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ABSTRACT

This study investigates the impact of project-based learning and student motivation on the enhancement of the Rahmatan Lil-Alamin profile at MAN 01 Asahan. The primary objective is to fulfill the requirements for the final assignment and to test theoretical frameworks regarding educational strategies. Employing a quantitative experimental method with a 2x2 factorial design, the research examines how different combinations of project-based learning and varying levels of student motivation affect the development of the Rahmatan Lil-Alamin profile. Results indicate significant interactions between the types of learning approach and motivational levels, demonstrating that both factors collectively contribute to the strengthening of the Rahmatan Lil-Alamin profile. The findings underscore the importance of integrating effective learning strategies with motivational support to achieve educational goals. This research provides valuable insights for educators seeking to enhance character education through targeted pedagogical practices.

Keywords: Project-Based Learning; PBP; Rahmatan Lil-Alamin Profile; PPRA

1. INTRODUCTION

Project-Based Learning (PBL) is a learning concept that identifies long-term and project-based activities. Based on the information obtained, the idealization of project-based learning can be applied in learning activities such as those carried out in SMA/MA and positive results are obtained such as increased student creativity (Ratnasari, 2021). This study departs from the need to identify effective learning strategies in forming students who are not only academically superior but also have strong characters in accordance with Islamic values. In this context, Project-Based Learning (PBL) emerges as a potential method to increase student engagement and understanding of subject matter through exploring real problems, which in turn can stimulate creativity, critical thinking, and collaboration (Napitupulu & Murniarti, 2024). However, the effectiveness of this method cannot be separated from the level of student learning motivation, which can be influenced by various internal and external factors. The importance of PBP in the idealization of project-based learning also refers to the standard indicators of creativity, which include students who often ask meaningful questions, provide many ideas and suggestions for a problem, are able to express opinions spontaneously and without shame, have or appreciate a sense of beauty, and have their own opinions and can express them (Fuadiy & Fauz, 2023).

Every creature when doing something is driven by motivation or desire in carrying out the activity (Akmalia, 2021), including students in learning motivation has a very important role in student development and the learning strategies used. The reason why learning motivation is very important for students is to encourage active involvement, motivated students tend to be more actively involved in the learning process (Harisuddin, 2019). They are more enthusiastic about following lessons, asking questions, and participating in class discussions. Increasing concentration and perseverance, motivated students have the ability to stay focused and persistent in facing challenging academic tasks. They are better able to overcome obstacles and do not give up easily when faced with difficulties. High motivation can improve students' ability to understand subject matter and master the skills taught by teachers (Sadirman, 2016). This has a positive impact on their academic achievement. Strengthening the perception of the value of education, motivated students have a positive perception of the value of education and the importance of learning for their future (Tirtayadi, A., Yulina, Y., & Sudirman, 2017).

In previous studies, there was a Project-Based Learning model that influenced several important aspects such as learning motivation, where this study analyzed the influence of the project-based learning model on science subject learning outcomes with steps such as determining basic questions, compiling project activity plans, compiling project

implementation schedules, monitoring students and project progress, assessing project results, and evaluating experiences (Na'imah et al., 2015). In addition, other studies also explain that in designing effective project-based learning, there are several steps such as determining basic questions, compiling project activity plans, compiling project implementation schedules, monitoring students and project progress, assessing project results, and evaluating experiences (Napitupulu & Murniarti, 2024). Meanwhile, in research conducted by (Rohayati et al., 2015) it was revealed that project-based learning contributes to students' entrepreneurial spirit. Not only that, research (Wulansari, 2023) reviews the idealization of project-based learning, which includes the stages of children's experiences in exploring discussion topics, evaluating with children, and reflecting on project activities and results.

The importance of student learning strategies and motivation greatly influences the educational goals to be achieved in internalizing educational values including Islamic values contained in the Strengthening of the Rahmatan lil Alamin Profile (PPRA), but researchers see gaps or unfulfilled overall Islamic values contained in PPRA, lack of strengthening of Islamic values in PPRA carried out or owned by class X students of MAN 01 Asahan, for example, such as the lack of effectiveness in completing tasks given by teachers, choosing friends in socializing that do not reflect the values of Islamic tolerance in PPRA so that this research needs to be conducted. In fact, students of MAN 01 Asahan tend to see education as a valuable investment in achieving personal goals and academic intelligence alone, but Islamic values in PPRA such as tolerance are less realized in their school environment. Therefore, this study aims to examine the influence of project-based learning and student learning motivation at MAN 1 Asahan on the Islamic values of PPRA. The author assumes that by implementing project-based learning and learning motivation, it will influence Islamic values in strengthening PPRA.

2. RESEARCH METHOD

This research method is an experimental research method using a 2x2 factorial research design or 2x2 factorial design. The 2x2 factorial design experiment or factorial research design in this study is as follows:

Table 1. 2x2 Factorial Design

Motivation to Learn (B)	Learning Strategy (A)	
	PBP (A ₁)	Expository (A ₂)
Height (B ₁)	A ₁ B ₁	A ₂ B ₁
Low (B ₂)	A ₁ B ₂	A ₂ B ₂

From the explanation of the research design above, it can be seen that the independent variables in this study are PBP (A₁) and Expository (A₂), the moderator variables are high learning motivation (B₁) and low learning motivation (B₂). The population in this study were students of class Ten (X) of State Islamic Senior High School 01 Asahan and the number of State Islamic Senior High School 01 Asahan was 36 students per class with a total of 10 classes. So the total population was 360 students. Based on the population, the sample of this study was part of the total students of class X at MAN 01 Asahan. The sample was selected using the cluster random sampling method, namely a sampling method in statistical research where the population is divided into groups called clusters, and then the clusters are randomly selected to be used as samples. The process of determining the sample using the basis of "simple random sampling" or simple random sampling. In full, the first sample selection was a sample drawing from each class in 10 classes X of MAN 01 Asahan with the consideration that only part of the 10 classes in the madrasah were taken, namely 4 classes, namely X1, X3, X5, X7. The samples were taken randomly and the drawing determined the selection of two experimental classes, namely classes X1 and X5.

The selected experimental class then determines the first experimental class, and the second experimental class, namely class X3, X6, X7, X9. After determining the first experimental class, and the second experimental class, the next step is to determine the learning strategy for each experimental class. Namely PBP learning and audio learning strategy. The type of instrument uses a questionnaire instrument and a multiple-choice test instrument. The questionnaire instrument with a Likert scale measurement on the PPRA variable and on the learning motivation variable, the research instrument uses a questionnaire instrument with a Likert scale measurement. The data analysis techniques used are normality test, homogeneity test and statistical hypothesis test. The statistical hypothesis uses two-way Analysis of Variance (Two Way Anova). Through two-way analysis of variance, it is expected to find differences in the PBP strategy given with the use of the Expository strategy. The final conclusion to be traced is whether H₀ is accepted or H₀ is rejected with the interpretation of the significance value in the test of between subject effect table from the results of the analysis of variance through the SPSS 19.0 for windows program. The criteria used in drawing conclusions are if the probability of error $p < 0.05$ then H₀ is rejected H_a is accepted.

3. RESULTS AND DISCUSSION

3.1 Hypothesis Testing

Hypothesis testing in this study was conducted using two-way analysis of variance (ANOVA). The following is a summary of the hypothesis testing on each variable.

Table 2. Results of PPRA Analysis of Variance Scores Using Two-Way ANOVA.

Tests of Between-Subjects Effects

Dependent Variable: PPRA						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	62,000 ^a	3	20,667	10,276	.000	
Intercept	9241.600	1	9241.600	4595.271	.000	
Strategy	10,000	1	10,000	4.972	.032	
Motivation	48,400	1	48,400	24,066	.000	
Strategy * Motivation	3,600	1	3,600	1,790	.189	
Error	72,400	36	2.011			
Total	9376.000	40				
Corrected Total	134,400	39				

a. R Squared = .461 (Adjusted R Squared = .416)

Based on **Table 2**, it can be seen that the F-count value for the ANOVA model formed is 10.276 and the Significance value is 0.000. Because the significance value is less than 0.05, it can be decided that the results of this study reject H0. So the conclusion obtained provides the result that simultaneously (together), learning strategies and learning motivation significantly affect the value of the Rahmatan Lil Alamin student profile. Then the Adjusted R-Squared value is 0.416, this means that 41.6% of the diversity of the Rahmatan Lil Alamin Student profile value can be explained by the learning strategy and learning motivation of students, while the remaining 58.4% is explained by other variables not included in the model. Then to see the influence of the variables of learning strategies and student learning motivation partially, it can be seen in the **Table 3**.

Table 3. Marginal Average Results of PPRA Scores on Learning Strategies

Learning Strategy Table

Dependent Variable: PPRA

Learning strategies	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Project	15,700	.317	15,057	16,343
Expository	14,700	.317	14,057	15,343

The following are the results of the average marginal value of Rahmatan Lil Alamin's profile of students based on the learning strategies applied. It can be seen that for the project learning strategy, the mean profile of Rahmatan Lil Alamin is 15,700 with a range of values between 15,057 and 16,343, while for the expository learning strategy, the mean profile of Rahmatan Lil Alamin is 14,700 with a range of values between 14,057 and 15,343, this can be a temporary basis for an indication that project-based learning strategies can improve the profile value of Rahmatan Lil Alamin.

Table 4. Marginal Average Results of PPRA Scores on Learning Motivation

Dependent Variable: PPRA

Motivation to learn	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High Learning Motivation	16,300	.317	15,657	16,943
Low Motivation to Learn	14,100	.317	13,457	14,743

The following are the results of the average marginal value of the Rahmatan Lil Alamin profile of students based on their learning motivation. It can be seen that students with high learning motivation have a mean Rahmatan Lil Alamin profile of 16,300 with a range of values between 15,657 and 16,943, while students with low learning motivation have a mean Rahmatan Lil Alamin profile of 14,100 with a range of values between 13,457 and 14,743, this can be a temporary basis for an indication that high learning motivation can increase the value of the Rahmatan Lil Alamin profile.

Table 5. Interaction of Learning Motivation and Learning Strategies

Dependent Variable: PPRA

Motivation to learn	Learning strategies	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
High Learning Motivation	Project	16,500	.448	15,590	17,410
	Expository	16,100	.448	15,190	17,010
Low Motivation to Learn	Project	14,900	.448	13,990	15,810
	Expository	13,300	.448	12,390	14,210

The **Table 5**, shows the average marginal results of Rahmatan Lil Alamin's student profile scores based on the learning strategies applied and also the student's learning motivation. It can be seen that for students with high learning motivation and the implementation of project learning strategies have a mean Rahmatan Lil Alamin profile of 16,500 with a range of values between 15,590 and 17,410, students with high learning motivation and the implementation of expository learning strategies have a mean Rahmatan Lil Alamin profile of 16,100 with a range of values between 15,190 and 17,010,

students with low learning motivation and the implementation of project learning strategies have a mean Rahmatan Lil Alamin profile of 14,900 with a range of values between 13,990 and 15,810, while students with low learning motivation and the implementation of expository learning strategies have a mean Rahmatan Lil Alamin profile of 13,300 with a range of values between 12,390 and 14,210, because for these four groups have overlapping Rahmatan Lil Alamin profile value ranges, this indicates that there is no interaction between learning strategies and students' learning motivation on the Rahmatan Lil Alamin profile value.

3. 2 Discussion

3.2.1 Influence of Learning Strategies

The results of the study in table 2 above show that the F-count value for the learning strategy variable is 4.972 and the significance is 0.032 which is smaller than 0.05. This means that with a significance level of 5% it can be shown that there is a significant difference in the value of the Rahmatan Lil Alamin profile based on the learning strategy, this indicates that partially, the learning strategy applied to students affects the value of the student's Rahmatan Lil Alamin Profile. With the marginal average of the value of students who follow the project-based learning strategy being higher than students who follow the expository-based learning strategy, this shows that the project-based learning strategy significantly increases the value of the student's Rahmatan Lil Alamin Profile. The results of this study are in line with the Constructivism learning theory (Suparlan, 2019) that effective learning occurs when students are active in building knowledge and meaning through direct experience. In this case, learning strategies that facilitate students to interact with the environment and actively develop their understanding will have a positive impact on the development of their character and values, including the Rahmatan Lil Alamin Profile. In addition, the Social Learning Theory by (Bandura, 1998) also supports the results of this study where learning usually occurs through observation and imitation of the behavior of models around students. Learning strategies that involve positive behavioral models, such as the use of concrete examples of Rahmatan Lil Alamin values in everyday life, can strengthen the formation of students' character, thereby increasing their value in the profile.

Another theory that supports the hypothesis that learning strategies positively influence students' Rahmatan Lil Alamin Profile scores is the Collaborative Learning Theory, which states that social interaction and social support are important in learning. (Ahmad, 2005; NK, 2001). Learning strategies that involve collaboration between students, where they share positive values and work together to achieve common goals, can strengthen students' character development, including in the Rahmatan Lil Alamin aspect which focuses on compassion and peace. Several relevant studies also support this research, such as research conducted by (Saragih, 2024) which revealed that the implementation of the Rahmatan Lil-Alamin Student Profile requires a holistic and systematic approach, starting from curriculum development integrated with rahmatan values, to educator training and comprehensive student character assessment. Research (HS et al., 2024) also revealed that the application of the cooperative learning model to learning subjects showed a significant increase in student active involvement and conceptual understanding of the subject matter. This finding supports the research results which state that learning strategies play a role in the development of students' Rahmatan Lil Alamin Profile, which includes these values.

Other research by (Siswati et al., 2018) who examined the influence of various learning strategies on the development of students' moral values and character. This study found that learning strategies based on local religious and cultural values can improve students' understanding of Rahmatan Lil Alamin values. The results of this study strengthen the findings in this study that the application of certain learning strategies affects students' Rahmatan Lil Alamin Profile values. These results are in line with research conducted by (Zhang et al., 2023) who found that project-based learning significantly improves students' academic achievement, not only that, this learning strategy also improves students' adaptive attitudes and critical thinking skills compared to traditional learning systems.

3.2.2 Influence of Learning Motivation

The results of the study in table 2 above show that the F-count value for the student learning motivation variable is 24.066 and the Significance is 0.000 which is smaller than 0.05. This means that with a significance level of 5% it can be shown that there is a significant difference in the value of the Rahmatan Lil Alamin profile based on student learning motivation, this indicates that partially, student learning motivation affects the value of the student's Rahmatan Lil Alamin Profile. With the average marginal value of students who have high learning motivation being greater than students with low learning motivation, this shows that the higher the student's learning motivation significantly increases the value of the student's Rahmatan Lil Alamin Profile. The results of this study are in line with the Self-Determination Motivation theory which states that intrinsic motivation—such as the drive to learn because of personal interests or goals—can improve the quality of learning and character development of students (Deci & Ryan, 1985; Uno, 2014). In this case, high learning motivation can strengthen students' understanding of character values such as Rahmatan Lil Alamin, which include the values of compassion and peace.

In addition, the Social Learning Theory by (Bandura, 1998) also supports the results of this study where learning usually occurs through observation and social experience. When students see behavioral models that reflect the values of Rahmatan Lil Alamin, they will be more motivated to imitate and integrate these values into their lives, which in turn affects their learning outcomes and character profiles. Another theory that supports this hypothesis is the social cognitive theory by (Vygotsky, 1978) which states that social interaction and support from the learning environment in shaping student motivation. If the learning environment provides strong social support that is relevant to values such as Rahmatan Lil Alamin, students will be more motivated to pursue learning goals and strengthen their character development. Learning strategies that involve collaboration between students, where they share positive values and work together to achieve common goals, can strengthen students' character development, including in the Rahmatan Lil Alamin aspect that focuses on compassion and peace. Several relevant studies also support this research, such as research conducted by (Saputra, HD, Ismet, F., & Andrizal, 2018) showing that intrinsic learning motivation has a positive effect on the development of students' character, especially in terms of religious and social values, which are relevant to the Rahmatan Lil Alamin Profile. This finding is in line with the results of research that has been carried out considering that student learning motivation has a significant effect on the value of the Rahmatan Lil Alamin Profile.

Another study was also revealed by (Anggraeni et al., 2022) who examined the relationship between learning motivation and the development of students' spiritual values. This study found that students who have high learning motivation tend to be better at applying religious values and positive characters in their daily lives. This finding supports the results of research that has been carried out showing a significant influence of learning motivation on students' Rahmatan Lil Alamin Profile. The application of learning strategies that can increase students' learning motivation, such as value-based learning, can strengthen students' character development, including Rahmatan Lil Alamin values (Harni, 2021). The results of this study are also in line with the findings showing that students' learning motivation has a significant influence on the Rahmatan Lil Alamin Profile values. Not only that, students' learning motivation greatly influences the values obtained by these students, motivation is often related to positive emotions, such as enthusiasm and self-confidence (Prastiwi Yuliani, 2014). These positive emotions can increase the absorption of information and critical thinking skills, which support the achievement of better grades.

3.2.3 Interaction Between Learning Type and Learning Motivation

Based on the analysis conducted, the Sig value of the interaction between the two variables is 0.189, which is greater than 0.05, indicating that there is no significant interaction between the type of learning and learning motivation on Rahmatan Lil Alamin's profile score. In other words, the null hypothesis (H_0) stating that there is no significant interaction is accepted. Relevant theories in this context include the Motivation Theory (Deci & Ryan, 1985) which states that learning motivation can influence the way students respond to certain types of learning. However, the results of this study do not support this theory in the context studied. For example, although in theory motivation can increase the effectiveness of learning, the results of this study indicate that there is no significant interaction between motivation and the type of learning in influencing Rahmatan Lil Alamin's profile score. One possible explanation for why this theory is not supported is that other more dominant factors, such as the social environment, individual character, or even the evaluation method used to assess the profile score, may have a greater influence than the interaction between motivation and the type of learning. This indicates that in this study, the context and other factors may be more relevant in influencing the results studied.

Previous research by (Caniago, 2020) on the relationship between motivation and learning also found that although motivation plays an important role in learning outcomes, there is not always a direct and significant interaction between the two variables in every context. This is in line with the results of this study which suggests that other factors—such as specific learning approaches or student characteristics—may influence outcomes more than the interaction between motivation and the type of learning itself. The results of this study provide new insights that although there are many theories linking motivation to the type of learning to improve learning outcomes, other factors not covered in this study may be more influential. Therefore, the researcher argues that it is important to explore other variables that are more likely to interact or influence the results of the Rahmatan Lil Alamin profile, such as spiritual approaches or character aspects, which may be more in line with the objectives of this study which focuses on the Rahmatan Lil Alamin profile.

This study shows that the method used in this study cannot prove a significant interaction between the type of learning and learning motivation. The Sig value = 0.189 which is greater than 0.05 indicates that the knowledge obtained does not justify the hypothesis being tested, which means that the theory linking motivation and type of learning with results cannot be fully applied in this context. This indicates that in order to obtain a more accurate understanding of the factors that influence the profile value of Rahmatan Lil Alamin, a more comprehensive research method or approach or other more influential factors need to be explored further. The interaction between motivation and type of learning was not proven to have a significant effect, this finding still provides important practical value. Researchers can direct attention to other factors, such as aspects of character, learning environment, or assessment methods, which may have a greater influence on the profile value of Rahmatan Lil Alamin. This finding can also be a basis for improving a more comprehensive curriculum,

by considering more dimensions of learning, especially those related to spiritual values and character.

The finding that there is no significant interaction between the type of learning and learning motivation on the profile value of Rahmatan Lil Alamin. This finding challenges previous theories that assume that the two variables interact significantly in influencing learning outcomes. This study opens up space for further studies that can test other factors that are more dominant in influencing the desired results, as well as how social context, character values, or other pedagogical approaches can influence the formation of Rahmatan Lil Alamin's profile. The results showed that the Sig value of the interaction between the type of learning and learning motivation was 0.189 which is greater than 0.05. This shows that with a significance level of 5%, it can be shown that there is no interaction between the type of learning and learning motivation on the profile value of Rahmatan Lil Alamin.

4. CONCLUSION

The influence of Learning Type with a significance level of 5% can be shown that project-based learning strategies significantly increase the value of students' Rahmatan Lil Alamin Profile. The results of the study showed that the F-count value for the learning strategy variable was 4.972 and the Significance was 0.032 which is smaller than 0.05. This means that with a significance level of 5% it can be shown that there is a significant difference in the value of the Rahmatan Lil Alamin profile based on the learning strategy, this indicates that partially, the learning strategy applied to students affects the value of the Rahmatan Lil Alamin Profile of students. The influence of Learning Motivation shows that the F-count value for the student learning motivation variable is 24.066 and the Significance is 0.000 which is smaller than 0.05. With a significance level of 5% it can be shown that the higher the student's learning motivation significantly increases the value of the student's Rahmatan Lil Alamin Profile. The interaction between Learning Type and Learning Motivation with the results of the study showed that the Sig value of the interaction between the type of learning and learning motivation was 0.189 which was greater than 0.05. This shows that with a significance level of 5%, it can be shown that there is no interaction between the type of learning and learning motivation on the Rahmatan Lil Alamin profile value. There is no interaction between the type of learning and learning motivation on the Rahmatan Lil Alamin profile value. The results of the study indicate that PBP can strengthen the strengthening of the Rahmatan Lil Alamin Profile. Therefore, teachers are advised to adopt and integrate PBP into their curriculum. PBP not only increases student engagement but also develops practical skills and the application of important moral values. Education policies should support the implementation of project-based learning methods by providing training for teachers and the necessary resources. Further research is recommended to involve larger and more varied samples from various schools and regions to generalize the results. This study can also explore various contexts and settings to broaden the understanding of the influence of learning methods and motivation.

RECOMMENDATIONS

This support can help in the wider and more effective implementation of this method in schools. Further research is suggested to involve larger and more diverse samples from different schools and regions to generalize the results. The research can also explore different contexts and settings to broaden the understanding of the influence of learning methods and motivation. Schools should integrate Project Based Learning methods in their curriculum and provide training to teachers on how to implement this method effectively. This can include planning relevant projects and aligning projects with educational goals.

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