

DEVELOPING PROJECT-BASED LEARNING USING CANVA INTERNALIZED WITH RELIGIOUS MODERATION

PENGEMBANGAN MODEL PEMBELAJARAN BERBASIS PROYEK DENGAN CANVA YANG DIINTERNALISASI NILAI MODERASI BERAGAMA

EKA LUTFIYATUN, RIFDA HANIEFA, KHABIB SYAIKHU ROHMAN

DOI: <https://doi.org/10.31330/penamas.v36i1.660>

Eka Lutfiyatun
Politeknik Negeri Sriwijaya,
Jl. Srijaya Negara,
Bukit Besar, Palembang,
Sumatera Selatan, 30139
e-mail: eka.lutfiyatun@polsri.ac.id

Rifda Haniefa
STAI Nurul Iman Parung Bogor
Jl. Nurul Iman No.1, Warujaya,
Parung, Kabupaten Bogor,
Jawa Barat, 16330
e-mail: haniefarifda@gmail.com

Khabib Syaikh Rohman
Mohammed bin Zayed University
For Humanities
Abu Dhabi, United Arab Emirates
e-mail: ebyburrohman@gmail.com

Abstract

Religious moderation is urgent for Indonesian Muslims. Although independent curriculum emphasizes project-based learning (PjBL), learning is only providing material and not integrated with projects to optimize competence and creativity. This research aims to find out the form of PjBL using Canva internalized with religious moderation, its validity, and its effectiveness. It is a Research and Development with mixed methods through tests, questionnaires, and observations. The subjects were 8th grade students at SMP Nurussalam Depok. The results are the stages of PjBL for Islamic Education with Canva internalized with religious moderation, namely pre-project, project implementation, and post-project. Religious moderation practiced was tolerance, such as respecting others, accepting differences, honoring others, and not forcing others to have same thinking and acting. Students created posters about tolerance. The product validation is 89.49 (very feasible). Posttest score is better than pretest (91.20). Students practiced religious moderation values very well, especially tolerance.

Keywords: Project Based Learning (PjBL); Religious Moderation; Islamic Education, Canva

Abstrak

Moderasi beragama menjadi urgen bagi muslim Indonesia. Kurikulum merdeka menekankan pembelajaran berbasis proyek (PjBL). Namun saat ini pembelajaran hanya menyediakan materi dan belum terintegrasi dengan proyek-proyek pengoptimalan kompetensi dan kreatifitas. Penelitian bertujuan mengetahui bentuk pengembangan model PjBL dengan Canva yang diinternalisasi moderasi beragama, kelayakannya dan efektifitasnya. Penelitian pengembangan ini menggunakan metode campuran (kuantitatif dan kualitatif). Data berasal dari tes, angket, dan observasi. Subjeknya peserta didik kelas 8 di SMP Nurussalam Depok. Hasil penelitian ini adalah tahapan PjBL untuk Pendidikan Agama Islam (praprojek, pelaksanaan proyek, dan pascaprojek). Moderasi beragama yang dipraktikkan adalah toleransi yaitu menghormati dan menghargai orang lain, menerima perbedaan, dan tidak memaksa orang lain untuk berpikir dan bertindak sama. Peserta didik membuat proyek independen berupa poster berisi poin-poin materi tentang toleransi. Nilai validasi produknya 89.49 (sangat layak). Model PjBL ini efektif dengan nilai posttest 91.20. Setelah penerapan, peserta didik dengan sangat baik dapat mempraktikkan nilai toleransi.

Kata Kunci: Pembelajaran Berbasis Proyek; Moderasi Beragama; Pendidikan Agama Islam, Canva

Received: 1 March 2023

Revised: 2 June 2023

Published: 26 June 2023

INTRODUCTION

The index of religious moderation for Indonesians aged 18-50 is 74.9 (Alvara Institute, 2021). It is due to the heterogeneous condition of society with different religions, ethnicities and cultures (Kemenag, 2021). The religious moderation is greatly influenced by the students' religiosity (Amirudin et al., 2022) and could prevent students from radical activities (Kustati et al., 2023). Therefore, it is necessary to internalize the values of religious moderation in learning both in terms of material, learning models, and learning evaluation.

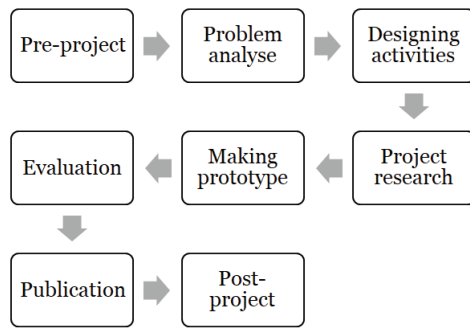
Islamic learning at Nurussalam Junior High School of Depok is carried out in class and occasionally in the computer laboratory to optimize students' knowledge, skills, and attitudes. So far, students still have difficulty projecting their knowledge onto products, even though this is very important for improving their critical thinking, creativity, and attitudes. In addition, the use of laboratory computers has not been used for making projects to hone students' creativity (Observation, 2022).

According to this background, the research problems are how to develop a Project-Based Learning (PjBL) model using Canva internalized with values of religious moderation to optimize students' understanding and attitudes, determine the results of the product validity, and its effectiveness.

The research aims to find out the form of PjBL model development using Canva internalized with religious moderation to optimize students' understanding, skills, and attitudes, determine the feasibility test results of the product, and to determine its effectiveness. The research is a Research & Development (R&D) approach by combining aspects of the PjBL model using Canva that were internalized with the values of religious moderation.

The hypothesis of this research is the PjBL model using Canva internalized the values of religious moderation effectively optimizes students' understanding, skills, and attitudes. The novelty of this research is creation of a development model in PjBL by utilizing Canva which is internalized the values of religious moderation to optimize students' understanding, product-making skills, and attitudes.

The PjBL model refers to students' learning process that emphasizes learning activities such as designing, planning, and implementing projects that produce products, publications, or presentations (Patton, 2018). PjBL can hone students' critical thinking skills (Boss & Krauss, 2007), problem-solving (Leat, 2018), and innovation skills (Muchson, 2023). Therefore, students can build community locally, and globally (Gras-Velázquez, 2019), where the educator acts as a facilitator (Tan & Chapman, 2016). The PjBL model has three stages: planning, implementation, and evaluation (Railsback, 2002).



Picture 1. Project-Based Learning stages
Source: (Abidin, Y., Mulyati, T., & Yunansah, 2008)

The activities of PjBL planning are designing the syllabus, identifying learning materials, and determining objectives, strategies, learning methods, sources and instruments. As a result, it can improve students' learning experience (Huang et al., 2023), scientific practices (Hsin & Wu, 2023), creativity (Pan et al., 2023), and critical thinking (E. Wahyuni & Fitriana, 2021). The activity of project implementation used to help achieve learning objects such as Google Meet and Google Classroom, teaching materials which include books and Youtube videos, and determining the learning model used (Aini et al., 2021).

The implementation of PjBL can be done by implementing multimedia-based learning, such as e-learning to design digital assignment materials (Lestari, 2019). PjBL is also focused on digital information search projects (Capraro et al., 2013) and make copyright works (Baedowi, 2020) enhance soft skills, (Saifullah, 2018), literacy (S. Wahyuni, 2020), quality of learning outcomes (E. Wahyuni & Fitriana, 2021), and learning interest (Nur Anita et al.,

2019).

PjBL can enhance students' characters such as discipline, communicative, hard-working honesty, leadership (Saugi et al., 2020), and independent (Sumyati & Muslihah, 2019) which is contextual-based implementation (Abitolkha et al., 2020). In addition, PjBL can also enhance mastery of concepts, learning activities, and critical thinking skills (Nurhayati & Fauzan, 2021). Therefore, it is possible if the values are internalized in learning (Isnaniah & Islahuddin, 2022).

Moderation is best understood in relation to prudence, civility, and compromise (Craiutu, 2023). Religious moderation is a moderate way of viewing religion by understanding and practicing religious teaching without being on the extreme right or too liberal (Massoweang Abdul, 2021). Religious moderation aims to prevent radicalism and extremism in Moslem society (Abdulrohman, 2021). and to maintain national unity (Mita et al., 2020). Religious moderation also can be learned through the digital application (Ibda et al., 2023).

Indicators of religious moderation are *tawasuth* or in the middle, *tasamuh* or tolerance, *tawazun* or balanced, *i'tidal* or firm, *syura* or deliberation, *musawah* or egalitarian, *ishlah* or reform, *aulawiyah* or prioritizing priorities, *tathawur wa ibtikar* or innovative and dynamics, and *tahadhdhur* or civilized (Kementerian Agama, 2019). Building religious

moderation through scientific integration from Islamic education is an inseparable chain process (Qasim, 2020).

Religious moderation can be internalized in religious preaching in schools, social interactions in class, and lessons. (Liando & Hadirman, 2022). Teachers can internalize the values of religious moderation by making it as the foundation of life, starting from living and implementing it in daily life (Rifqi, 2021). Strengthening religious moderation is influenced by coordination, leadership, bureaucracy, and community support (Rosyid, 2020). Religious moderation that is internalized in learning, such as tolerance, *deliberation*, and *exemplary* is successfully applied to learning (Sapiudin et al., 2022).

Based on the theories and results of previous research, the researchers intended to develop a PjBL model that uses Canva as a digital medium that is internalized with religious moderation values to enhance understanding, creativity, and skills.

The novelty of this research is the development of a new learning model in accordance with the conditions of education in the Society 5.0 era. These learning activities not only accommodate students in mastering cognitive material, but also emphasize psychomotor aspects through making independent projects in the form of posters containing learning points and tolerance. As for the affective aspect, there is the application of religious moderation values, especially in tolerance, such as

respecting others, accepting differences, honoring others, and not forcing others to think and act the same.

In completing this research, researchers used relevant theories such as the theory of PjBL and religious moderation, especially tolerance. Researchers also used previous research sources related to the theme of PjBL and religious moderation. This study is intended so that the learning model developed by the researchers is in accordance with the existing theory and is strong because previous studies support the research.

RESEARCH METHOD

The researchers conducted a Research and Development (R&D) with an ADDIE procedure, such as *analyzing*, *designing*, *developing*, *implementing*, and *evaluating* (Branch, 2009). The populations as well as the sample were 20 students from class 8 of Nurussalam Junior High School in Depok, Indonesia. It was a saturation sampling because all populations were used as sample in research. This sampling was used according to situation in class 8 which had only 20 students. This research was conducted from 2nd October 2022 to 2nd December 2022.

Data was collected through test and non-test. The test instrument determines the level of student understanding. Non-tests are non-participant observation, interviews and closed questionnaires. Observation is used to monitor the development and

implementation process and a checklist of implementing students' religious moderation. Interviews were conducted to find out the teacher's opinion about the learning model developed. The questionnaire technique is used to analyze students' needs for PjBL models and the use of digital media. The researchers also used a questionnaire to test product feasibility on aspects of content, presentation, and internalization of religious moderation into model implementation. A learning model expert and an Islamic religious education expert filled feasibility questionnaires.

The research data are qualitative and quantitative data. Qualitative data are output validation sheets from two experts accompanied by criticism and suggestions, product implementation observations, and observations of the application of religious moderation during learning. Quantitative data is a test to determine questions' validity and reliability and to analyze students' understanding of the material. Those were tested with SPSS. Qualitative data analysis and descriptive quantitative analysis were used as data analysis techniques.

The researchers also used Canva as a medium to help students complete their independent projects. The Canva features used were poster design features and infographics to make it easier for students to choose and modify the poster templates they are working on. The Canva account used was a student's personal account which was free. In completing the project, students

used computers in the school laboratory of Nurussalam junior high school in Depok, which were connected to the internet.

RESEARCH RESULTS AND DISCUSSION

The results and discussion are divided into two parts: the results sub-chapter and the discussion sub-chapter.

Research Result

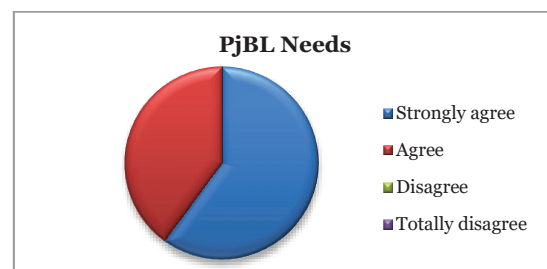
The research results section describes the stages of Project-Based Learning model development, feasibility analysis, and product effectiveness analysis.

Stages of PjBL Model Development using Canva Internalized with Religious Moderation

The stages of development are as follows.

1. Needs Analysis

The researchers conducted needs analysis at Nurussalam Junior High School of Depok for the PjBL model using Canva internalized with religious moderation. The first analysis is the need for implementing Project-Based Learning for students in junior high schools.



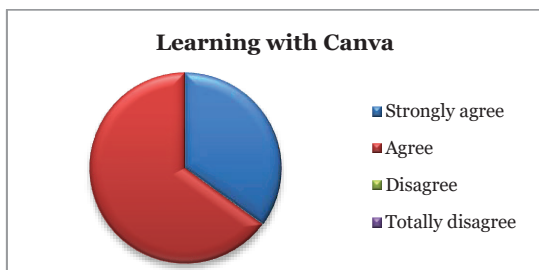
Picture 2. Need analysis result of PjBL (Source: Data processed by the researchers)

There was 60% of students thought that they strongly agree if there was a project-based learning model, because learning will

be not boring and can continue to be active.

For this reason, the researchers would develop a project-based learning model where students can maximize their creativity in making works and strengthen the meaning of learning activities.

The second analysis is the need for the use of digital assistive media in projects, especially Canva which can be accessed at <https://canva.com>.

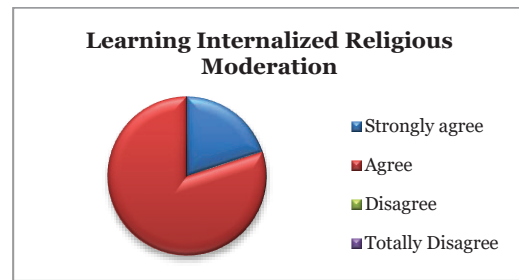


Picture 3. Needs for learning with Canva (Source: Data processed by the researchers)

There was 65% of students agree that learning often utilizes Canva as a medium which is full of features because it can be used to make posters, videos, presentations, and etc.

Utilizing Canva as an auxiliary media can certainly make it easier to hone students' creativity. However, teacher needs to ensure the availability of supporting facilities to access Canva such as computers or cell phones. Fortunately, Nurussalam Junior High School in Depok has a language and computer laboratory for learning.

The third analysis is the need for the internalization of religious moderation values in learning.



Picture 4. Religious moderation internalized needs (Source: Data processed by the researchers)

There was 80% of students agree that learning should be conducted an internalization of religious moderation values, so they can understand more deeply and can be practiced it in daily life.

According to the need's questionnaire, students agree that a learning model can be developed in which projects or creation of works can be carried out with the help of Canva's digital media, the values of religious moderation are internalized, and can be practiced in learning and daily life.

The analysis resulted in the conclusion that the Islamic Religion and Character Education teachers strongly agree if a learning model is developed. Also, it can be collaborated on student projects by utilizing Canva as an assisting medium in projects.

The Canva poster design features and info graphics makes easier for students to choose and modify the poster templates with free accounts. In completing the project, students used computers in the school laboratory connected to the internet.

With the PjBL model, not only be more enthusiastic and motivated, but also students' creativity to create digitally visual and written content will increase. Canva was

chosen as an assisting medium in the project creation process because of its easy accessibility and features completeness. Based on students' and teachers' needs analysis, the researchers carried out the next stage, namely designing a PjBL model.

2. Designing Product

The researchers used the help of graphic design application learning media, Canva, to create projects. Using Canva is integrated with the PjBL model Steps. Students must produce info graphics products containing important points of the learning material. The projects are adjusted to the material in the Islamic Religion and Character Education subjects studied in class 8.

Islamic Religion and Character Education subjects for class 8 use a main book published by the Ministry of Education of Indonesia in 2021. The material revolves around understanding of integrity with trustworthiness and honesty to God.

These learning activities not only accommodate students in mastering cognitive material, but also emphasize psychomotor and affective aspects through making independent projects with Canva in the form of posters containing points of learning material and the religious moderation character, especially tolerance, such as respecting others, accepting differences, honoring others, and not forcing others to think and act the same.

The final result of this research is the PjBL model procedure with Canva internalized

with religious moderation in the subjects of Islamic Religion and Character Education. In addition, this research also resulted in the ability to implement a concept in life by using digital skills, especially those related to producing works such as creating digital content in online media.

3. Developing Product

After the design is made, a feasibility test is carried out by experts in the field of learning models and religious moderation.

a. Pre-project

In this stage, the teacher design and describe projects and determine assessment rubrics and subject themes.

1. The teacher arranges activity schedules, such as implementation date, duration of the learning time project, and determining evaluation time.
2. The teacher chooses one of the religious moderation aspects.
3. The teacher prepares the Canva program will be used to create digital content in the form of posters with personal concepts of integrity with trustworthiness and honesty.

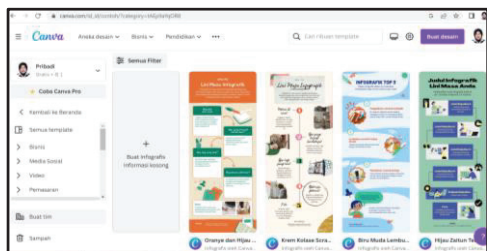
The pre-project stage emphasized the teacher's role as coordinator for designing activities, schedules, themes, assessment rubrics, and learning values.

b. Project Implementation

1. Learning begins with a question related to the material, such as "how to be a person with integrity,

trustworthiness, and honesty?" Then students understand the concept of personal integrity with trustworthiness and honesty to God along with examples in daily life.

2. Learning is continued by providing an understanding of religious moderation and its examples in daily life.
3. Students begin to get briefings about the project to be carried out. The project aims to make posters that contain activities or work and value messages that must be carried out as well as religious tolerance. The project was carried out using the Canva application.
4. Students are accompanied by the teacher to create a Canva account by visiting the website <https://canva.com> through computer or mobile phone.
5. Students start the project by familiarizing themselves with the graphic design application, Canva.



Picture 5. Canva main page (Source: canva.com)

6. After an introduction to the Canva design application, students are directed to conduct a study of the activities. Students also need to understand indicators of the values of religious tolerance.

7. Students begin to think of their creative ideas and put them in the digital drafts in Canva and in the end it becomes infographics about people activities carried out the religious tolerance.
8. The teacher supervises student activities and the project completion process. Directions and advices can be given if there are difficulties.



Picture 6. Students design posters (Source: Researchers' personal doc.)

9. Students in groups and individually publish their product. The product is a poster designed using Canva. The poster contains an activity, character, and religious tolerance.



Picture 7. Final Projects and Publications (Source: Researchers' personal doc.)

The role of the teacher in the stages is as

a companion and facilitator. Therefore, if there were difficulties, the teacher and students can find solutions together and ensures that students be able to understand the meaning of religious moderation (tolerance) and be able practice it.

c. Post-project

1. The teacher assesses the product to measure the achievement of learning objectives.
2. The teacher evaluates progress and provides feedback through observing the implementation of students' religious moderation.
3. The teacher and students reflect on project activities and results to ensure conformity of project materials with teaching materials and conformity of design with text.
4. Students are motivated by the teacher to continue to be passionate about learning material, hone creativity in making works, and apply the values of religious moderation such as respecting others, accepting differences, honoring others, and not forcing others to think and act the same in students' daily lives, both inside and outside the classroom.

The last step of PjBL is the post-project stage which focuses more on the role of the teacher and students to jointly evaluate implementation, evaluate product, and reflect on learning activities.

The novelty of the research product is as follows:

- a. The PjBL model developed by researchers integrates the use of digital media such as Canva in making projects that is in accordance with the learning principles in Era Society 5.0. Other researchers have not been developed it yet. It is based on the education governance that student must be able to mastering digital competencies and cognitive knowledge to get ready for future obstacles.
- b. The PjBL model developed by the researchers internalize the values of religious moderation, especially tolerance by respecting others, accepting differences, honoring others, and not forcing others to be the same as them which had not previously been developed by other researchers. The researchers used it to enhance the religious characters especially tolerance to be practised in students' daily lives.

Therefore, the learning model developed by the researchers this time is feasible in terms of novelty and can be used in learning. If the PjBL model development steps had been completed, the expert would provide product feasibility. Criticism and suggestions related to the PjBL developed is about forming groups in project-making activities. Work Assessment can be carried out by peer assessment, including material and design presentations. The other suggestion is to ensure suitability indicators

of religious tolerance and the poster contains.

4. Implementation

The fourth stage was product implementation. The sample selected according to the teacher's advice was 20 students of class 8 of Nurussalam Junior High School of Depok. Product implementation was held on 16-19 November 2022 in the computer laboratory. The teacher and students carry out PjBL stages according to procedures that have been designed and validated, starting from pre-project, project implementation, to post-project. Project results that have been published and presented are stored in Google Drive which can be shared or reused at any time.

Pre-test and post-test were conducted to find out the effectiveness of the PjBL model using Canva internalized with religious moderation in Islamic Religion and Character Education subjects. The test was carried out in writing. Students had to make descriptions related to the theme of understanding the concept of personal integrity with trustworthiness and honesty to God, fellow human beings, and oneself.

Students were asked to answer pretest questions before learning with the PjBL began, and students worked on posttest questions after implementing PjBL, then the researchers compared average values of the both test results.

5. Evaluation

The last stage was evaluation. The researchers conducted observations of the obstacles or problems that occurred during model development starting from analysis, design, development, to implementation.

- a. At the implementation stage, students experienced problems in applying the concept of trustworthiness and religious literacy in activities. Therefore, it required in-depth study. The teacher determined and illustrated examples of the implementation of the concept of trustworthiness and religious moderation, then students could apply it in daily life both inside and outside the classroom.
- b. While the PjBL was implemented, it took a lot of time because apart from determining the text, choosing important points to be displayed in the info graphic work, and choosing a design that fits the theme. Then, the teacher provided additional time until the project was completed properly.
- c. The limited use of Canva features and tools means that not all of them could be used by students because it took a lot of time and effort to explore them.
- d. The free-to-use features caused students only was able to choose a limited number of free templates. Therefore, the teacher advised students to use existing free templates but still had to choose good designs to represent

messages of infographic contents.

Evaluation is an important stage that acts as a cover for project-based learning development activities. There was an analysis of the obstacles and deficiencies occurred during the implementation and how the researchers deal with these problems. Evaluation could also be used as a recommendation for further educators who want to try implementing project-based learning in class, and could be used as a recommendation for other researchers who want to develop a project-based learning model in the future.

PjBL Model Feasibility

The feasibility of the PjBL model using Canva internalized with religious moderation in the subjects of Islamic Religion and Characteristics Education grade 8 was included aspects of content feasibility, presentation, and practicality. A learning model expert and an Islamic religious education expert assessed learning model validation. The feasibility instrument used was a questionnaire which was respondents determining eligibility with 5 Likert scales, as shown in the table below.

Table 1.
Feasibility values interpretation

Scale	Scores	Interpretation
5	81-100	Very feasible
4	61-80	Feasible
3	41-60	Feasible enough
2	21-40	Not feasible
1	1-20	Very not feasible

Source: (Sugiyono, 2019)

The first product feasibility was from a

learning model expert, namely Satibi, S.Pd.I., M.Pd. from STAI Nurul Iman Parung, Bogor. The expert gave the design PjBL assessment in two aspects, namely the feasibility of content and the feasibility of presentation.

Table 2.
Feasibility result from the learning model expert

Aspects		Score
Content feasibility	The suitability of the background and the resulting model	90,33
	The suitability of the PjBL model using Canva internalized with values of religious moderation	86,63
	The accuracy of the PjBL model	86,00
	PjBL model support	89,71
Feasibility of Presentation	Serving technique	90,63
	Presentation support	87,00
	PjBL presentation	86,71
	Completeness of PjBL presentation	88,30
Average		87,88

Source: The data processed by the researchers
According to the table above, the average feasibility of the PjBL model in terms of content and presentation was 87.88 or with a very feasible interpretation. As for criticism of suggestions from the validator, that is to pay attention to the contextual aspects of students.

The second PjBL feasibility was the suitability of the internalization of religious moderation values in PjBL with Islamic Religion and Character Education subjects. The PjBL was assessed by Zenna Hara Lestari, M.Pd., who is an expert in Islamic Religious Education.

Table 3.
Feasibility of internalization of religious moderation

Aspects	Score
PjBL contents	90,20
Presentation in learning	90,00
Contextual aspects	91,00
Internalization of religious moderation	91,63
Internalization of trustworthiness and honesty aspects	92,61
Average	91,09

Source: The data processed by the researchers
According to the table above, the average value for conformity assessment of internalizing religious moderation in PjBL was 91.09, or very feasible. The suggestions given are to emphasize the illustration of material more contextual and adapted to students' psychology.

The average validation result from the learning model and internalizing religious moderation experts was 89.49. It means that the project-based learning model using Canva internalized with religious moderation is very feasible and can be used in classroom.

PjBL Model Effectiveness

The PjBL model using Canva which is internalized with religious moderation in Islamic Religion and Character Education subjects was analyzed for its effectiveness using pretest and posttest. Both tests are descriptions consisting of 5 questions with a score 20 for each question and a total score was 100. From the results of the questions the students worked on, the researchers analyzed three aspects: the validity of the questions, the reliability of the questions, and the effectiveness of the

PjBL based on the average value.

The first analysis was question validity counted by SPSS. The validity categories were determined by comparing the value of r_{count} and value of r_{table} . If $r_{count} > r_{table}$, then the items were valid. The calculated r_{count} value is known from the Pearson correlation value, then compared to the r_{table} for $N = 20$ at a significance of 5% of 0.444.

Table 4.
Questions validity result

Items	r_{xy}	r_{table}	Means
1	0,837	0,444	Valid
2	0,901	0,444	Valid
3	0,749	0,444	Valid
4	0,614	0,444	Valid
5	0,505	0,444	Valid

Source: The data processed by the researchers
According to the table above, it could be seen that all questions are valid and could be used to determine the level of students' understanding because every $r_{hitung} > r_{table}$.

The second analysis is the reliability of the items obtained by Cronbach's alpha reliability test with the SPSS program. According to the questions reliability test result, it was known that overall reliability value was 0.774 with decision making if the Cronbach's alpha value is higher than 0.60 then the item is meant to be reliable with consistently high.

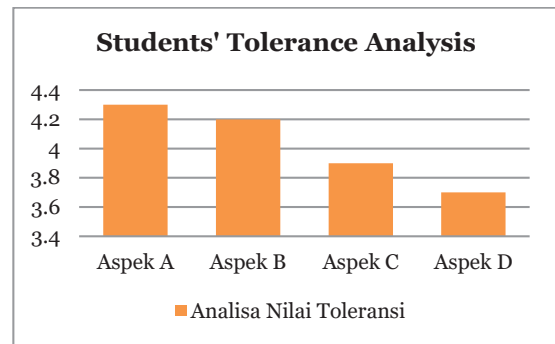
The third analysis was to determine the effectiveness of PjBL model using Canva which is internalized with religious moderation. The effectiveness test was done through one group pretest-posttest by paired sample T-Test using SPSS.

According to the pretest dan posttest results, it could be seen that the average pretest value was 57.85 and the average posttest was 91.20. With the number of students or $N=20$, then the pretest < posttest or $57.85 < 91.20$. It means that the posttest result was higher than the pretest result.

According to the test result of significance of pretest-posttest, it could be seen that the significance value is $0.00 < 0.05$. There was a difference in the average pretest and posttest learning outcomes, and there was a significant value increase in the subject of Islamic Religion and Character Education using the Project-Based Learning (PjBL) model using Canva internalized with religious moderation.

Thus, according to the calculation of the analysis of the validity of the questions, the reliability of the questions, and the effectiveness of the product, the product of the project-based learning model using Canva internalized the value of religious moderation is appropriate to be used as one of the learning models in the classroom.

The next analysis was the average result of observations with a Likert scale (Sugiyono, 2019) about students' religious moderation, especially tolerance (Akhwani & Kurniawan, 2021) which is reflected in the attitude of students during the learning process.



Picture 8. Observation result of students' tolerance (Source: The data processed by the researchers)

Meanings:

- A = respect for others
- B = accept differences
- C = honor to others
- D = no forcing others to be the same

According to the table above, the average grade of students' tolerance index at Nurussalam Junior High School of Depok after the PjBL model was implemented with Canva internalized religious moderation was 4.03 out of 5, which is a very good interpretation. It means that students are able to apply the values of tolerance during the learning process starting from cognitive activities to understand the material, complete independent projects, and present project results.

Thus overall, the project-based learning model using Canva internalized with religious moderation values was appropriate and effective for learning. Hopefully, teachers can apply this model, especially in Islamic Religion and Character Education lessons at the junior high school level.

Discussion

The discussion sub-chapter describes the suitability analysis of the research results obtained with the theories mentioned in the introduction section. These theories are about developing a learning model, project-based learning with Canva, Islamic Religious Education, and Religious Moderation.

The first analysis was the procedure for developing a project-based learning model. The steps in developing the learning model were five stages, namely analyzing the needs of teachers and students carried out by using questionnaires and interviews, designing learning models, developing learning model by validating from experts, implementing project-based learning model products in class to find out its effectiveness, and evaluate the whole process.

All of these processes were in accordance with the theory of the development of the ADDIE, namely analyze, design, develop, implement, and evaluate (Branch, 2009). This study proves that product development procedures carried out by the researchers were in accordance with theory.

It is hoped that this learning model product will become a new reference source for teachers in implementing a learning model in accordance with the current era of society 5.0. Basically, today's learning does not only promote

cognitive understanding but also emphasizes practice and strengthening character. By applying Canva as a digital medium that can help students design infographic products that contain learning material content and values of tolerance, students can increase understanding, practical skills, and character applied in everyday life.

The second analysis was the suitability of the PjBL content with Canva. The procedure guide for the contents of the learning model developed included three phases, namely the pre-project phase, the project implementation phase, and the post-project phase. All of these phases were in accordance with the theory of the stages of implementing project-based learning (Patton, 2018), (Tan & Chapman, 2016), and (Arizona et al., 2020).

In addition, the results of the effectiveness test showed that the implementation of PjBL carried out by the researchers in class 8 of Nurussalam Junior High School of Depok was effective in being implemented, let alone internalized with the values of religious moderation. It is in accordance with the results of a research from (Lestari, 2019) and (Nur Anita et al., 2019).

The researchers also integrated the project-based learning model using Canva's digital media to help students work on assigned projects. The result was being able to train independent students according to research (Sumyati &

Muslihah, 2019), enhance the meaning and learning activities in accordance with the results of critical research (Nurhayati & Fauzan, 2021) and (E. Wahyuni & Fitriana, 2021). By applying Canva as a digital medium that can help students design infographic products that contain learning material content and values of tolerance, students can increase understanding, practical skills, and character that can be applied.

The third analysis was the conformity of the contents of the learning model developed with the official curriculum set by the government. The contents of the project-based learning model developed by the researchers was aligned with the material and curriculum for Islamic Religion and Character Education prepared by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021 (Kemendikbud, 2021).

The fourth analysis was the suitability of religious moderation values that are internalized in the learning model developed by the researchers. The researcher chose one of the indicators of religious moderation, namely *tasamuh* or tolerance which means that in students' lives they are not allowed to discriminate between humans according to their religious, ethnic and cultural origins. This is done by implementing religious moderation values that consider the students' contextual aspects.

This is in accordance with the theory of indicators of religious moderation (Kementerian Agama, 2019), which could maintain the unity and integrity of the diverse Indonesian people (Mita et al., 2020), prevent radicalism and extremism (Massoweang Abdul, 2021) by internalizing it in learning (Liando & Hadirman, 2022). New learning model is in accordance with the conditions of education in the Society 5.0 era. These learning activities not only accommodate students in mastering cognitive material, but also emphasize psychomotor aspects through making independent projects in the form of posters containing points of learning material and the character of tolerance. As for the affective aspect, there is the application of religious moderation values, especially in tolerance such as respecting others, accepting differences, honoring others, and not forcing others to be same in thinking and acting.

CONCLUSION

The conclusion of this research is according to the research problems that had been compiled. The product developed was a PjBL model procedure with Canva internalized with religious moderation. The internalized value was tolerance and adapted to the Islamic Religion and Character Education curriculum, especially in tolerance, such as respecting others, accepting differences, honoring others, and not forcing others to be same in thinking and

acting for grade 8 junior high schools. The procedure included three stages: pre-project, project implementation, and post-project. Canva was used as an aid in making infographic projects, and after the project product was finished, it was presented in front of the class.

The result of the feasibility test on the aspects of content and presentation and the internalization of religious moderation is very feasible. It means that the PjBL model using Canva to produce infographic product internalized religious moderation is very feasible. At the end of learning, students were observed and proved that they could enhance religious moderation values, especially in tolerance, such as respecting others, accepting differences, honoring others, and not forcing others to be same in thinking and acting.

After applying the PjBL, it had an average post-test was better than pre-test. As for the observation results, the implementation of religious moderation values was very good, especially in tolerance, such as respecting others, accepting differences, honoring others, and not forcing others to be same in thinking and acting.

ACKNOWLEDGEMENT

The researchers would like give an appreciation for Islamic teacher and students at Nurussalam Junior High School of Depok for involved in the research.

REFERENCES

- Abdulrohman, D. (2021). Moderasi Beragama dalam Bingkai Keislaman di Indonesia. In *Lekkas*. Lekkas.
- Abidin, Y., Mulyati, T., & Yunansah, H. (2008). *Pembelajaran Literasi (Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca, dan Menulis)*. Bumi Aksara.
- Abitolkha, A. M., Ismail, A. N., & Hady, Y. (2020). The Interrelation of Curriculum Development with Contextualization of Islamic Education Learning in Junior High School. *TARBIYA: Journal of Education in Muslim Society*, 7(1). <https://doi.org/10.15408/tjems.v7i1.13843>
- Aini, A. T. A., Hanif, M., & Setiawan, E. (2021). Strategi Model Project Based Learning dalam Pembelajaran Pendidikan Agama Islam Kelas X di SMAN 8 Malang pada Masa Pandemi COVID-19. *Jurnal Pendidikan Islam*, 6(September 1971).
- Alvara Institute. (2021). *Potret Moderasi Beragama*. <https://alvara-strategic.com/wp-content/uploads/2022/01/Potret-Umat-Beragama-2021.pdf>
- Amirudin, A., Suyono, S., Soeprijanto, S., & Maknun, L. (2022). Measuring Religious Moderation Among Students. *Penamas*, 35(2), 283–297. <https://doi.org/10.31330/penamas.v35i2.624>
- Arizona, K., Abidin, Z., & Rumansyah, R. (2020). Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19. *Jurnal Ilmiah Profesi Pendidikan*, 5(1). <https://doi.org/10.29303/jipp.v5i1.111>
- Baedowi, S. (2020). Analisis Implementasi Pembelajaran Berbasis Proyek untuk Meningkatkan Pemahaman Nilai-Nilai Islam Mahasiswa pada Perkuliahan Pendidikan Agama Islam (PAI) Di Prodi PGSD Universitas PGRI Semarang. *Malih Peddas (Majalah Ilmiah Pendidikan Dasar)*, 9(2). <https://doi.org/10.26877/malihpeddas.v9i2.5075>
- Boss, S., & Krauss, J. (2007). Reinventing Project-Based Learning - Your field guide to Real-World Projects in the Digital Age. In *ISTE*. International Society.
- Branch, R. M. (2009). *Instructional Design-The ADDIE Approach*. Springer.
- Capraro, R. M., Capraro, M. M., & Morgan, J. R. (2013). STEM project-based learning an integrated science, technology, engineering, and mathematics (STEM) approach. In *Texas A & M University*. A&M University. <https://doi.org/10.1007/978-94-6209-143-6>
- Craiutu, A. (2023). Rediscovering Moderation at the Beginning of the Twenty-First Century.

European Legacy. <https://doi.org/10.1080/10848770.2023.2182262>

Gras-Velázquez, A. (2019). Project-Based Learning in Second Language Acquisition: Building Communities of Practice in Higher Education. In *Routledge*. Routledge. <https://doi.org/10.4324/9780429457432>

Hsin, C. T., & Wu, H. K. (2023). Implementing a Project-Based Learning Module in Urban and Indigenous Areas to Promote Young Children's Scientific Practices. *Research in Science Education*, 53(1). <https://doi.org/10.1007/s11165-022-10043-z>

Huang, W., Li, X., & Shang, J. (2023). Gamified Project-Based Learning: A Systematic Review of the Research Landscape. *Sustainability (Switzerland)*, 15(2). <https://doi.org/10.3390/su15020940>

Ibda, H., Sofanudin, A., Syafi, M., Soedjiwo, N. A. F., Azizah, A. S., & Arif, M. (2023). Digital learning using Maktabah Syumilah NU 1.0 software and computer application for Islamic moderation in pesantren. *International Journal of Electrical and Computer Engineering*, 13(3). <https://doi.org/10.11591/ijece.v13i3.pp3530-3539>

Isnaniah, S., & Islahuddin, I. (2022). the Application of Religious Moderation Concept in Indonesian Language Teaching: a Case Study in Islamic Schools and Islamic Universities (Perguruan Tinggi Keagamaan Islam/Ptki). *Penamas*, 35(2), 213–222. <https://doi.org/10.31330/penamas.v35i2.629>

Kemenag. (2021). *Keragaman Agama, Suku Bangsa, Bahasa dan Adat Istiadat Menjadikan Sikap Pandang Moderasi adalah Solusi*. JNews. <https://jateng.kemenag.go.id/2021/11/keragaman-agama-suku-bangsa-bahasa-dan-adat-istiadat-menjadikan-sikap-pandang-moderasi-adalah-solusi/>

Kemendikbud. (2021). *Buku Pendidikan Agama Islam dan Budi Pekerti*. Kementerian Pendiidkan, Kebudayaan, Riset, dan Teknologi.

Kementerian Agama. (2019). Moderasi Beragama. In *Badan Litbang dan Diklat Kementerian Agama RI*. Badan Litbang dan Diklat Kementerian Agama RI.

Kustati, M., Indra, R., Efendi, Ritonga, M., Nelmawarni, Yulia, & Karni, A. (2023). The Effect of National Insight and Religious Moderation on Radical Behavior of Secondary School Students. *Education Research International*, 2023. <https://doi.org/10.1155/2023/2919611>

Leat, D. (2018). Enquiry and Project Based Learning: Students, School and Society. In *NYC Departement of. Education*. NYC Departement of. Education.

Lestari, A. S. (2019). The Development of Web Learning Based on Project in The Learning

- Media Course at IAIN Kendari. *Jurnal Pendidikan Islam*, 5(1).
<https://doi.org/10.15575/jpi.v5i1.2909>
- Liando, M. R., & Hadirman, H. (2022). Praktik Kultur Moderasi Beragama dalam Lembaga Pendidikan Muhammadiyah (Studi di SMA Muhammadiyah Manado). *Edukasi Islami: Jurnal Pendidikan Islam*, 11(01).
- Massoweang Abdul. (2021). Moderasi Beragama dalam Lektur Keagamaan Islam di Kawasan Timur Indonesia. In *Lipi Press* (Issue November). Lipi Press.
- Mita, Damayani, I., & Muhasdi. (2020). Menyemai Damai dengan Moderasi Beragama. In *IAIN Parepare Nusantar Press*. IAIN Parepare Nusantar Press.
- Muchson, M. (2023). Application of the Project Based Learning Model to Improve 21st Century Competence 4C. *International Journal of Research and Review*, 10(1).
<https://doi.org/10.52403/ijrr.20230173>
- Nur Anita, Azis, St. A., & Buhaerah. (2019). Peningkatan Minat Belajar Peserta Didik Melalui Penerapan Model Project Based Learning Pada Pembelajaran Pendidikan Agama Islam Kelas VIII.2 SMP Negeri 2 Suppa Kabupaten Pinrang. *AL-ISHLAH: Jurnal Pendidikan Islam*, 17(1). <https://doi.org/10.35905/alishlah.v17i1.985>
- Nurhayati, E., & Fauzan, A. (2021). Penerapan Model Project Based Learning untuk Meningkatkan Kebermaknaan Belajar pada Pembelajaran Jarak Jauh Pendidikan Agama Islam di Sekolah Dasar. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 10(6). <https://doi.org/10.33578/jpkip.v10i6.8498>
- Pan, A. J., Lai, C. F., & Kuo, H. C. (2023). Investigating the impact of a possibility-thinking integrated project-based learning history course on high school students' creativity, learning motivation, and history knowledge. *Thinking Skills and Creativity*, 47. <https://doi.org/10.1016/j.tsc.2022.101214>
- Patton, A. (2018). Work that Matters: The Teacher's Guide to Project-Based Learning. In *Creative Education* (Vol. 1, Issue 1). Paul Hamlin Foundation.
- Qasim, M. (2020). Membangun Moderasi Beragama Umat Melalui Integrasi Keilmuan. In *Alauddin University Press*. Alauddin University Press.
- Railsback, J. (2002). PROJECT-BASED INSTRUCTION : Creating Excitement for Learning (P29). In *Northwest Regional Educational Laboratory*. Northwest Regional Educational Laboratory.
- Rifqi, M. (2021). Internalisasi Moderasi Beragama dalam Standar Kompetensi Kemandirian Peserta Didik. *Jurnal Ilmiah Al-Muttaqin*, 6(1).

- Rosyid, A. (2020). Moderasi Beragama di Lingkungan Perguruan Tinggi Keagamaan: Suatu Kajian Atas Alterasi Kebijakan Pendirian Rumah Moderasi Beragama. *Tarbawi: Jurnal Pemikiran Dan Pendidikan Islam*, 6(1).
- Saifullah, A. (2018). Penerapan Model Project Based Learning untuk Mengembangkan Soft Skills dan Kualitas Hasil Belajar Siswa pada Pembelajaran Pendidikan Agama Islam (PAI) di SMA Avicenna Cinere. *Jurnal Pendidikan Kewarganegaraan*, 5(2). <https://doi.org/10.32493/jpkn.v5i2.y2018.p137-150>
- Sapiudin, S., Zainuddin, Z., & Salman, M. M. (2022). Problem-Based Learning Ushul Fiqh in the Establishment of Student Moderation Attitude in Madrasah. *Penamas*, 35(2), 223–238. <https://doi.org/10.31330/penamas.v35i2.632>
- Saugi, W., Sundari, I., & Agustiah, A. (2020). Penanaman Karakter Kewirausahaan Di TK Alam Al-Azhar Kutai Kertanegara. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 5(1). <https://doi.org/10.32678/as-sibyan.v5i1.2379>
- Sumyati, S., & Muslihah, E. (2019). Hubungan Persepsi Siswa Tentang Metode Resitasi dan Project Based Learning dengan Kemandirian Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam. *QATHRUNA*, 6(2). <https://doi.org/10.32678/qathruna.v6i2.4150>
- Tan, J. C. L., & Chapman, A. (2016). Project-based learning for academically-able students: Hwa Chong institution in Singapore. In *Universitas Western Australia Press*. Universitas Western Australia Press. <https://doi.org/10.1007/978-94-6300-732-0>
- Wahyuni, E., & Fitriana, F. (2021). Implementasi Model Pembelajaran Project Based Learning (PjBL) dalam Meningkatkan Hasil Belajar Peserta Didik pada Mata Pelajaran Pendidikan Agama Islam SMP Negeri 7 Kota Tangerang. *Jurnal Kajian Islam Dan Pendidikan Tadarus Tarbawy*, 3(1). <https://doi.org/10.31000/jkip.v3i1.4262>
- Wahyuni, S. (2020). Manajemen Pembelajaran Berbasis Proyek Untuk Melek Literasi. *Jurnal Isema : Islamic Educational Management*, 5(1). <https://doi.org/10.15575/isema.v5i1.5533>