

Preliminary Design of a Project-Based Learning Module on Walisongo History for Strengthening Moderate Attitudes among Madrasah Aliyah Students

Prawidya Lestari¹, Raharjo², Ismail³, Najmee Bindulem⁴

¹STAI Nahdlatul Ulama Purworejo, e-mail: prawidyalestari@stainupwr.ac.id

²UIN Walisongo Semarang, e-mail: raharjo@Walisongo.ac.id

³UIN Walisongo Semarang, e-mail: ismail@Walisongo.ac.id

⁴Chariyathamsuksa Foundation School Thailand, e-mail: najmee.122546@gmail.com

Article History

Submitted:
April 21, 2026

Revised:
August 25, 2026

Accepted:
August 30, 2026

Keywords

: Project-Based Learning; history of the Walisongo; learning module; moderate attitude; Madrasah Aliyah

ABSTRACT

Moderate attitudes are important for maintaining diversity and social harmony in Indonesia's multicultural society. However, History of Islamic Culture (SKI) instruction, particularly on Walisongo history, remains largely focused on factual knowledge and has not adequately integrated moderation values into students' everyday lives. This study aims to develop a preliminary design of a Project-Based Learning (PjBL) module on Walisongo history to strengthen moderate attitudes among Madrasah Aliyah students. The study employed a Research and Development (R&D) approach using the ADDIE model, limited to the Analysis and Design stages. The analysis involved interviews, teaching-module analysis, a review of the Merdeka Curriculum, teacher and student needs questionnaires, and a literature review. The findings indicate that SKI instruction at MAN Purworejo requires greater integration of project-based activities, meaningful learning contexts, and moderation values. The Design stage produced Prototype 1, a PjBL module comprising learning objectives, project stages contextualized to Walisongo history, collaborative activities, and assessment instruments for both project performance and moderate attitudes. The proposed design has the potential to facilitate more active, contextual, collaborative, and meaningful SKI learning. Validation, implementation, and effectiveness testing were not conducted and remain subjects for subsequent research.

ABSTRAK

Sikap moderat penting dalam menjaga keberagaman dan keharmonisan masyarakat Indonesia yang multikultural. Namun, pembelajaran Sejarah Kebudayaan Islam (SKI), khususnya materi Walisongo, masih cenderung berorientasi pada penguasaan fakta dan belum optimal mengintegrasikan nilai moderasi dalam kehidupan sehari-hari. Penelitian ini bertujuan menghasilkan rancangan awal modul pembelajaran berbasis Project-Based Learning (PjBL) pada materi sejarah Walisongo untuk memperkuat sikap moderat peserta didik Madrasah Aliyah. Penelitian menggunakan metode Research and Development (R&D) dengan model ADDIE yang dibatasi pada tahap Analysis dan Design. Analisis dilakukan melalui wawancara, analisis modul ajar, kajian Kurikulum Merdeka, kuesioner kebutuhan guru dan peserta didik, serta kajian literatur. Hasil analisis menunjukkan bahwa pembelajaran SKI di MAN Purworejo masih memerlukan penguatan aktivitas proyek, konteks pembelajaran yang bermakna, dan integrasi nilai moderasi. Tahap Design menghasilkan Prototype 1 berupa modul PjBL yang memuat tujuan pembelajaran, tahapan proyek yang dikontekstualisasikan dengan sejarah Walisongo, aktivitas kolaboratif, serta instrumen penilaian proyek dan sikap moderat. Rancangan ini berpotensi memfasilitasi pembelajaran SKI yang lebih aktif, kontekstual, kolaboratif, dan bermakna. Validasi, implementasi, dan uji efektivitas produk belum dilakukan sehingga menjadi agenda penelitian selanjutnya.

Kata Kunci : Project-Based Learning; sejarah Walisongo; modul pembelajaran; sikap moderat; Madrasah Aliyah.

Corresponding Author : Prawidya Lestari, e-mail: prawidyalestari@stainupwr.ac.id

INTRODUCTION

A moderate attitude is a fundamental value in national and religious life in multicultural Indonesia (Islamy, 2022). A moderate attitude plays a role in maintaining the diversity of the Indonesian nation (Putri, 2021; Salsabila Azahra & Zaenul Slam, 2022). The Indonesian Ministry of Religion consistently encourages strengthening moderate attitudes through various lines, including implementing religious moderation education in high schools (Albana, 2023). The results of a survey conducted by the SETARA Institute (2023) show that 70.2% of high school students still have a tolerant attitude (SETARA Institute for Democracy and Peace, 2023). However, at the same time, there are still many high categories of intolerant students (T. R. Hakim, 2022; Nurullah et al., 2022). Muaz and Uus also produced the fact that PAI learning in schools places a lot of emphasis on the role of PAI teachers in transforming knowledge, they should give more roles to students in developing their own potential so that they can further actualize moderate values in the practice of daily life (Muadz, 2022).

Responding to the problem of implementing moderate religious values in schools, a strategy that can be used to ground moderate values is through learning the history of Walisongo. The Walisongo were a group of figures who spread Islam in the final quarter of the 15th century to the second half of the 16th century. They were the most important milestone in the history of the spread of Islam in Java and the Archipelago (Sunyoto, 2017). Walisongo displays a face of Islam that is friendly, tolerant, and has strong roots in local culture (Of et al., 2025; Sukari et al., 2022; Walisongo & Historis, 2025). In the context of instilling moderate attitudes through learning, Walisongo history material has great potential because it contains moderate values that Walisongo exemplifies. Unfortunately, the history learning approach in the classroom is still dominated by conventional methods that are oriented towards memorization and lack contextual meaning (Luqman Hakim, Musawir, 2024; Tasya Yunisha Zuana et al., 2023). In fact, history has pedagogical power to shape historical awareness and life values, including moderate attitudes.

The gap between the potential for learning Walisongo history as a vehicle for internalizing Islamic moderation and current learning practices demands innovation in learning design. In this context, Project-Based Learning (PjBL) is a relevant approach (Komariyah, 2025; Rahmadani & Safitri, 2024). PjBL encourages students' active involvement in exploring, reflecting, and reconstructing historical material in the form of meaningful projects (Jorge Valenzuela, 2023; Martinez, 2022). The constructivist theory underlying PjBL states that knowledge is built through direct experience and social interaction (Pratami, 2024). In the context of history education, this approach can facilitate students to not only know events, but also understand their meaning and relevance in today's life.

Extensive research has been conducted on moderate attitudes, particularly with schools serving as the research setting. These studies reveal several discernible trends. First, there are studies on religious moderation education that examine its implementation across educational institutions such as schools, universities, and Islamic boarding schools (Albana, 2023; Anwar & Muhayati, 2021; A. Hakim & Albantani, 2023). This first category focuses on the internalization of religious moderation values within the institutional culture rather than on specific subject matter, such as the history of the Walisongo. Second, there are studies on religious moderation education delivered through Islamic Religious Education (PAI) instruction (Anwar & Muhayati, 2021; T. R. Hakim, 2022; Harismawan et al., 2022). Third, research focuses on the methods used to internalize religious moderation values during the learning process (Maulana Achmad Hasan, 2022). Fourth, there are studies on religious moderation based on literature reviews (Monang et al., 2022; Syahrin et al., 2024; Witrin Noorjutstiatini, Dadang Muliawan, Yufi Mohammad Nasrullah, 2025). Fifth, there are studies on religious moderation conducted as systematic literature reviews (Albana, 2023; Ma'arif et al., 2023). Conversely, research regarding the integration of Project-Based Learning (PjBL) with moderate attitudes based on local history remains very limited, thereby offering significant scope for scholarly contribution.

Based on the identified instructional gaps and the potential of Walisongo history to support the strengthening of religious moderation, this study addresses two questions: (1) What are the learning needs for SKI instruction at MAN Purworejo, particularly in relation to Project-Based Learning and the strengthening of religious moderation? and (2) How can a preliminary Project-Based Learning module on Walisongo history be designed to operationalize the four indicators of religious moderation—national commitment, tolerance, non-violence, and accommodation of local culture?

RESEARCH METHOD

1. Research Design

This study employed a Research and Development (R&D) approach using the ADDIE instructional design model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages (Branch, 2009). The ADDIE Development Model was chosen because it provides a systematic framework for designing, developing and evaluating learning products (Leroi Holman Siahaan, 2025). In the present study, however, the research was intentionally limited to the Analysis and Design stages. Therefore, the study should be understood as a preliminary design study rather than a completed product development study. The Analysis stage was conducted to identify instructional needs, curriculum demands, existing learning practices, learner and contextual considerations, and the need to strengthen moderate attitudes through Walisongo history. The Design stage then translated the findings of the needs analysis into the initial design of a Project-Based Learning (PjBL) module. The output of this study was Prototype 1, consisting of the learning module, student worksheets, project assessment rubric, and religious moderation attitude assessment instrument. Validation, implementation, and effectiveness testing were not conducted in this study and are planned for subsequent stages.

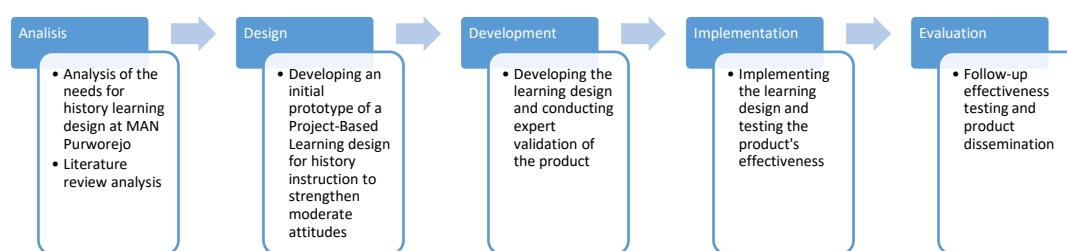


Figure 1. Flow of development of the ADDIE model in research, limited to the Design stage (Dick and Carey, 1978).

2. Participants and Research Context

A needs analysis was conducted at Madrasah Aliyah Negeri (MAN) Purworejo, Central Java, Indonesia. The primary participants were teachers of the History of Islamic Culture (SKI) subject, who provided information regarding current instructional practices, curriculum implementation, the use of open modules, and the need to strengthen religious moderation through history instruction. Additionally, 22 Grade XII students participated by completing a needs analysis questionnaire, offering insights into their learning experiences and expectations regarding SKI instruction. The selection of Grade XII was based on the alignment between the Walisongo topic examined in this study and the SKI learning objectives applicable to that grade level.

Grade XII students were selected as the target learners because the topic of Walisongo history examined in this study is taught at the Grade XII level in the SKI curriculum implemented at MAN Purworejo. The placement of the Walisongo material in Grade XII is based on the Decree of the Director General of Islamic Education Number 3302 of 2024 concerning Learning Outcomes (CP) for Islamic Religious Education (PAI) and Arabic. The

selection was therefore based on the alignment between the research content and the school's existing instructional structure rather than on researcher convenience. The analysis of the SKI teaching module used at MAN Purworejo confirmed that the essential learning material on the role of Walisongo in the development of Islam in Indonesia is included in the learning content taught to Grade XII students. Accordingly, Grade XII was considered the appropriate target group for the preliminary design of the PjBL module.

3. Data Collection Procedures

Data collection was conducted during the Analysis phase using several complementary techniques. First, semi-structured interviews were held with SKI teachers at MAN Purworejo to identify current instructional practices, the characteristics of the Walisongo curriculum content, and the implementation of projects within SKI instruction. Second, the researcher analyzed the SKI learning modules used at MAN Purworejo, specifically the essential material regarding the role of the Walisongo in the development of Islam in Indonesia—to identify the currently applied learning models, activities, and assessment strategies. Third, questionnaires were distributed to nine SKI teachers to gauge their perceptions regarding the potential of Walisongo history to foster student moderation, as well as their need for specially designed learning modules. Fourth, a student needs analysis was conducted through questionnaires and interviews to gather direct information from learners about their experiences, challenges, and learning needs.

4. Data Analysis

The collected data were analyzed according to their type and purpose. Qualitative data obtained from teacher interviews, document analysis, and contextual observations were analyzed thematically through four steps: data familiarization, identification and coding of relevant information, categorization of recurring themes, and synthesis of findings into instructional needs. The themes focused on existing learning practices, project-based learning needs, curriculum demands, the potential of Walisongo history as learning content, and the need to strengthen religious moderation. Questionnaire data from the nine SKI teachers were analyzed descriptively using frequencies and percentages for each indicator. The findings from different data sources were then compared to identify convergent and divergent evidence and were synthesized into design requirements for Prototype 1.

RESULTS AND DISCUSSION

A. Learning Needs Analysis

The learning needs analysis was conducted to identify the gap between the existing practice of Islamic Cultural History (SKI) learning and the learning conditions expected by the Merdeka Curriculum. The analysis involved several sources of information, including interviews with SKI teachers at MAN Purworejo, analysis of the teaching module currently used in the school, analysis of curriculum demands, analysis of the learning environment, and a teacher questionnaire concerning the need to strengthen moderate attitudes through history learning. The use of multiple sources was intended to obtain a more comprehensive picture of the learning needs and to provide a stronger basis for designing the preliminary Project-Based Learning (PjBL) module.

1. Analysis of Current Learning Practices

Based on the results of interviews with two Islamic Cultural History (SKI) teachers at Madrasah Aliyah Negeri Purworejo, namely Mrs. Umi Hanik and Mrs. Alifa Sarbani, we got an idea that learning Walisongo history in class According to Mrs. Umi Hanik, SKI learning is often still teacher-centered with a dominance of lectures and questions and answers, so that students' active involvement in constructing knowledge is still less than optimal. Students tend to memorize historical facts without relating them to actual values, including religious moderation which is relevant to everyday life. As shown by the results of the interview with the SKI teacher, as follows:

“In the process of teaching Islamic Cultural History (SKI), the instructor combines several teaching methods: the lecture method which is mandatory for this subject along with group discussions and question-and-answer sessions. Lectures are employed during the initial phase of material delivery to provide foundational explanations, ensuring students grasp the context and content of the lesson effectively. Subsequently, the lesson proceeds with group discussions to deepen the students' understanding, complemented by question-and-answer sessions to reinforce their comprehension”.

Meanwhile, Ms. Alifa Sarbani noted that the subject matter concerning the Walisongo holds great potential for instilling moderate attitudes, such as tolerance, deliberation, and respect for diversity, yet this potential has not been fully tapped. To date, project-based learning activities have been limited to creating mind maps and assembling them. As shown by the results of the interview with the SKI teacher, as follows:

“In practice, the teacher assigns students a project to create a concept map or mind map related to the SKI material currently being studied. After completing the map, the students present their work to the class”.

This finding is consistent with the analysis of the teaching module currently implemented at MAN Purworejo, which shows that Walisongo material is taught using the Discovery Learning model.

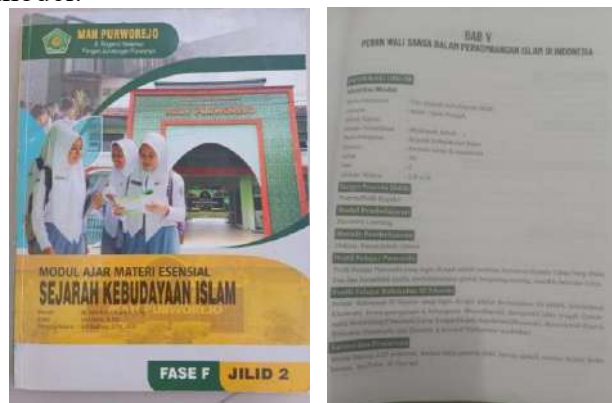


Figure 2. Teaching module on essential topics in the History of Islamic Culture – MAN Purworejo.

Based on the Islamic Cultural History (SKI) teaching module from MAN Purworejo, the topic regarding the role of the Walisongo in the development of Islam in Indonesia falls under the Islamic Period in the Archipelago element; it is taught at Phase F (Grade XII) with an allocation of two lesson periods across ten sessions. To teach this material, the teacher employs the discovery learning model, utilizing discussion, question-and-answer sessions, and games. This module contains learning outcomes, learning objectives, mastery criteria for the learning objectives, content, student worksheets (LKPD), and assessments.

The use of Discovery Learning provides opportunities for students to identify information and construct understanding through discovery activities. However, based on the analysis of the existing teaching module, learning activities have not yet been specifically designed to facilitate students in developing a sustained collaborative project that results in a meaningful product and explicitly connects Walisongo history with the strengthening of moderate attitudes. Therefore, an alternative learning design is needed that can complement the existing learning approach by providing students with opportunities to investigate, collaborate, create products, present their ideas, and reflect on the values obtained from historical learning.

2. Analysis of Curriculum and Learning Context

The analysis of the Merdeka Curriculum indicates a need for learning that provides meaningful experiences and encourages students to connect knowledge with real-life contexts.

In this context, Walisongo history has potential as a meaningful learning resource because the material does not only contain historical information but also provides examples of strategies for spreading Islam through interaction with diverse social and cultural contexts. The potential of the Merdeka Curriculum is strengthened by the results of an interview with Mrs. Alifa Sarbani that The teacher also revealed that the Merdeka Curriculum provides wide space for learning innovation, but the available modules are still general and do not accommodate the local context of Purworejo or the needs of 21st century competencies.

The learning environment at MAN Purworejo also provides opportunities for contextualizing historical learning with students' social and cultural surroundings. Therefore, the learning design needs to move beyond the transmission of historical facts toward activities that allow students to explore historical values, relate them to their surrounding environment, and express their understanding through concrete products. This condition strengthens the need for a project-based learning design that connects historical content, students' experiences, and the social-cultural environment.

3. Analysis of Student Needs

A student needs analysis was conducted using a questionnaire distributed to 22 students to understand the SKI teaching methods currently employed at MAN Purworejo. In addition to the questionnaire, the researcher interviewed three students to identify the challenges and expectations regarding SKI instruction. The interview results revealed that students lack motivation to read books; furthermore, the sophistication of technologies such as AI has made them reluctant to think critically. Students expressed the hope that SKI lessons could be more enjoyable and capable of motivating their learning. The results of the questionnaire regarding the SKI teaching method at MAN Purworejo are presented in the figure below:

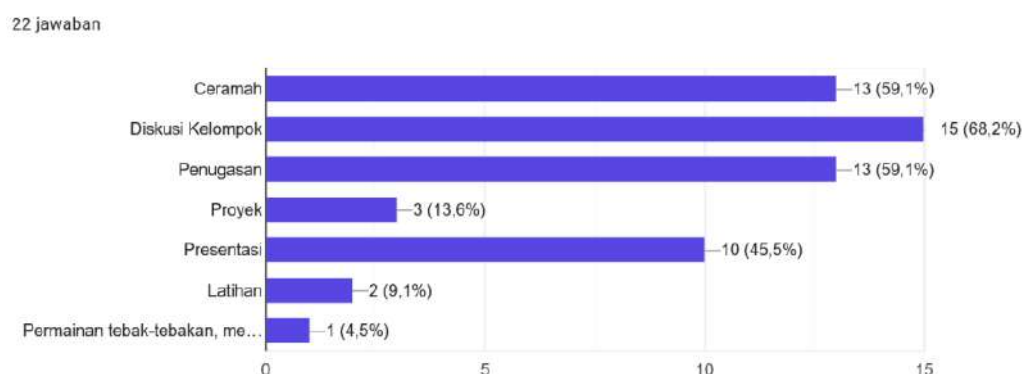


Figure 3. The most frequently used method in Islamic Cultural History (SKI) instruction at MAN Purworejo

Questionnaire results indicate that the most frequently used method in Islamic Cultural History (SKI) instruction at MAN Purworejo is group discussion (68.2%), followed by lectures (59.1%) and assignments (59.1%), then presentations (45.5%), with only 13.6% of instruction utilizing projects.

4. Analysis of the Need to Strengthen Moderate Attitudes

To assess the need for reinforcing moderate attitudes in history instruction, the researcher administered a questionnaire to nine teachers of Islamic Cultural History (SKI) who are members of the History of Islamic Culture Subject Teacher Forum (MGMP). The results of the questionnaire are shown in the image below.

Table 1. The SKI Subject Plays an Important Role in Strengthening Moderate Attitudes (Source: Researcher's data)

<i>Scale</i>	<i>Information</i>	<i>Number of Teachers</i>	<i>Percentase</i>
1	Strongly Disagree (SD)		
2	Disagree (D)	1	11, 1%
3	Undecided (U)		
4	Agree (A)	1	11, 1%
5	Strongly Agree (SA)	7	77,7 %
	Total	9	100 %

The table reveals that the History of Islamic Culture (SKI) subject plays a role in fostering creative thinking skills and a moderate attitude; this is evidenced by questionnaire results showing that 7 teachers (77.7%) "strongly agreed," 1 teacher (11.1%) "agreed," and only 1 teacher (11.1%) "disagreed." In conclusion, instruction on the Walisongo topic within the SKI curriculum offers significant potential for reinforcing a moderate attitude among students.

Table 2. Requirements for Developing a Project-Based Learning Module Specifically Designed to Strengthen Students' Moderate Attitudes in SKI Instruction (Source: Researcher's data)

<i>Scale</i>	<i>Information</i>	<i>Number of Teachers</i>	<i>Percentase</i>
1	Strongly Disagree (SD)	1	11,1%
2	Disagree (D)		
3	Undecided (U)		
4	Agree (A)	2	22,2%
5	Strongly Agree (SA)	6	66,7 %
	Total	9	100 %

The table indicates a need for a Project-Based Learning module specifically designed to foster moderate attitudes among students in Islamic Cultural History (SKI) lessons; this is supported by questionnaire results showing that six teachers (66.7%) strongly agreed, two (22.2%) agreed, and only one (11.1%) strongly disagreed. In conclusion, the majority of SKI teachers desire a learning module specifically tailored to cultivate moderate attitudes in students.

A needs analysis conducted through interviews with Islamic Cultural History (SKI) teachers, an examination of teaching modules and Kurikulum Merdeka requirements, and teacher questionnaires reveals a need for more active and meaningful SKI instruction. Interviews with SKI teachers at MAN Purworejo indicate that teaching methods still rely heavily on lectures, discussions, and question-and-answer sessions, while project-based activities have been limited to creating mind maps and giving presentations. Meanwhile, an analysis of teaching modules covering essential SKI topics—specifically the role of the Walisongo in the spread of Islam in Indonesia—shows the use of the Discovery Learning model. These findings suggest a need to further develop learning experiences that systematically involve students in project activities, result in tangible products, and connect historical content to real-life contexts. This need aligns with the principles of Kurikulum Merdeka, which emphasize meaningful learning for students.

In addition to the need for more active and meaningful learning, there is a need to integrate the reinforcement of moderate attitudes into history instruction. Survey results from nine Islamic Cultural History (SKI) teachers indicate that the Walisongo material offers an

opportunity to foster moderate attitudes and that there is a demand for teaching modules specifically designed to reinforce such attitudes. Based on these findings, an instructional design is required that not only provides project-based learning experiences but also systematically integrates the potential for moderate values found within the Walisongo historical material. Consequently, Project-Based Learning was selected as the approach for the initial module design; it allows students to actively engage in projects, collaborate, produce tangible outputs, and connect historical learning to real-life contexts, while simultaneously providing a framework for reinforcing moderate attitudes.

B. Learning Conceptual Design

This design will discuss the form of teaching module planning, namely how to analyze and derive learning outcomes into learning objectives, design of learning stages, products to be produced and evaluation strategies.

1. Learning Planning

Good learning is planned learning. Planning in learning is realized in teaching module documents. When preparing and developing teaching modules, teachers must pay attention to the learning outcomes in each element. For this context, teachers must analyze learning outcomes in the elements of the History of Islamic Civilization. Each sentence of learning outcomes contains the competencies that students must have and the material that will be studied. The format for analyzing learning outcomes in elements of the history of Islamic civilization and Walisanga material is in the image below.

Table 3. Flow of Learning Objectives Material on the Role of Walisango in Spreading Islamic Teachings in Indonesia

<i>Learning Outcomes</i>	<i>Sub Elements</i>	<i>Topic</i>	<i>Meaningful learning</i>	<i>Learning objectives</i>	<i>Achievement Indicators</i>	<i>Assessment Plan</i>	<i>Method</i>
<i>Element: Islamic Period in the Archipelago</i>							
<i>Students can analyze the initial path and process of the arrival of Islam in the archipelago, the history and role of Islamic kingdoms in the development of Islam in the archipelago, and the role of Walisongo in developing Islamic da'wah in the</i>	Walisongo's role in the development of Islam in Indonesia	Walisongo	The strategy of preaching requires an attitude of respect for the customs and differences in other people's beliefs, as exemplified by Walisongo in his preaching.	Explain the role of Walisongo in the spread of Islam in Indonesia orally and in writing using coherent and polite language. Analyzing the da'wah strategies used by Walisongo in integrating Islamic teachings with local culture through	Students are able to explain the role of Walisongo in the spread of Islam in Indonesia orally and in writing using coherent and polite language. Students are able to analyze the da'wah strategies used by Walisongo in integrating Islamic teachings	Initial (Cognitive and non-cognitive) Formative Summative Type of Assessment (Observation, Written Test, and Project)	Lectures, discussions, peer reviews, brainstorming, presentations, simulations, group work

<i>archipelago as an inspiration to become moderate Muslims.</i>				group discussions Creating creative products inspired by Walisongo's preaching	with local culture through group discussions Students are able to make creative products inspired by Walisongo's preaching		
--	--	--	--	---	---	--	--

Learning outcomes that have been determined by the Government will be analyzed by teachers to determine the competencies that students will achieve. This competency uses operational verbs (KKO) contained in the learning objectives. Learning objectives contain a minimum of three aspects, namely cognitive aspects, affective aspects and psychomotor aspects. The cognitive aspect uses operational verbs such as analyze and create, the affective aspect uses the verb to believe and psychomotor uses the verb to adapt to attitudes.

2. Learning Stages

The Project Based Learning learning model has learning steps. In detail, the learning steps in Project based learning developed by The George Lucas Educational Foundation consist of 1) Stage 1 Determining basic questions (start with essential questions). 2) Stage of preparing project planning (design project). 3) Stage of preparing a schedule (create schedule). 4) The stage of monitoring students and project progress (monitoring the students and progress of project). 5) Results assessment stage (assess the outcome). 6) Evaluation of the experience stage (Joel I. Klein, Santiago Taveras, Sabrina Hope King, 2009). Project Based Learning learning steps are contextualized in learning Islamic moderation in Walisongo history material for studying at the high school level, which can be modified into 7 learning steps, namely (1) conveying learning objectives (2) conducting literacy about the value of moderation in Walisongo preaching (3) formulating problems related to moderate attitudes in Indonesia (4) Discussion of project selection and completion strategies (5) preparing a project completion schedule (6) product presentation (7) evaluation and reflection on learning. The following is the implementation of Walisongo history learning steps with project based learning to foster a moderate attitude.

Table 4. Stages of Project Based Learning on Walisongo Material

	<i>Learning Stages</i>	<i>Teacher Activities</i>	<i>Student Activities</i>
1	Delivery of learning objectives	Explains the learning objectives, competencies to be achieved, and the relevance of Islamic moderation material through the history of Walisongo.	Listen to the teacher's explanation, note down the learning objectives, and ask questions if something is not clear.
2	Literacy activities about moderate attitudes in Walisongo preaching	Provide reading materials, videos or digital resources about Walisongo and the value of moderation. Guiding students in literacy activities.	Read, watch, or browse information from a given source. Note important points about the value of moderation in Walisongo's preaching.
3	Formulate problems related to	Facilitate brainstorming and direct students to identify actual	Discuss in groups to find relevant problems, then formulate them in the form of research/project questions.

	moderate attitudes in Indonesia	problems related to moderate attitudes.	
4	Discussion of project selection and completion strategies	Guide students in choosing the type of project (digital/manual), provide examples of completion strategies, and provide technical guidance.	Discussing in groups determines the form of the project and its implementation strategy, dividing the roles and tasks of each member.
5	Prepare a project completion schedule	Help students create realistic timelines, provide feedback on workflow, and remind them of due dates.	Develop group work schedules, determine project completion stages, and agree on deadlines.
6	Product presentation	Provide technical direction for presentations, facilitate presentation forums, and provide constructive feedback.	Present project results in front of the class or forum, explain the process and product content, and answer questions from the audience.
7	Evaluation and reflection on learning	Lead evaluation sessions, provide criteria-based assessments, and guide learning reflection.	Deliver reflections on the learning process and outcomes, identifying things that are good and what needs to be improved.

3. Learning Products

Learning products produced from the Project Based Learning model based on local content are concrete, creative and relevant to local culture and wisdom. When linked to Walisongo and Islamic Moderation material, the products that can be produced are:

a) Walisongo History Timeline

is a time map of the development of Walisongo da'wah on the island of Java, containing important events, figures and da'wah strategies. if it is in the form of local content, it can include information on historical locations in the area around the student.

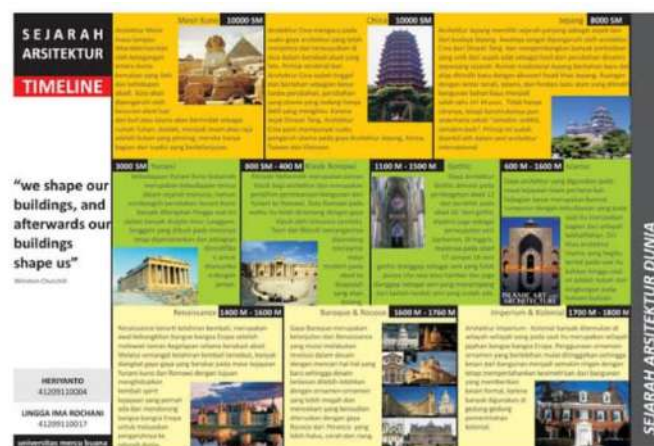


Figure 4. Example of a project to create a historical timeline

b) Video Da'wah Moderation

Is a creative video containing a message of Islamic moderation inspired by Walisongo's preaching method. Forms of local product content can use regional languages, traditional music, or local cultural backgrounds.



Figure 5. Example of a project to create video da'wah

c) Moderation Education Poster

A visual poster that combines the values of moderation with the Walisongo story. Local forms of content can include cultural symbols, batik motifs, or local icons.



Figure 6. Example of a project to create poster

d) Anthology Book

This anthology book contains a collection of student written works that highlight stories, values and examples of Islamic moderation from the history of Walisongo preaching. Each student or group writes one chapter. Local forms of content can use regional languages as an introduction or insert terms in writing. Folklore or local legend related to the spread of Islam.



Figure 7. Example of a project to create Anthology Book

- e) Art or Drama Performances
Drama or traditional art performances that convey the story of Walisongo's preaching in a moderate way. Local forms of content can use local media such as wayang, songs or regional dances.



Figure 8. Example of a project to create Art or Drama Performances

- f) Walisongo Digital Map
Interactive map that charts the distribution of Walisongo's preaching in Java. Local content can add historical locations around the student's area.

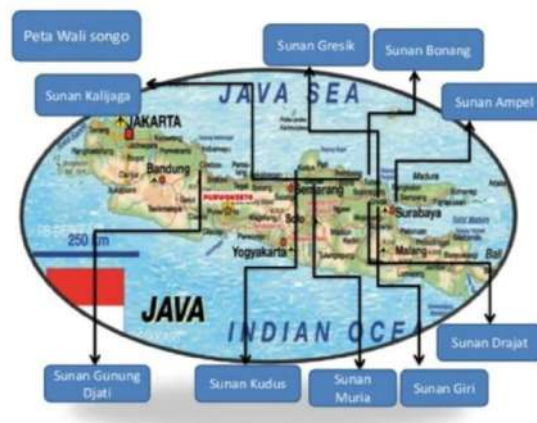


Figure 9. Example of a project to create Walisongo Digital Map (Fitria, 2011).

4. Project Learning Evaluation

The evaluation component in the preliminary design was developed to assess both the learning process and the outcomes of project-based learning. This approach responds to the characteristics of Project-Based Learning, in which learning is not limited to the final product but also involves students' planning, collaboration, problem-solving, and reflection throughout the project. The previous assessment design mainly focused on the accuracy and completeness of information, timeliness, and report organization. However, these aspects were insufficient to represent the broader learning processes expected in PjBL. Therefore, the revised evaluation design separates project assessment from religious moderation assessment so that each construct can be assessed according to its intended purpose.

The first instrument is a project product and process assessment rubric. The product component assesses the accuracy and completeness of historical information and the quality of product presentation. These aspects are particularly relevant to Walisongo history projects because students are expected to present information concerning the biography of Walisongo figures, their da'wah strategies, and their contributions to the development of Islam in Indonesia. The process component assesses project planning, collaboration, implementation and problem-solving, and timeliness. The inclusion of these process indicators reflects the collaborative and experiential characteristics of PjBL and ensures that students are assessed not only for what they produce but also for how they work during the project. The rubric uses a four-level performance scale with explicit behavioral descriptors to distinguish the quality of student performance.

The second instrument is a religious moderation attitude assessment instrument. This instrument is separated from the project product rubric because the quality of a product does not directly represent a student's moderate attitude. The instrument operationalizes moderate attitudes into four indicators: national commitment, tolerance, non-violence, and accommodation of local culture. These indicators are particularly relevant to the Walisongo context because the historical development of Islam in Indonesia provides opportunities for students to examine how Islamic preaching interacted with diverse social and cultural contexts. The instrument therefore focuses on observable student behaviors during learning activities, such as respecting different opinions, engaging in dialogue, avoiding coercive behavior, appreciating cultural diversity, and recognizing the role of local culture in the historical spread of Islam.

The assessment is designed to use multiple sources of evidence. Teacher observation is used to identify students' observable behavior during the project process, particularly collaboration, tolerance, communication, responsibility, and responses to differences. Students are also provided with a self-reflection component after completing the project to encourage them to identify the values and attitudes they developed through the learning experience. Meanwhile, the project product and process are assessed using the performance rubric. The use of these separate assessment components is intended to prevent the assessment of historical product quality from being conflated with the assessment of students' attitudes.

The revised evaluation design consequently provides a more comprehensive assessment framework for the preliminary PjBL module. It connects product quality, project process, and moderate attitudes while maintaining a clear distinction among the constructs being assessed. This design also supports the meaningful learning orientation of the Merdeka Curriculum because students are assessed through authentic activities in which they investigate historical information, work collaboratively, produce a contextual product, communicate their findings, and reflect on the values learned. However, because the present study is limited to the Analysis and Design stages of ADDIE, the proposed

assessment instruments represent part of the preliminary design and have not yet been empirically validated or tested for effectiveness. Their validity, reliability, and effectiveness should therefore be examined in the subsequent Development and Implementation stages.

To operationalize the project learning evaluation, the preliminary module includes two separate assessment instruments. The first instrument assesses the quality of students' project products and the processes involved in completing the project, including information accuracy, information completeness, product presentation, project planning, collaboration, problem-solving and project implementation, and timeliness. The assessment rubric for these aspects is presented in Table 4.

Table 5. Project Product and Process Assessment Rubric

No	Assessment Aspect	Indicator	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)	Weight
1	Information Accuracy	Accuracy of information about Walisongo figures, da'wah strategies, and their roles in the development of Islam in Indonesia	All information is accurate, relevant, and supported by appropriate sources	Most information is accurate and relevant, with minor inaccuracies	Some information is inaccurate or insufficiently relevant	Most information is inaccurate or irrelevant	20%
2	Information Completeness	Completeness of the required historical components	All required components are presented completely and adequately	Most required components are presented	Several required components are incomplete	Most required components are absent	15%
3	Product Presentation	Organization, clarity, creativity, and suitability of the product to the project objectives	The product is highly organized, clear, creative, and fully appropriate to the project objectives	The product is organized, clear, and appropriate to the objectives	The product is partially organized or less clear and creative	The product is poorly organized and difficult to understand	15%
4	Project Planning	Clarity of objectives, task distribution, resources, and project schedule	The group develops a clear, realistic, and well-organized project plan	The group develops a generally clear and organized plan	The plan is incomplete or task distribution is uneven	No clear project plan is demonstrated	10%
5	Collaboration	Participation, communication, role distribution, and responsibility among group members	All members participate actively, communicate respectfully	Most members participate and fulfill their	Participation and responsibility are uneven among members	Collaboration is very limited and responsibilities	20%

			y, and fulfill their responsibilities	responsibilities		are not appropriately shared	
6	Problem-Solving and Project Implementation	Ability to carry out the project, address difficulties, and adjust strategies	The group independently identifies and solves problems and appropriately adjusts strategies	The group solves most problems with limited teacher guidance	The group requires considerable guidance to address problems	The group is unable to address problems without intensive guidance	10%
7	Timeliness	Completion of project activities according to the agreed schedule	The project is completed on or before the agreed deadline	The project is completed with a minor delay	The project is completed with a substantial delay	The project is not completed within the agreed timeframe	10%
<i>Total</i>							100%

Scoring formula:

$$\text{Project Score} = \sum \left(\frac{\text{Obtained Score}}{4} \times \text{Weight} \right)$$

While Table 4 focuses on students' project performance and product quality, these aspects do not directly represent students' moderate attitudes. Therefore, a separate assessment instrument was designed to assess observable religious moderation attitudes during the learning process. This instrument is organized around four dimensions national commitment, tolerance, non-violence, and accommodation of local culture as presented in Table 6.

Table 6. Religious Moderation Attitude Assessment Instrument

No	Dimension	Behavioral Indicator	4	3	2	1
1	National Commitment	Appreciates Indonesia's social and cultural diversity in learning about Walisongo history	Consistently demonstrates appreciation for diversity and connects it with harmonious national life	Frequently demonstrates appreciation for diversity	Occasionally demonstrates appreciation but still needs prompting	Does not yet demonstrate appreciation for diversity
2		Demonstrates respect for unity and coexistence in a diverse society	Consistently respects unity and coexistence despite differences	Frequently demonstrates such respect	Occasionally demonstrates such respect	Rarely or never demonstrates such respect
3		Connects Walisongo history with values of harmonious national life	Consistently makes meaningful connections between	Frequently makes relevant connections	Makes limited connections	Does not yet make relevant connections

			historical learning and national life			
4	Tolerance	Respects different opinions during group discussion	Consistently listens to and respects different opinions	Frequently respects different opinions	Sometimes respects different opinions but requires reminders	Rejects or disregards different opinions
5		Is willing to listen to and consider different perspectives	Consistently listens and considers alternative perspectives	Frequently demonstrates openness to other perspectives	Occasionally considers other perspectives	Is unwilling to consider different perspectives
6		Respects differences in cultural and social practices in the history of Islam in Indonesia	Consistently demonstrates respect for cultural and social differences	Frequently demonstrates such respect	Occasionally demonstrates such respect	Does not yet demonstrate such respect
7	Non-Violence	Expresses disagreement without imposing views on others	Consistently expresses disagreement respectfully without coercion	Frequently does so respectfully	Sometimes uses inappropriate ways of expressing disagreement	Frequently imposes views or responds inappropriately
8		Resolves differences through dialogue and deliberation	Consistently uses dialogue and deliberation to resolve differences	Frequently uses dialogue and deliberation	Sometimes requires teacher guidance to resolve differences peacefully	Does not yet demonstrate peaceful conflict resolution
9		Rejects coercive or violent ways of resolving differences	Consistently rejects coercion and violence and promotes peaceful solutions	Frequently demonstrates rejection of coercive behavior	Occasionally demonstrates this attitude	Does not yet demonstrate rejection of coercive or violent behavior
10	Accommodation of Local Culture	Appreciates local culture as part of the historical context of Islamic development	Consistently appreciates local culture as part of Islamic historical development	Frequently demonstrates appreciation	Occasionally demonstrates appreciation	Does not yet demonstrate appreciation
11		Identifies forms of cultural accommodation in Walisongo's da'wah strategies	Consistently identifies and explains relevant forms of cultural accommodation	Frequently identifies relevant examples	Identifies examples with considerable guidance	Is unable to identify relevant examples
12		Demonstrates respect for local culture in the project product and learning activities	Consistently incorporates or respects local cultural contexts appropriately	Frequently demonstrates respect for local culture	Occasionally demonstrates such respect	Does not yet demonstrate respect for local culture

C. Discussion

The needs analysis indicates that SKI learning at MAN Purworejo requires a more structured and meaningful learning approach. Interviews with SKI teachers showed that learning has predominantly involved lectures, discussions, and question-and-answer activities, while project activities have been limited mainly to mind maps and presentations. Analysis of the existing SKI teaching module also showed that the Walisongo material is currently taught using Discovery Learning. Although this approach provides opportunities for students to discover information, the existing design does not specifically facilitate sustained project activities that involve planning, collaboration, product development, and reflection. These findings, together with the demands of the Merdeka Curriculum for meaningful learning that develops knowledge, thinking skills, and attitudes, indicate the need for an alternative learning design based on Project-Based Learning.

The needs analysis also identified Walisongo history as having potential for strengthening students' religious moderation. This finding was supported by the questionnaire responses from nine SKI teachers in the SKI Teachers' Working Group (MGMP), who indicated the potential of Walisongo material to develop moderate attitudes and the need for teaching materials specifically designed for this purpose. The student analysis further provided learner-based considerations for designing the learning activities. Therefore, the needs identified in this study are not limited to the use of a different learning model but also concern the integration of historical content with meaningful learning experiences and value development.

These findings were translated into the preliminary design of a PjBL module in which religious moderation is explicitly integrated through four indicators: national commitment, tolerance, non-violence, and accommodation of local culture. The indicators are connected to students' analysis of Walisongo's role and da'wah strategies and are supported by a separate moderation attitude assessment instrument. Meanwhile, project quality and process are assessed through a separate rubric covering information accuracy, completeness, product presentation, planning, collaboration, problem-solving, and timeliness. This separation ensures that project achievement is not treated as a direct measure of moderate attitudes and provides clearer alignment between learning activities and assessment.

Project-based learning (PjBL) allows students to collaborate and think critically in studying History. Lukmanul Hakim's research explains that the application of project-based learning can increase students' creative abilities, this is because because of this learning students have initiative in the learning process, have high curiosity, develop self-confidence and dare to take risks, that not only creativity, abilities such as collaboration, communication, critical thinking can be achieved through this model (Komariyah, 2025; Luqman Hakim, Musawir, 2024; Somphol & Ban, 2022). Implementing project based learning can increase interest and learning outcomes in history (Rahmadani & Safitri, 2024; Rani, 2021). In the context of moderate value internalization, through Project-Based Learning, it requires students to collaborate and solve real world problems by being directly involved. PjBL supports the development of attitudes of tolerance, empathy, balance, cooperation, as well as critical and reflective skills among students (Maisaroh & Nurjanah, 2024). The results of the evaluation of learning using project based learning show that the impact of implementing the literacy-based PjBL model on PAI and Character learning is direct and indirect (Ela Komala, 2025). Project Based Learning is a learning model that has advantages as a learning model. According to J Stivers, Project Based Learning is recommended in learning because 1) it places students in a position to use the knowledge they have acquired. 2) effective in helping students understand, apply and retain information. 3) can provide students with opportunities to work with professional experts who enrich and support teachers' knowledge and how to relate to the real world. 4) more effective than traditional methods and improve academic performance. 5) build skills such as critical thinking, communication and collaboration. 6) students who work on projects show increased motivation and involvement in their school (Nafiah, 2022).

Moderate according to Muchlis M. Hanafi, citing the opinion of Ibnu Faris that *al-washatiyyah* comes from the word *wasath* which means fair, good, middle and balanced. The middle of the two ends of something in Arabic is called *wasath*. This word contains a good meaning as in the hadith expression, "The best of affairs is *awsathuha* (the middle)", because those in the middle will be protected from blemishes or disgrace (defects) which usually affect the ends or edges (Hanafi, 2015). This education is implemented through several policies and programs such as the Independent Learning Curriculum Policy on differentiated learning and the Ministry of Religion Strengthening Student Profile Project through the Madrasah Curriculum, Facilities, Institutions and Student Affairs (KSKK) Directorate in formulating 12 flagship programs (Futaqi, 2018).

With the moderate Islamic ideology as mentioned, it is actually not difficult to find references to it in the history of the development of Islam, both in the region where Islam itself originated and in Indonesia. If in the area where Islam descended, the Prophet Muhammad and his companions, especially *al-Khulafa al-Rashidin*, have provided an example, while in the Indonesian context we can refer to the spreaders of Islam who are known as *Walisongo*. *Walisongo Da'wah* has its own uniqueness. If *da'wah* strategies are categorized into 3, namely extreme right, extreme left and moderate, *Walisongo* carries out Islamic *da'wah* moderately (Almu'tasim, 2019; Raharjo, 2022). *Walisongo's* mission is to spread Islam on the island of Java. The success of the Islamization of Java was the result of *Walisongo's* hard work, smart work and sincere work which proceeded peacefully, both in the political and cultural fields. The preaching is carried out patiently and flexibly, following the flow and rhythm of local community culture, so that it can be well received and not considered a threat, and in many cases, even empowers the community (Estuningtiyas, 2023; Raharjo, 2022).

In the context of values education, especially fostering moderate attitudes, PjBL has strong relevance because it allows students not only to understand concepts cognitively, but also to internalize values through meaningful learning experiences. PjBL provides this space through collaborative activities and solving real problem-based projects. Theoretically, PjBL is rooted in a constructivist approach which emphasizes that knowledge is built through social interaction and contextual learning experiences. Vygotsky emphasized that effective learning occurs through social interaction in the zone of proximal development, where students can develop higher understanding through cooperation and dialogue (Vygotsky, 1978). In PjBL, this interaction is realized through group work, discussion and negotiation of meaning which indirectly trains mutual respect and openness to differences. Apart from that, PjBL also supports the development of 21st century skills which include critical thinking, creativity, communication and collaboration (Medan et al., 2023). Bell stated that project-based learning can increase student involvement and help them relate learning material to real life (Bell, 2010). Furthermore, the implementation of PjBL in history learning, especially material about *Walisongo*, provides a great opportunity to foster a moderate attitude. History not only functions as a transfer of knowledge about the past, but also as a means of forming historical awareness and life values.

The local context has a strategic role in strengthening moderate attitudes, especially when religious values are taught through an approach that is in harmony with local culture and wisdom. Moderate attitudes do not only grow from theological understanding, but also through harmonious social interaction with the cultural environment. In learning the history of *Walisongo*, the local context functions as a bridge that links moderate Islamic values with the realities of community life. Through Project-Based Learning (PjBL) based learning, the local context can be used as a project for students to explore the history, traditions and cultural values of their area. For example, students can create creative products such as documentation of local traditions that are in line with moderate attitudes or compiling a historical map of the spread of Islam in their region. This approach allows students to understand moderate attitudes cognitively while internalizing them through real experience. Integration of local context not only maintains cultural sustainability, but

also strengthens inclusive, tolerant and adaptive attitudes, so that it becomes an essential component in sustainable education.

The contribution of this preliminary design lies in integrating Walisongo historical content, Project-Based Learning, and explicitly operationalized religious moderation indicators within one teaching module. However, the study is limited to the Analysis and Design stages of ADDIE; therefore, the resulting module and assessment instruments have not yet undergone empirical validation, reliability testing, implementation, or effectiveness testing. Further research is required to develop and test the prototype in actual classroom settings.

D. Conclusion

Based on the needs analysis involving SKI teachers at Purworejo State Madrasah Aliyah, Walisongo history learning requires innovative learning strategies and teaching materials that can integrate moderate values contextually. The identified needs include learning activities that encourage active student involvement, develop 21st-century skills, and connect historical content with students' real-life contexts. Project-Based Learning (PjBL) was therefore selected as the pedagogical basis for the preliminary design because its characteristics provide opportunities for collaborative, critical, and creative learning through meaningful projects. The resulting design includes learning objectives aligned with the Merdeka Curriculum, PjBL stages beginning with driving questions and continuing through project planning, implementation, and presentation, as well as teaching materials consisting of content descriptions, student worksheets, project activity guidelines, a project assessment rubric, and a religious moderation attitude assessment instrument. Thus, this study contributes a preliminary conceptual design of a PjBL module based on the local historical context of Walisongo to support the integration of moderate values in SKI learning. However, because the study was limited to the Analysis and Design stages, the resulting module and assessment instruments remain at the preliminary design stage and have not yet been empirically validated or tested for reliability or effectiveness. Further development, validation, classroom implementation, and effectiveness testing are required before conclusions can be drawn regarding the validity and effectiveness of the proposed module.

REFERENCES

- Albana, H. (2023). Implementasi Pendidikan Moderasi Beragama di Sekolah Menengah Atas. *Jurnal SMART (Studi Masyarakat, Religi, Dan Tradisi)*, 9(1), 49–64. <https://doi.org/10.18784/smart.v9i1.1849>
- Almu'tasim, A. (2019). Berkaca NU dan Muhammadiyah dalam Mewujudkan Nilai-Nilai Moderasi Islam di Indonesia. *TARBIYA ISLAMIA : Jurnal Pendidikan Dan Keislaman*, 8(2), 199. <https://doi.org/10.36815/tarbiya.v8i2.474>
- Anwar, R. N., & Muhayati, S. (2021). Upaya Membangun Sikap Moderasi Beragama Melalui Pendidikan Agama Islam Pada Mahasiswa Perguruan Tinggi Umum. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 12(1), 1–15.
- Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas.*, 3(83), 39–43. <https://doi.org/10.1080/00098650903505415>
- Chandra, R. Q. Z., Septiansyah, R., & Nurjaya. (2025). Characteristics of Islam Nusantara: Manifestation of Walisongo's moderatism in contemporary context. *Lentera Peradaban: Journal on Islamic Studies*, 1(2), 79–87. <https://doi.org/10.61166/lpi.v1i2.12>
- Ela Komala. (2025). *Implementasi model Project Based Learning (PjBL) berbasis literasi pada pembelajaran pai dan budi pekerti dalam membentuk sikap moderat siswa : Penelitian di SMP Negeri 18, SMP Swasta Vijaya Kusuma dan SMP Swasta Al-Falah kota Bandung*. UIN Sunan Gunung Djati Bandung.
- Estuningtiyas, R. D. (2023). Komunikasi Dakwah Walisongo Sebagai Strategi Dakwah Di

- Nusantara. *The International Journal of Pegon : Islam Nusantara Civilization*, 11(03), 75–110. <https://doi.org/10.51925/inc.v11i03.96>
- Futaqi, S. (2018). Konstruksi Moderasi Islam (Wasathiyyah) Dalam Kurikulum Pendidikan Islam. *Annual CONferece for Muslim, April*, 521–530. <https://kemenag.go.id/berita/read/504842/kemenag-siapkan-12-program->
- Hakim, A., & Albantani, M. S. (2023). *Penguatan Moderasi Beragama Di Pesantren Quran di Kota Cilegon*. 13, 249–260.
- Hakim, T. R. (2022). Implementasi Nilai-Nilai Pendidikan Agama Islam dalam Membina Moderasi Kehidupan Beragama. *Edukasiana: Jurnal Inovasi Pendidikan*, 1(4), 192–200. <https://doi.org/10.56916/ejip.v1i4.188>
- Hanafi, M. M. (2015). Problematika Terjemahan Al-Quran Studi pada Beberapa Penerbitan Al-Qur'an dan Kasus Kontemporer. *Suhuf*, 4(2), 169–195. <https://doi.org/10.22548/shf.v4i2.53>
- Harismawan, A. A., Alhawawi, M. H., Nurhayatii, B., & Muflich, M. F. (2022). Implementasi Moderasi Beragama Dalam Pembelajaran Pai. *Al-Mada: Jurnal Agama Sosial Dan Budaya*, 5(3), 291–305.
- Islamy, A. (2022). Moderasi Beragama Dalam Ideologi Pancasila. *POROS ONIM: Jurnal Sosial Keagamaan*, 3(1), 18–30. <https://doi.org/10.53491/porosonim.v3i1.333>
- Joel I. Klein, Santiago Taveras, Sabrina Hope King, A. D. (2009). Project Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning Division of Teaching and Learning Office of Curriculum, Standards, and Academic Engagement Deputy Chancellor for Teaching and Learning Contributing Authors. In *NYC Department of Education*. NYC Departement of Education.
- Jorge Valenzuela. (2023). Project-Based Learning for New Teachers. *George Lucas Educational Foundation*. <https://www.edutopia.org/article/project-based-learning-new-teachers>
- Komariyah, S. (2025). Penerapan Model Pembelajaran Project Based Learning Untuk Meningkatkan Kemampuan Berpikir Kreatif Pada Mata Pelajaran Sejarah Kelas XI di MAN 1 Kota Serang. *Estoria: Journal of Social Science and Humanities*, 5(2), 777–791.
- Leroi Holman Siahaan. (2025). *RnD dalam Pendidikan*. KBM Indonesia.
- Luqman Hakim, Musawir, H. (2024). Implementasi Model Pembelajaran Kooperatif Tipe Project Based Learning pada Mata Pelajaran SKI dalam Meningkatkan Kreativitas Siswa di MA Al-Ihsan Krian Sidoarjo. *Cenkedia: Jurnal Pendidikan Dan Pengajaran*, 2(3), 454–474.
- Ma'arif, S., Ibda, H., Ahmadi, F., Qosim, N., & Muanayah, N. A. (2023). Islamic moderation in education and the phenomenon of cyberterrorism: a systematic literature review. *Indonesian Journal of Electrical Engineering and Computer Science*, 31(3), 1523–1533. <https://doi.org/10.11591/ijeecs.v31.i3.pp1523-1533>
- Ma'zumi, Suaidi, Maisaroh, I., & Nurjanah, N. (2024). Internalisasi nilai karakter moderat melalui Project Based Learning (PjBL) pada mata kuliah moderasi beragama. *JAWARA: Jurnal Pendidikan Karakter*, 10(2), 25–40.
- Martinez, C. (2022). Developing 21st Century Teaching Skills: A Case Study of Teaching and Learning through Project-Based Curriculum. *Cogent Education*, volume 9 n, 29–48.
- Maulana Achmad Hasan. (2022). Pembelajaran Pendidikan Agama Islam Berbasis Moderasi Beragama dengan Metode Inseri. *International Conference on Islamic Education*, 2(8.5.2017), 177.
- Annisa, P. S. M., Gultom, F. E., & Debora, M. (2023). Penerapan optimalisasi keterampilan 4C (creative thinking, critical thinking and problem solving, communication, collaboration) dalam pembelajaran contextual oral language skills. *Jurnal Ilmiah KORPUS*, 7(3), 391–399. <https://doi.org/10.33369/jik.v7i3.28743>
- Monang, S., Saputra, B., & Harahap, A. (2022). Moderasi Beragama di Indonesia: Analisis Terhadap Akidah Ahlu Sunnah Wa Al-Jama'ah. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(1), 1019–1028. <https://doi.org/10.30868/ei.v11i01.2346>



- Muadz, U. R. (2022). Moderasi beragama dalam pendidikan Islam. *JIP (Jurnal Ilmiah Ilmu Pendidikan)*, 5(8), 3194–3203.
- Nafiah, S. A. (2022). *Pembelajaran SKI untuk MI di Abad 21*. LPPM STAINU Purworejo.
- Ni'matul Fauziah. (2017). *Faktor Penyebab Kejenuhan Belajar Sejarah Kebudayaan Islam pada Siswa Kelas XI Jurusan Keagamaan di MAN Tempel Sleman*. UIN Sunan Kalijaga.
- Nurullah, A., Panggayuh, B. P., & Shidiq, S. (2022). Implementasi Moderasi Beragama di Madrasah Aliyah Tahdzibun Nufus Jakarta dalam Terbentuknya Nilai-Nilai Moderasi Beragama. *MA'ALIM: Jurnal Pendidikan Islam*, 3(02), 175–186. <https://doi.org/10.21154/maalim.v3i2.4950>
- Pratami, R. (2024). Pendekatan Konstruktivisme dalam Kebijakan Pembelajaran Berbasis Proyek: Transformasi Pendidikan Menuju Kreativitas dan Kolaborasi. *Jejaring Administrasi Publik*, 16(2), 76–87. <https://doi.org/10.20473/jap.v16i2.60539>
- Putri, N. M. A. A. (2021). Peran Penting Moderasi Beragama dalam Menjaga Kebinekaan Bangsa Indonesia. *Prosiding Webinar Nasional IAHN-TP Palangka Raya*, 7, 12–18.
- Raharjo. (2022). Tradisi Walisongo dan moderasi Islam: Nilai, misi, dan strategi beragama secara damai. In M. Sya'roni, A. T. Arafat, M. Rikza, M. K. Zuhri, A. I. Kharomen, A. Malik, M. Makmun, & I. Khamdun (Eds.), *The Living Walisongo: Historisitas, kontekstualitas dan spiritualitas* (pp. 235–249). Southeast Asian Publishing.
- Rahmadani, F., & Safitri, S. (2024). Penerapan Model Project Based Learning Dalam Meningkatkan Minat dan Hasil Belajar Siswa Pada Mata Pelajaran Sejarah Kelas XI SMAN 1 Belitang. *Sukma: Jurnal Pendidikan*, 8(2), 111–121. <https://doi.org/10.32533/08202.2024>
- Rani, H. (2021). Penerapan Metode Project Based Learning pada Pembelajaran Sejarah Kebudayaan Islam dalam Meningkatkan Motivasi Belajar. *Jurnal Pendidikan Refleksi*, 10(2), 8. <https://p3i.my.id/index.php/refleksi/article/view/40>
- Salsabila Azahra, & Zaenul Slam. (2022). Moderasi Beragama Untuk Persatuan Dan Kesatuan Bangsa Indonesia. *Jurnal Riset Sosial Humaniora Dan Pendidikan*, 1(4), 81–94. <https://doi.org/10.56444/soshumdik.v1i4.220>
- SETARA Institute for Democracy and Peace. (2023). Laporan survei toleransi siswa sekolah menengah atas (SMA). SETARA Institute for Democracy and Peace.
- Somphol, R., & Ban. (2022). Enhancing 4Cs Skills of Secondary School Students Using Project Based Learning. *Journal of Educational Issues*, 8(2), 721. <https://doi.org/10.5296/jei.v8i2.20367>
- Sondakh, L. A., & Rosyid, M. (2025). Representasi Islam moderat dalam dakwah Walisongo: Telaah historis dan kultural. *Interdisciplinary Explorations in Research Journal*, 3(2), 486–505.
- Sudarji, S. (2020). MODERASI ISLAM: Untuk Peradaban dan Kemanusiaan. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 1(1), 97–109. <https://doi.org/10.62775/edukasia.v1i1.11>
- Sukari, Khasanah, U., Trisnawati, S. N. I., & Nashir, M. J. (2022). Penguatan Pendidikan Karakter Siswa Melalui Peran Walisongo Dalam Kearifan Lokal Dan Budaya Nusantara. *Jurnal Indonesia Mengabdi*, 1(1), 6–11. <https://doi.org/10.55080/jim.v1i1.10>
- Sunyoto, A. (2017). *Atlas Walisongo: Buku Pertama yang Mengungkap Walisongo Sebagai Fakta Sejarah*.
- Syahrin, A. A., Noviani, F., & Mustika, B. (2024). Peran Pesantren dalam Penanaman Moderasi Beragama: Tinjauan Pustaka Sistematis. *JURNAL AL-AZHAR INDONESIA SERI HUMANIORA*, 9(3), 193. <https://doi.org/10.36722/sh.v9i3.3121>
- Tasya Yunisha Zuana, Enoch, & Helmi Aziz. (2023). Pengaruh Media Augmented Reality terhadap Hasil Belajar Sejarah Kebudayaan Islam. *Jurnal Riset Pendidikan Agama Islam*, 149–154. <https://doi.org/10.29313/jrpai.v3i2.3059>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

- Walisongo, D., & Historis, T. (2025). *Interdisciplinary Explorations in Research REPRESENTASI ISLAM MODERAT DALAM*. 3, 486–505.
- Witrin Noorjutstiatini, Dadang Muliawan, Yufi Mohammad Nasrullah, A. L. (2025). Strategi Manajemen Moderasi Beragama Di Lingkungan Sekolah Dalam Mewujudkan Harmoni Sosial: a Narrative Literatur Review. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 10(1).