INTEGRATING RELIGIOSITY VALUES INTO PROJECT-BASED LEARNING: EFFECTS ON ELEMENTARY STUDENTS' RELIGIOUS ATTITUDES

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ABSTRACT
Learning in elementary schools still tends to emphasize cognitive aspects, while strengthening religious attitudes has not been systematically integrated into the learning model, especially in Pancasila Education subjects. This study aims to analyze the effect of Project Based Learning with religious values on the religious attitudes of elementary school students, in an effort to address the limitations of studies that still place religiosity as an indirect effect in learning. The study used a quantitative approach with a one-group pretest-posttest pre-experimental design on 25 fourth-grade students at SDN Candipari 2. The data were analyzed using the Shapiro-Wilk normality test, Paired Samples T-Test, and Partial Eta Squared with the help of SPSS version 25. The results of the analysis showed a significant difference between the pretest and posttest scores of religious attitudes ($p < 0.05$) with a Partial Eta Squared value of 0.869, which is classified as a large effect. These findings indicate that Project-Based Learning, which systematically integrates religious values, contributes empirically to strengthening the religious attitudes of elementary school students and is relevant to be applied as a character-based Pancasila Education learning strategy.

INTRODUCTION

Education plays an important role in human life. Through the learning process, individuals not only acquire knowledge and skills, but also develop personalities, values, and attitudes that help improve the quality of life and progress of society in general. With the rapid development of the 5.0 industrial revolution era, society is required to be adaptable, so education plays an important role in equipping the next generation to be ready to face the challenges of the modern era (Koten & Simarmata, 2025). This is in accordance with the provisions of Law Number 20 of 2003 concerning the National Education System, Chapter II, Article 3, which states that national education has a role in improving the abilities and shaping the character and civilization of a dignified nation as an

effort to educate the nation, with the aim of developing the potential of students to become people who believe in and fear God Almighty, have noble character, physically and spiritually healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens (Prabandari, 2020).

Education in schools not only emphasizes academic achievement, but also serves to shape students' character, one of which is instilling religious obedience. Religious education is not limited to the theoretical delivery of material through textbooks, but needs to be realized through the habit of religious values in everyday life, so that students are able to internalize and practice religious teachings consistently. Character education is an effort to instill values, shape morals and manners, and develop the personality of students so that they are able to distinguish between good and bad behavior and apply it in their daily lives (Halstead, 2007). In learning, schools play a role in reinforcing these values through the Character Education Strengthening Program (PPK), which is aimed at developing religious attitudes, nationalism, independence, mutual cooperation, and integrity. The application of these values can be designed and implemented systematically through intracurricular, cocurricular, and extracurricular activities in line with the learning process in the classroom (Nisak et al., 2025).

Religious character is one of the five core values in the character education strengthening program that needs to be continuously developed. This character reflects belief in God Almighty, which is manifested by applying religious teachings, being tolerant of other people's worship and beliefs, and maintaining a harmonious and peaceful life among people of different faiths (T Heru Nurgiansah, 2022). Religious character has three aspects, namely, the relationship between humans and God, the relationship between humans and their fellow humans, and the relationship between humans and their surroundings. The role of religious character is very important in making students aware of and understand the importance of religious values in their environment. The success of religious character in elementary schools depends on effective and positive habits (Jakandar et al., 2025).

The character building of students today faces increasingly complex challenges. Rapid technological advances and the rapid flow of information due to globalization have a major impact on the way young people think, act, and the values they believe in. One of the consequences of globalization is the influx of negative foreign cultures without any strong filters. The modern lifestyle is slowly influencing students' behavior and attitudes, often deviating from the noble values of the nation. This can be seen in the increasing number of students who pay little attention to ethics in their daily lives. On the other hand, schools often focus only on academic aspects, neglecting the importance of character building. As a result, the implementation of character education at the elementary school level has not been consistent and comprehensive (Rikardus Herak, 2025) The many problems that reflect the decline in character in Indonesia have prompted many parties to urge the immediate implementation of character education in the formal education system. Therefore, schools are expected to be able to implement character education in a serious, focused, and sustainable manner. Facing these challenges, it is necessary to develop learning methods that are not only effective but also able to stimulate students' enthusiasm for learning. In choosing the learning model to be used in the classroom, educators must incorporate character values into teaching and learning activities so that the objectives of education do not only focus on intellectual intelligence but also on the optimal formation of noble character in students (Oldham & McLoughlin, 2025). One effort that can be made to foster religious attitudes in students is to implement the Project Based Learning model.

Project-based learning is a learning model that organizes learning activities through the implementation of a project, so that the learning process is more structured and meaningful for students (Thomas, 2000). This model not only organizes learning activities, but also requires students to build understanding independently through mastery of content and demonstrate their learning outcomes in various forms of representation (Klein et al., 2009). In practice, Project Based Learning positions students as the main subjects of learning by emphasizing active participation in formulating and realizing ideas through project activities. This approach encourages students to explore various possibilities, solve contextual problems, and work independently to produce meaningful work that

is relevant to everyday life (Karjiyati et al., 2018). The involvement of students in searching for information, developing ideas, and conducting experiments based on questions they formulate themselves makes learning more active and participatory. This condition opens up space for the growth of positive social attitudes along with increased interaction, responsibility, and cooperation in project activities (Almulla, 2020).

The learning process applied using the Project Based Learning model has several characteristics, including: (1) students work based on a predetermined structure, (2) students are given the opportunity to solve problems through project activities, (3) students are involved in designing the steps to be taken to find solutions, (4) students are encouraged to develop critical thinking, problem solving, cooperation, and effective communication skills, (5) students are given responsibility for managing and analyzing the information collected, (6) students receive guidance and support from relevant professionals, (7) the evaluation process is carried out continuously throughout the project, (8) students are given space to reflect and assess their learning outcomes, (9) the final products produced are diverse, and (10) the learning environment is tolerant of mistakes and open to change (Markula & Aksela, 2022). In practice, students are encouraged to be independent, both in managing the stages of completing tasks and in expressing creative ideas in line with the project objectives. In addition, the successful implementation of Project Based Learning is highly dependent on group work, as students can exchange ideas through open communication and continuous participation. Thus, the implementation of Project Based Learning has a positive impact and encourages change in the learning process (Vygotsky, 1978).

In general, every subject has elements of character education in it. However, in Pancasila Education, character values are the main focus that dominates the learning content (Gökçelİ & Ph, 2025). Unlike other subjects, Pancasila Education serves not only to improve academic knowledge, but also as a means of character building, instilling national values, and strengthening attitudes in accordance with the principles of Pancasila and the mandate of the 1945 Constitution of the Republic of Indonesia. Through Pancasila Education, students are given an understanding of their rights and obligations as citizens and are guided to practice the values of national life, such as tolerance, fairness, respect for others, and responsibility in social life (Bosio et al., 2023). The learning model applied in Pancasila Education subjects is Project Based Learning. This model is in line with the orientation of Pancasila Education, which places students as subjects of learning through active involvement during the process. In addition, Pancasila Education learning is aimed at strengthening three main areas in civic education, namely knowledge mastery, skill development, and character building of students as citizens.

Initial observations at SDN Candipari 2 show that the formation of students' religious attitudes is still focused on Religious Education subjects. The integration of religious values into other subjects has not been carried out systematically. In addition, the learning process tends to use lecture methods that place teachers at the center of learning activities, so that students' active participation in the internalization of religious values is still limited. This condition indicates the need for an alternative learning approach that not only emphasizes cognitive aspects but also encourages the direct involvement of students in the appreciation of values. This study was conducted on elementary school students with the aim of determining the implementation of Pancasila Education based on Project-Based Learning integrated with religious values so as to increase the active involvement of students while shaping religious attitudes in a contextual and meaningful way.

Several studies mention that the implementation of Project-Based Learning can improve students' religious attitudes. This is based on previous research conducted by (Faisal et al., 2023) states that the application of Project-Based Learning in PAI learning is able to shape the character and religious attitudes of students through the implementation of projects that contain Islamic values in a contextual manner. This study confirms that project-based learning can be a means of internalizing religious values when integrated directly into learning materials. Similar research conducted by (Ramdani & Marzuki, 2019) It also shows that the application of the Project-Based Learning model has a significant effect on students' religious attitudes in Pancasila Education subjects, as evidenced

by statistical analysis results with a significance value of 0.001 < 0.05 and a t-value of 3.32, which exceeds the t-table. These results indicate that the active involvement of students in project activities contributes to the strengthening of religious attitudes, even though the integration of religious values has not been the main focus in the learning design applied. In addition, the research (Muna'iah et al., 2023) concludes that the integration of Pancasila values in project-based learning, including the value of belief in God, plays a role in shaping the profile of religious learners, even though the main focus of the research is on the development of critical thinking skills. However, the research focuses more on the development of critical thinking skills, so the influence of Project-Based Learning on the formation of religious attitudes has not been studied in depth. Overall, these studies indicate that Project-Based Learning has the potential to foster religious attitudes, but the integration of religious values in the design of Project-Based Learning has not been studied in depth as the main objective of learning.

Several previous studies have applied Project-Based Learning in Islamic Religious Education and Pancasila Education. However, studies that specifically design the integration of religious values into the Project-Based Learning model with the main objective of shaping students' religious attitudes are still limited. Existing studies tend to focus on knowledge, skills, or learning engagement, while religious attitudes are often positioned as an indirect impact of project activities. In addition, the elementary school context has not been the focus of studies that systematically place religious values at the core of learning design. This condition indicates a research gap that needs to be further explored through the application of Project-Based Learning with religious values that are systematically directed at strengthening students' religious attitudes.

This research is important considering the need for a learning approach that not only focuses on students' academic achievements but also plays a role in fostering religious character from an early age, particularly through Pancasila Education subjects that are rich in moral and spiritual values. The integration of Islamic values into the Project Based Learning model is expected to create a more contextual, participatory, and meaningful learning experience that is in line with students' daily lives. Through the application of Project Based Learning combined with Islamic values, students not only understand Pancasila Education material on a cognitive level, but are also encouraged to instill values such as honesty, responsibility, and caring for others in their attitudes and actions. This study aims to analyze the effect of implementing a religious values-based Project Based Learning model on the religious attitudes of fourth-grade students in Pancasila Education classes in elementary schools in order to support the strengthening of contextual and meaningful character education. This study is useful for providing theoretical contributions to the development of learning strategies that integrate religious values into the Project Based Learning model, as well as practical benefits for teachers, students, schools, and policy makers in an effort to improve students' religious attitudes and character through learning that is relevant to everyday life. The results of this study are expected to help improve teaching methods that are more comprehensive and appropriate to the surrounding conditions, thereby strengthening religious values education at the elementary school level.

METHOD

The research was conducted at SDN Candipari 2 using a quantitative research method with a pre-experimental design in the form of a one-group pretest-posttest design. The research subjects were all 25 fourth-grade students at SDN Candipari 2, consisting of 9 male students and 16 female students. This study used one group that was given a Pretest (O1) to determine the initial conditions before the treatment was given. Then, the experimental group was given the treatment (X), after which a Posttest (O2) was conducted to determine the final results after the treatment was given.

Table 1. *One Group Pretest-Posttest*

One Group Pretest-Posttest Research Design Table

Pretest	Treatment	Posttest
0_1	X	0_2

Explanation:

0_1 = Pretest score (before treatment)

X = Treatment through the application of the PjBL model

0_2 = Posttest score (after treatment)

The sampling technique used was non-probability sampling with saturated sampling. This technique was used because the population size was not too large, so all students were included in the study. According to (Prof. Dr. Sugiyono, 2024), saturated sampling is suitable when the population size is less than 100 people and the researcher wants to obtain the most representative results possible. The types of research instruments used by the researcher were teaching modules, teaching materials, student worksheets, and learning outcome tests (pre-test and post-test).

This research procedure was carried out in five stages. The first stage was initial observation at the school. The second stage was the implementation of a pretest with the aim of determining the initial conditions before treatment was given. The third stage was treatment, where one class received Project Based Learning based on religious values. The project carried out was the creation of a learning booklet in accordance with the material on the Rights and Obligations of Students at Home and School. Students were formed into groups with the project of compiling the contents of the booklet, which contained an understanding of the material as well as reinforcement of religious values, such as the attitude of prayer, responsibility, honesty, cooperation, and gratitude. The integration of religious values in the booklet project was carried out by linking the material on children's rights and obligations at home and school with religious values such as responsibility, gratitude, honesty, and obedience. These values were presented contextually through narratives, behavioral examples, and simple reflections to encourage the internalization of religious attitudes in students. The project activities were carried out according to the thematic learning schedule over three meetings, which included the planning, implementation, and presentation stages. After the entire learning series was completed, students were given a post-test to determine changes in religious attitudes after participating in project-based learning. The fifth stage was the processing of research data using SPSS software version 25, presented in the form of statistical tables that could help researchers analyze and obtain data.

Data analysis in this study was conducted in several stages. First, a validity test was performed. An instrument is considered valid if it is able to measure what it is supposed to measure in accordance with the research objectives. The validity test uses the Pearson product moment correlation formula. This formula was developed by Karl Pearson and is often used because of its ability to provide a clear picture of how closely the two variables are related (Sugiyono, 2007). The decision-making criteria for determining the validity of an item is that if the rhitung value is > rtabel, then the item is considered valid. The second stage is that an instrument is said to be reliable if it provides consistent or stable results when used repeatedly on the same object or under different conditions. The reliability test uses Cronbach's Alpha formula. If the Cronbach's Alpha value is greater than 0.60, the instrument is considered reliable. The third stage involved testing the normality of the pretest and posttest data. In testing normality, the data were analyzed using the Shapiro-Wilk formula because the sample size used was less than 50. The data were considered normally distributed if the significance value was greater than 0.05. After the normality test, the analysis continued with a paired sample t-test to test the difference in the means of two paired samples at different times, namely before and after the treatment was given. The significance level used in the paired sample t-test was 0.05.

The final stage is to calculate the effect of the PjBL model based on religious values on students' religious attitudes. This requires the use of eta squared ($ή^2$) calculations. Eta square is used to measure the proportion of

total variance in the dependent variable explained by the independent variable, providing information about the relative importance of an effect beyond mere statistical significance (p-value). Eta-squared ranges from 0 to 1, and the higher the value obtained, the greater the influence of the independent variable on the variation in the dependent variable. Some general guidelines that can be used as a reference include:

Table 2. Eta square test criteria

Criteria	Effect
Small Effect	$0.01 < \leq 0.06$
Moderate Effect	$0.06 < \leq 0.14$
Large Effect	>0.14

The entire data analysis process in this study was conducted using SPSS version 25 software. By using SPSS, researchers can more easily make decisions based on more objective statistical analysis results. In addition, the use of SPSS also reduces the possibility of errors in manual calculations, so that the research results are more precise and accurate.

RESULT AND DISCUSSIONS

The data collection procedure, which was carried out systematically and objectively in class IV of SDN Candipari 2, produced research data that became the basis for statistical analysis in the next stage. The research was conducted using the Project Based Learning model in Pancasila Education to examine fourth-grade students' understanding of religious attitudes, with implementation adjusted to the applicable learning stages or syntax. The research was conducted in several stages: a) students took a pretest to determine their initial abilities before being given treatment. b) treatment was carried out by providing material in the learning process combined with the Project Based Learning model. c) Students work on complex real-world projects, from planning and implementation to presentation of project results, designed to help solve problems or answer essential questions (Alda, 2025). Project activities are carried out through the stages of planning, implementation, and presentation of project results, which are done in groups to produce learning products in accordance with the objectives set. Through these activities, students carry out project tasks in accordance with the LKPD in the form of creating booklets containing religious teachings. d) And finally, a post-test is conducted to measure students' final abilities after undergoing the learning process using the Project-Based Learning model in the subject of Pancasila education.

Data analysis was conducted through normality testing, hypothesis testing (paired sample t-test), and Partial Eta-Square calculations. The entire data analysis process was carried out using SPSS software version 25. Before conducting the pretest-posttest, the researcher conducted an instrument feasibility test, namely a validity test, which was declared valid if the calculated R > Table R, with a significance level of 0.05. Meanwhile, for Table R with a sample size of 25 students, the Table R was 0.396. The validity test results showed that each item met the validity criteria. The calculation used the Pearson Product Moment formula obtained from 30 questions submitted, 25 of which were declared valid and 5 invalid (numbers 5, 7, 13, 20, and 23), meaning that the instrument could be used further in the research data collection activities.

Reliability testing is used to demonstrate that the instrument to be used is trustworthy. In this study, it was calculated using Cronbach's Alpha formula because the questions were multiple choice (correct answers were valued at 1 and incorrect answers were valued at 0). This test showed a reliability value of 0.750, indicating that the instrument test falls into the reliable category. Thus, the instrument used is reliable and suitable for use in the data collection process. The following are the results of the reliability test using SPSS 25:

Table 1. Reliability Test Results
Reliability Statistics

Cronbach's Alpha	N of Items
0 .750	31

Source: Output from IBM SPSS
version 25 (Data Processed, 2026)

The reliability test results above show that the reliability score for the pretest and posttest questions is 0.750, which is in the high/good category. From these results, it can be concluded that the pretest and posttest questions are considered reliable and can be used in research data collection.

The t-test is used to determine the level of influence of learning using the Project Based Learning model on students' religious attitudes. In the t-test, the data must be normally distributed. Therefore, before testing the hypothesis, the researcher first conducts a normality test to determine whether the pretest and posttest data are normally distributed or not. This test uses the Shapiro-Wilk formula because the amount of data is less than 50. The interpretation of the test results is based on the significance value (sig). If the sig value is greater than 0.05, the data is considered to be normally distributed; if it is smaller, the data is not normally distributed. The normality test results are presented in the following table:

Table 2. Normality Test Results
Tests of Normality

	Kolmogrov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig
Pretest_Results	.174	25	.049	.923	25	.060
Postest_Results	.170	25	.062	.941	25	.154

a. Lilliefors Significance Correction

Source: Output from IBM SPSS
version 25 (Data Processed, 2026)

The analysis shows a significance value of 0.060 for the pretest data and 0.154 for the posttest data, both of which are above the limit of 0.05. Therefore, it can be concluded that the distribution of pretest and posttest data in this study is normal. The data that has been declared normally distributed through the normality test is then analyzed using the Paired Samples T-Test to compare the average pretest and posttest results, so that significant changes in the Project Based Learning model on students' religious attitudes before and after receiving treatment can be determined. The analysis results can be seen in the following table;

Table 3. Paired Sample T-Test Results

Paired Samples Test
Paired Devences

	Mean	Std.Deviation	Std.Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2 tailed)
				Lower	Upper			

Pair 1	Pretest_Results-Postest_Results	-12.160	4.828	.966	-14.153	-10.167	-12.594	24	.000

Source: Output from IBM SPSS
version 25 (Data Processed, 2026)

The results of data analysis in the Paired Samples Test table using the Paired Samples T-Test show a t-value of -12.594 with degrees of freedom (df) = 24. The Sig. (2-tailed) value is 0.000, which is smaller than the significance level α = 0.05. In addition, the mean difference between the pretest and posttest is -12.160, which indicates a significant increase. The 95% confidence interval is in the range of -14.153 to -10.167, which does not cross zero, thus reinforcing the existence of a significant difference. Thus, because the Sig. (2-tailed) value is < 0.05, H1 is accepted and H0 is rejected.

Calculation of Partial Eta Squared to test the effect of the Project Based Learning model on the religious attitudes of elementary school students. The following are the results of the Partial Eta Squared test using IBM SPSS version 25;

Table 4. Partial Eta Squared Test Results
Tests of Within-Subjects Contrasts

Measure: Religious Attitude

Source	TIME	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
TIME	Linier	1848.320	1	1848.320	158.609	.000	.869
Error(TIME)	Linier	279.680	24	11.653			

Source: Output from IBM SPSS
version 25 (Data Processed, 2026)

The magnitude of the influence of the religious values-based Project Based Learning model on students' religious attitudes was determined through a Partial Eta Squared test obtained from the results of Repeated Measures ANOVA analysis. Based on the table, the significance value was 0.000 < 0.05, indicating a significant difference between students' religious attitude scores before and after the treatment. The Partial Eta Squared value of 0.869 shows the magnitude of the treatment variable's influence on changes in students' religious attitudes. The interpretation of the effect size in this study refers to the criteria proposed by Jacob Cohen, which states that a Partial Eta Squared value of more than 0.14 is classified as a large effect.

Table 5. Criteria for Interpreting Eta Squared Results

Criteria	Effect Size Value
Small effect	$0,01 < \eta^2 \leq 0,06$
Moderate effect	$0,06 < \eta^2 \leq 0,14$
Large effect	$\eta^2 > 0,14$

The results of the study indicate that the implementation of a religious values-based Project Based Learning model has a significant and strong effect on improving the religious attitudes of elementary school students. This is evidenced by the Paired Sample T-Test, which produced a significance value of 0.000 (< 0.05) with a t-value of 12.594, indicating a significant difference between the conditions before and after the treatment, as well as an average difference value of 12.160, confirming an increase in religious attitudes after the implementation of learning. The magnitude of the influence is reinforced by the results of the Partial Eta Squared test from Repeated Measures analysis with a value of 0.869, which is included in the large effect category according to Cohen's criteria ($\eta^2 > 0.14$), thus indicating that most of the changes in students' religious attitudes were influenced by the application of

the religious values-based Project Based Learning model. This finding is also supported by the results of the Within-Subjects Effects test with a significance value of 0.000 (< 0.05), which confirms that the influence of the learning model is not only statistically significant but also substantively meaningful. Thus, the religious values-based Project Based Learning model can be declared effective as a learning strategy in shaping and improving the religious attitudes of elementary school students through contextual and meaningful learning experiences.

During the learning process, religious values are systematically internalized through learning activities that encourage religious attitudes, such as responsibility, honesty, cooperation, and gratitude, thereby positively impacting the character development of students. In line with this, research (Safitri & Amrullah, n.d.) proves that integrative learning based on Islamic values has a positive and significant effect on improving students' religious attitudes. These findings confirm that the integration of Islamic values in learning is effective in shaping students' religious character through the strengthening of cognitive and affective aspects. Thus, the application of a project-based learning model with religious values has been proven to be effective as a learning model that combines cognitive and affective aspects in shaping students' religious attitudes.

The Project-Based Learning model with religious values is one of the learning approaches that places real-world problems as the first step to acquiring meaningful knowledge and learning experiences (Fahrezi & Taufiq, 2020). Through project activities integrated with religious values, students not only gain conceptual understanding cognitively but also internalize religious attitudes through concrete activities, reflection, and cooperation in daily life. Therefore, the learning strategies applied in the learning process need to be tailored to the characteristics and learning abilities of elementary school students, as well as aligned with learning objectives, time allocation, assignment forms, rewards, and guidance during the learning process. Trying to find solutions to solve a problem can produce meaningful knowledge, thereby encouraging students to think actively and find concrete solutions through project activities that contain religious values (Fauzi et al., 2025).

A deeper understanding of the increase in religious attitudes in this study can be analyzed through the theoretical framework of religiosity dimensions proposed by Charles Y. Glock and Rodney Stark (1965). According to Glock and Stark, religiosity is a multidimensional construct consisting of five main dimensions, namely: (1) ideological (doctrinal beliefs), (2) ritualistic (ritual practices of worship), (3) experiential (emotional or spiritual experiences with the divine), (4) intellectual (knowledge of religious teachings), and (5) consequential (consequences or impacts of religiosity in daily social behavior) (Yusuf & Boy, 2024). The systematic integration of religious values in each stage of project-based learning enables students to not only gain religious understanding at the cognitive level, but also to internalize these values at the affective level and implement them at the behavioral level. Therefore, the application of the religiously-based Project-Based Learning model plays a role in shaping students' religious attitudes in a holistic and sustainable manner in accordance with Glock and Stark's theoretical framework.

Project-based learning with religious values is in line with research conducted by (Ayu & Putri, 2025), entitled "The Effect of the Project-Based Learning Model on Creative Thinking and Religious Character of Grade 5 Students in IPAS Lessons," which shows that the application of project-based learning in elementary school students can significantly improve religious character compared to conventional learning. However, the strengthening of religious attitudes in this study still goes hand in hand with the development of creative thinking in IPAS subjects, so that religious attitudes have not been positioned as the main objective of learning design. In line with the research conducted by (Gustina et al., 2025) entitled "Project-Based Learning (PBL) in Islamic Religious Education: Implementing Religious Moderation Values Through Student Collaborative Projects," it states that Project-Based Learning in Islamic Religious Education is effective in encouraging the internalization of religious values and religious moderation through collaborative project activities. However, this research is limited to the context of Islamic Religious Education, where religious values have been the focus of learning, so its application in general

learning has not been clearly described. In addition, research (Nadhifah, 2024) entitled "Integrated Islamic PBL-STEM Learning Model to Improve Creative Thinking Skills and Instill Religious Character in Students" shows that the application of the integrated Islamic PBL -STEM model is effective in instilling religious character in students, which includes honesty, tolerance, discipline, hard work, and responsibility. The integration of Islamic values in project activities has been proven to strengthen students' affective aspects along with an increase in creative thinking skills. However, the main focus of the research is more directed at developing STEM-based creativity, while religious attitudes play a supporting role.

Previous studies have emphasized the application of the Project Based Learning model to improve learning outcomes and religious character in general (Bell, 2010). while this study specifically examines the influence of Project Based Learning with religious values on the religious attitudes of elementary school students, where religious values are systematically integrated into each stage of project-based learning, not merely as accompanying values. In addition, religious attitudes are measured as a dependent variable that includes aspects of belief, worship, and students' religious behavior in daily life, with a focus on elementary school students, who have been relatively understudied in research on religious-based Project Based Learning. Thus, this study is expected to contribute empirical evidence to the development of a Project Based Learning model oriented toward shaping the religious attitudes of elementary school students.

The findings of this study have practical implications for teaching in elementary schools. The Project Based Learning model specifically integrates religious values to shape the religious attitudes of elementary school students. The results show that religiously-based Project Based Learning is not only relevant for religious subjects, but also effective in Pancasila education to internalize religious values through project-based learning experiences. The practical implication is that teachers can use Project Based Learning as a planned and contextual learning strategy to foster students' religious attitudes, by ensuring the integration of religious values at every stage of the project. These findings emphasize the importance of consistency in the role of teachers as facilitators of value internalization, as well as the support of schools in strengthening planning and improving teacher competence so that the implementation of Project Based Learning integrated with religious values can take place systematically and sustainably.

This study has several limitations that need to be considered in interpreting the results. These limitations include the limited scope of the research subjects to one educational unit, so that generalizing the findings to a broader elementary school context needs to be done carefully. In addition, the measurement of religious attitudes was mostly based on questionnaire instruments, which had the potential to be influenced by the subjectivity of student responses and the tendency to give socially desirable answers. Despite these limitations, this study makes a significant contribution to the development of learning in elementary schools. First, it enriches empirical studies on the application of the Project-Based Learning model with religious values as an effective learning strategy in shaping students' religious attitudes. Second, it can be a practical reference for educators in systematically integrating religious values into project-based learning, so that religious character building can be carried out in a contextual and meaningful manner. Thus, this study provides a foundation for further research and learning innovations oriented towards strengthening religious character in elementary schools.

CONCLUSIONS

The implementation of the Project Based Learning model that integrates religious values at SDN Candipari 2 has a significant influence on strengthening the religious attitudes of fourth grade elementary school students. The integration of religious values that is consistently designed in each stage of project-based learning has been proven to not only support the achievement of cognitive aspects, but also encourage the formation of religious attitudes through contextual and meaningful learning experiences. These findings indicate that religiously-based

Project Based Learning has strategic potential to be implemented in Pancasila Education as part of efforts to strengthen character education. Therefore, support from school policies and educational decision makers is needed in the development of teaching tools, improvement of teacher competence, and sustainable curricular planning. However, given the limitations of this study in its pre-experimental design and limited scope of subjects, further research is recommended using a stronger experimental design with a broader sample coverage and combining quantitative and qualitative approaches to obtain a more comprehensive picture, including the long-term impact of implementing religiously-based Project Based Learning on the character formation of elementary school students.

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