

## Development of Marriage Learning model in Islam through Project Based Learning in Higher Education

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### ABSTRACT

Lack of understanding of responsibility and commitment means that marriage is no longer in a holy and sacred position. Learning about the Islamic religion, especially in the chapter on marriage, is not sufficient provision to provide an understanding of how to build commitment. In the marriage material, graduation in the course is only 30% of the total number of students, this is because the learning model used still uses the conventional model. In an effort to minimize the loss of commitment to marriage, a learning strategy is needed by developing a learning model with project-based learning that aims to increase students' understanding of the material on marriage in Islam. The research aims to ensure that religious learning in public universities can increase understanding of marriage and reduce the number of divorces in marriage. This research uses a qualitative approach using the research and development method, namely developing a learning model to make it more interesting so that the material presented can be properly understood by students. The findings of the research results show that the development of the model carried out can increase the graduation rate to 100%. The model developed can answer the needs of learning Islamic religion in public universities.

**Keywords:** *Model Development, Marriage in Islam, Project Based Learning*

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## INTRODUCTION

Islamic religious education at Public Higher Education is a continuation of material that has been delivered at the previous school level. In fact, there are still many obstacles found in the learning process, from the little time allocation, the lack of variation in the learning process, to the learning model used. This is an indicator of learning Islamic religious education in the campus environment can reduce students' interest in learning.

Islamic education is basically an effort to foster and develop human potential, so that the purpose of his presence in this world as a servant of Allah and at the same time as the task of the vicegerent of Allah is achieved as best as possible. The potential in question includes physical potential and spiritual potential such as reason, feeling, will, and other spiritual potential. (Mappasiara, 2018)

One of the general basic courses, namely Islamic Religious Education, is still given to public universities. The facts that occur in the field are that Islamic religious education material taught in tertiary institutions is not sufficiently capable of being a provision for students when they are in the midst of society, learning methods that still

use conventional methods make Islamic religious education material only textual. So in this study the researchers made the development of Islamic religious learning methods in public universities on a project based learning. (Luma et al., 2022). Project based learning will change the old paradigm in the learning process for students. Material that has been taught in class both conventionally will be more realistic with the addition of the Project Based Learning method, while at the same time presenting that religion should have become a unit in everyday life. It is time for verses or hadiths to be presented in real form in life. (Dewi & Yahya, 2022)

The choice of research object at the Faculty of Informatics Engineering, Indraprasta University PGRI Jakarta is because the Study Program has a large group of students, so that it can be a reference in developing the learning model for Islamic Religious Education courses. Changes made as an effort to improve the quality of learning in Islamic Religious Education courses.

The Informatics Engineering study program at Indraprasta University PGRI has a large number of classes, the 2020-2021 class has a total of 66 classes with 38 to 45 students in each class. Learning material that has been delivered using the lecture method, where the material related to marriage in Islam has never been discussed in class. So the researchers carried out a learning strategy through project-based learning on the material. In the matter of Marriage in Islam when it is discussed in class there are many obstacles in learning. Marriage material is discussed only about the terms and pillars of marriage only. Even though when talking about marriage, there are many things that need to be prepared from all aspects. The many problems in marriage have never been discussed, through project based learning students find their own solutions. (Noviani, 2022)

Based on the final learning assessment, the average in each class is 5 to 8 students who do not pass and 8 to 28 students who get low grades, where the grades are said to be minimal for the Islamic religious education course. Out of 40 Muslim students who take religious courses, 12 students with understanding still need to be improved, so that the achievement is only 30%. There are obstacles to learning in Islamic religious education courses of 70%, so researchers consider it necessary to develop learning models in Islamic religious education courses.

A number that is so alarming that it is appropriate that the divorce rate is so high. Quoted from the bps.co.id page, in 2022, the number of divorces that occurred in DKI Jakarta was dominated by continuous quarrels and disputes, which reached 11,163 out of a total of 15,947 cases, with 70% of these cases dominating the reasons for divorce. It is very sad because marriage to create a family environment of Sakinah, mawaddah, and warohmah is not achieved; instead, there are actions that are very far from Islamic values. (bps.co.id/number divorce dki/4/11/2023)

The campus must make a contribution in efforts to reduce the divorce rate, which occurs at 70%. Domestic violence, both verbal and non-verbal, is very far from the goal of marriage in Islam. One of the obstacles is learning, which still uses conventional models. Therefore, researchers feel there is a need to improve the model by developing a project-based learning model in Islamic religion courses on campus. Students will be encouraged to be more active and directly involved in finding solutions to problems they face while studying.

If so far the lecture method used has only explained religion to the extent of what is in the module, using the Project Based Learning model the existing material can be developed more attractively. Many points that should be proven in real terms. This kind of proof needs to be presented to students who incidentally have a critical

attitude, so that in understanding verses it is not only textual but verses can also be presented in the form of realities of life. (Indrawijaya & Siregar, 2022). Islamic religious education that is taught on campus does not only have to produce morality in students, where nowadays this morality has begun to fade. The purpose of learning PAI on campus is as a form of effort to make students aware of religion which is applied in everyday life. Thinking how not only to live life in this world but also have a life hereafter. (Kumar et al., 2022). The Islamic Religion Course (PAI) is a course at Public Higher Education which aims to enable students to be able and willing to live and practice the teachings of their religion. Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and proactivity and showing attitude as part of the solution to various problems in interacting effectively with the social environment. (Faqihatin, 2021)

To be able to achieve these goals, the PAI learning strategy must be truly effective. Can improve and shape student morals until the end of his life. Therefore all the elements that make up a strategy must be fulfilled. If there is not a strategy that can stand alone in learning this subject, then it can be combined with other appropriate strategies so that the character of the Indonesian nation is developed. (Mukhtar et al., 2017). Romera defines Project Based Learning (PjBL) as a teaching approach that builds on learning activities and real tasks that provide challenges for students related to everyday life to be solved in groups. This method encourages students to develop religious learning materials that are initially textual to be contextual. (Romera Félix et al., 2016). Learning activities with projects make students' abilities develop, and not only that, attitudes, skills, and substantive values in the material can be understood, especially the challenges of the future. The independent learning process makes students more responsible for carrying out learning assignments in Islamic religion courses. In planning assignments and correcting completeness, it is very possible to expand knowledge and deepen it to integrate it into comprehensive knowledge to realize the knowledge that will be achieved by students. (Maros et al., 2023)

The model that has been applied so far is only control in nature; this makes students passive so that conventional learning does not develop, while learning projects will give rise to experiments. Students actively propose and look for the sources of problems, then look for solutions with project activities. (Chen et al., 2022)

Apart from that, project-based learning of religious subjects develops 21st century learning, namely critical thinking, working as a team, increasing creativity, working collaboratively and communicatively, and solving problems. Learning activities will produce creative products that really support students in developing themselves, so that the material studied becomes experience as a future reference for solving a problem. (Rupavijetra et al., 2022)

Project-based learning carried out by students does not just produce skills and creativity and everything that goes into 21st century learning. These learning activities will provide benefits and improve the quality of understanding of the material being studied. The skills acquired become a strong shield for students to realize the concepts of Sakinah, Mawaddah and Warohmah in their future marriages. (Marnewick, 2023)

Direct student involvement will result in perceived enjoyment of learning, aka the tone of initiation, awareness, skills, and ability to make decisions. Independence in learning provides full autonomy for students in developing the ability to find solutions in groups. The interactions carried out in learning can increase social sensitivity; this is never achieved in conventional models. (Tanaka, 2023). Meanwhile, marital conflict is a

problem that must be resolved through learning activities in Islamic religion courses on campus. Project-based learning will minimize the unemployment rate as much as possible in the future. The project will increase students' reflection on resolving conflicts in marriage so that a harmonious life will become the goal, not divorce, which often causes hostility. (KAYA et al., 2021)

In the results of previous research, there was limited time for discussing marriage material, which was conveyed in high curiosity about marriage problems, even in class, the material presented was only about the terms and pillars of marriage, even though if there is a marriage, both are automatically included in it. Marriage problems will happen to anyone. The learning model must be carried out as an effort to provide debriefing to students, where the condition of these students is appropriate for entering the age of marriage.

Even though students will not get married during college, materials are needed as provisions to create a *sakinah mawaddah* and *warrohman* family, a prayer that is always said for people who are getting married. Referring to the results of previous research and the needs in learning, the PAI learning model on Islamic Marriage material must be developed in the project model, where at this learning stage it is very easy and contextual. This learning activity also provides an understanding or concept of a strong marriage in the midst of the high number of divorce cases among young people. Marriage is a commitment based on religious values that should not be damaged by being inconsistent with that commitment. It's so easy for a husband and wife to prefer divorce to solve problems that occur in their family. (Prianto et al., 2014) Quoted from Kompas.com in 2020 for the January-June period there were 699 cases, where these cases increased by 25% in 2021. An increase rate that is relatively high and needs to be a concern. (www.kompas.com) accessed 04 February 2022. (Tri Purna Jaya, 2021). The high number of divorces, which are dominated by young couples, is an indicator that if learning PAI and the chapter on Marriage in Islam are not effective, an effective learning strategy is needed so that the material can be conveyed properly. Project based learning experience can be a provision so that it can minimize the divorce rate among young couples. (Lili Hidayati, 2021). The learning process using a project-based approach will provide experience in learning. Students will know very well how the learning process will go through, so that the material being studied will be easily understood. Marriage material that is only discussed in theoretical form becomes a real picture. Departing from this process the quality of learning can increase. (Pupik Dean et al., 2023)

Based on increasing understanding of the subject of marriage, students will gain experience in learning Islamic religious education in public universities. When students later get married and on their way there are problems, students will think of being able to solve the problem and choose to increase happiness in marriage rather than choosing to divorce.

The development of learning models results in an increased understanding of marriage material in Islamic religious education courses through project-based learning that can increase student awareness to maintain commitment to marriage, togetherness in sacred vows and the value of worship at marriage will be properly maintained, so that the union of two different people will have the same vision to bring happiness to their marriage. (Koraneekij & Khlaisang, 2015). Projects carried out in learning can also provide a learning process by improving the 4 C, critical thinking, learning creativity, collaborative learning, and learning communication. With the model developed, students really understand what the problem is and know what the

solution is. The initial stage is where the graduation rate has reached 100%, an indicator that the model developed is very effective in learning Islamic religion and can be implemented in public universities where time allocation is limited. (Anggraeni et al., 2023)

Through this research, students can improve their ability in a structured way to solve social problems starting from a small scale, namely the family sphere, which can be scaled up on a larger scale. Learning experiences will produce conflict resolution ideas. Based on the results of this research, we will always position ourselves as solution intellectuals so that students will always be agents of change and contribute positively to religion, the homeland, and the nation.

## **METHOD**

This study uses a qualitative approach with research and development (R&D) methods. The development will be carried out from the rowntree model which will be integrated with the needs of learning in public tertiary institutions, where the object of research is carried out on informatics engineering students at Indraprasta University PGRI Jakarta who have a large of classes. The following data is sampled at the learning model development stage, which will be carried out in eight classes with a total of 40 students in each class. Of the total classes there are 32 in the Informatics Engineering study program at Indraprasta University

Table 1: Research Sample Data

Class	Number of students
R1E	40
R1F	40
R1G	42
R1H	42
S1E	41
S1F	40
S1G	40
S1H	41

The Rowntree model is a model designed to produce a learning product. This model is only used to produce something, for example writing modules. According to Rowntree, in developing learning materials there are three stages, namely the planning stage, the writing preparation stage, and the writing and editing stage. (Sangadji, 2020). Following are some of the development stages that will be carried out in this study using the rowntree model combined with the ASSURE model. (Khene et al., 2021)

1. Planning Stage

- 1.1. analyze learner

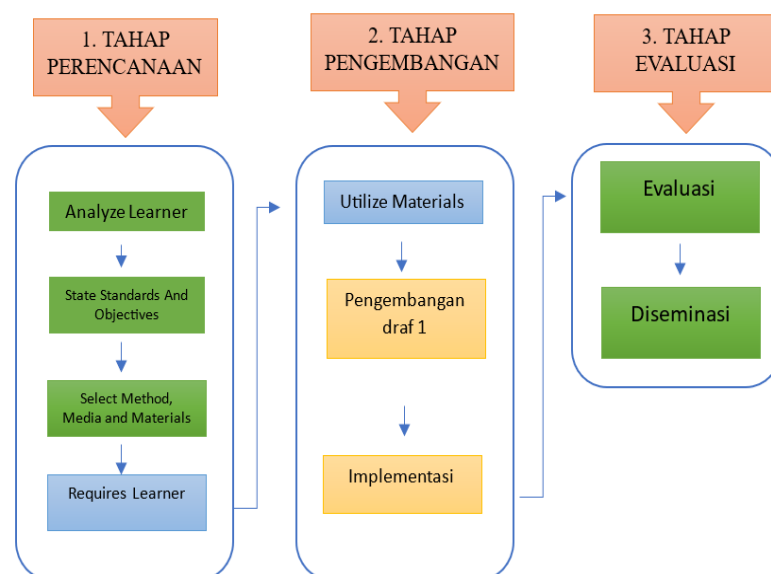
characteristics of Informatics Engineering students are typical of students who are not used to learning in a lecture model. This will be very boring and boring so that the material delivered becomes ineffective, while religious material is a must to convey. In order for the learning objectives in religious courses as well as in answering problems in learning it is necessary to change the learning strategy so that the material presented can be achieved.

- 1.2. State Standards And Objectives

At this stage how can Islamic religious education course material be conveyed effectively so that learning objectives are achieved. If so far the material is not effective.

- 1.3. Select Method, Media and Materials  
The learning strategy to be developed is project-based learning which initially uses conventional models.
- 1.4. Requires Learner  
This is in line with the idea of constructivism that students are active mental processes that are built on authentic experiences, where students will receive informative feedback to achieve their goals in learning.
2. Development Stage
  - 2.1. Utilize Materials  
The material to be developed is marriage in Islam, students can use technology to collect problems in this material.
  - 2.2. Draft development  
After compiling the steps in the planning stage, the selection of material is based on learning constraints which result in poor understanding and student grades.
  - 2.3. Implementation  
Implementation is carried out in order to find out whether the development being carried out is effective and able to answer current learning problems.
3. Evaluation Stage  
Evaluation is a process of collecting data to determine to what extent, in what ways, how educational goals are achieved. In a limited scope, evaluation is carried out in order to determine the level of success of educators in delivering Islamic Religious Education material to students, while in a broad scope, evaluation is carried out to determine the level of success and level of weakness of an educational process (with all the components involved in it) achieving goals Desired education. (Phafiandita et al., 2022)

Figure 1 The Rowntree and Assure Combination Developer Model



## RESULT AND DISCUSSION

Based on complaints from students and several Lecturers of Religious Education regarding the learning model that has been carried out so far, there are several problems from the learning process which is saturating to the limited time allocation which hinders the delivery of lecture material. Religion courses at tertiary institutions are only taught one semester during lectures, that is, for four normal years. The short time is felt to be very lacking in equipping students to prepare for the next life journey. Religion courses are often considered to only abort obligations, where religious courses become a mandatory curriculum in every educational institution.

Data released by the Central Statistics Agency in 2022 which lists the number of divorces in Indonesia, Jakarta is in fifth place based on data released by the Indonesian Central Statistics Agency and refers to data issued by the Director General of the Religious Courts and the Supreme Court. Here's the data:

Figure 2. Table of the BPS divorce rate in Indonesia 2021

1	<b>Jawa Barat</b> Cerai talak: 23.971 Cerai gugat: 74.117 Total: 98.088
2	<b>Jawa Timur</b> Cerai talak: 25.113 Cerai gugat: 63.122 Total: 88.235
3	<b>Jawa Tengah</b> Cerai talak: 18.802 Cerai gugat: 56.707 Total: 75.509
4	<b>Sumatera Utara</b> Cerai talak: 3.553 Cerai gugat: 13.717 Total: 17.270
5	<b>DKI Jakarta</b> Cerai talak: 3.959 Cerai gugat: 12.058 Total: 16.017
6	<b>Sulawesi Selatan</b> Cerai talak: 3.406 Cerai gugat: 12.169 Total: 15.575
7	<b>Bangka Belitung</b> Cerai talak: 3.119 Cerai gugat: 11.914 Total: 15.033
8	<b>Riau</b> Cerai talak: 3.198 Cerai gugat: 9.524 Total: 12.722
9	<b>Sumatera Selatan</b> Cerai talak: 2.473 Cerai gugat: 8.719 Total: 11.192
10	<b>Sumatera Barat</b> Cerai talak: 2.372 Cerai gugat: 6.999 Total: 9.371

The data illustrates that the divorce rate in Jakarta is relatively high, where 76% of the lawsuits are filed by the wife and 34% are filed by the husband (divorce divorce). The high number of lawsuits filed by the wife is a sign that the marriage that ideally makes both partners live happily is in fact not. The following is the data published by the Central Statistics Agency (BPS) in 2021 regarding the number of crimes that have resulted in divorce. With the existence of Islamic religious education courses in which there is marriage material provided, it is endeavored to really become a conductor of student knowledge on religious material and understanding in carrying out their religious values. Through the development of a learning model that originally used a conventional model to a project-based learning model, Islamic religious material is more contextual and more directed to the reality that occurs.

The reality seen by students can be used as a learning medium which will further build a critical thinking attitude in students. If so far Islamic religious education material has been given using conventional models, students often feel dictated, this is where the point of saturation in learning emerges. If students are bored how can students understand, and if they don't understand how to carry out religious teachings. (Laily Azizah & Permadi, 2021)

So far, students have never been shown the reality of religious issues in the context of real marriage. Through project based learning, students will be invited to see firsthand religious problems that occur in society. If so far religious material has been delivered in theoretical classes, then it is time for religious material to be delivered using a project based learning model.

1. Stages of implementation of the material project of marriage in Islam

1.1. Stages of Project Based Learning Planning

At this stage it goes to how students carry out a plan in carrying out project based learning. The initial step is to divide the group from the number of students present. From each group will be directly involved in carrying out the learning process. With material on marriage in Islam which will be selected based on each group to carry out project-based learning activities.

The process enters the early stages of project-based learning which will be carried out by each group within a week's time. After entering the licensing stage or asking for recommendations from the campus, students from each group will carry out project-based learning at an agreed location.

The materials from the results of the discussion were prepared in detail by each group. Next, make an agreement to promise to hold meetings with resource persons related to the material of each group. After the agreement with the resource person. Those who discussed marriage matters by visiting officials from the Office of Religious Affairs (KUA) where the focus of the material was on pre-marital education and visiting religious courts with discussions on post-marital education (problematics in marriage).

At the final stage of the planning process, each group begins to organize activities from each material that has been obtained from the project based learning process which will be discussed again. The discussion aims to find and make conclusions from each of the stages that have been carried out in the learning process. The next step is to conclude the overall results of the learning that has been done.

1.2. Development Stages

Development needs to be done because there is no significant increase from the previous learning process. The learning process seems static and boring. For dozens of years, they have maintained the conventional learning model, even though religious subject matter is very much needed for students to fortify themselves from actions that can lead to negative things.

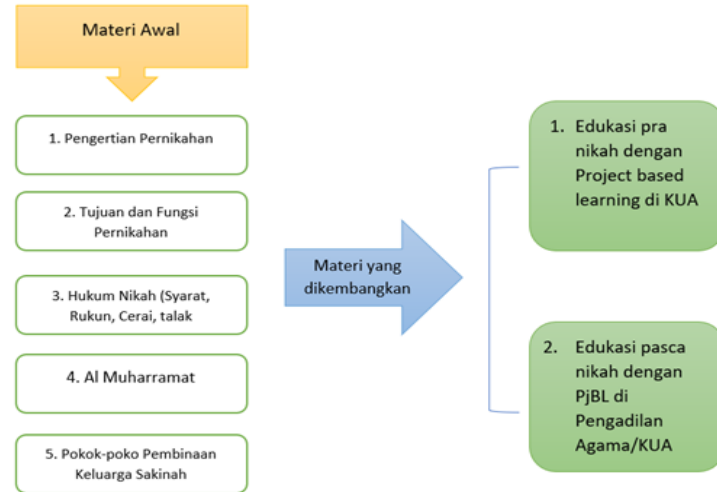
Figure 3. Draft project-based learning development





The following will display material on marriage in Islam which will be developed using a project based learning model.

Figure 4. Material developed



### 1.3. Evaluation Stage

Evaluation will be carried out in depth with the aim of the development process on the project-based learning model whether it can be achieved so that the development carried out can actually make Islamic religious courses with marriage material in public tertiary institutions effective. The evaluation stage aims to determine student responses after carrying out project-based learning.

### 2. The Effectiveness of the Development of a Project-Based Learning Model on the Material of Marriage in Islam.

The researcher conducted an evaluation to strengthen the effectiveness of the project based learning model that had been tested on students by asking for opinions from experts in their fields. Marriage material is indeed not enough if it is only delivered in class, because if the material is delivered in class then the discussion is only limited to terms and pillars, where this will definitely automatically enter everyone who wants to get married. The recommended age for students according to state provisions is said to be appropriate for marriage, especially religious law, where religious law has no age limit, only uses the word baligh, if you use an estimated age then it is around 9 years for women and 12 years for men, so brief explanation in fiqh books. Or if you look at it in general, with the current conditions, on average at the age of 13 to 15 years, both men and women are almost certain to have reached puberty at that age.

Meanwhile, age itself has two meanings, there is biological age and there is sociological age. biological age. Then the material provided should be more to the substance so that it can be used as provisions in carrying out the marriage. (Natalia et al., 2021). Indeed, so far the learning of religion courses in public tertiary institutions is felt to be lacking, especially since they are only given one semester during the lecture process, even though it is limited, it still has to be utilized to the fullest. Although that's not a guarantee either. Religious education was returned based on local needs.

Providing education on marriage is very important for students so they are not mistaken in understanding the terms and pillars of marriage. Religion does not regulate in terms of age, but based on contemporary fiqh, marriages carried out at an age that is considered immature, have the potential to damage social benefits, due to the different conditions of society between now and then. That's why people who are getting married need to be equipped again. And the fact is that divorce occurs more in young couples. (Minnuril Jannah & Halim, 2022). The immature age of marriage greatly affects the responsibilities that will be carried out. where the divorce rate that ranks at the top is due to economic factors, then domestic violence, then other cases. Economic problems are the highest due to the lack of maturity from the sociological aspect, one of which is the absence of a definite job so that it has an impact on household financing. (Gharaibeh et al., 2023)

Even though it is a public university where religious education is delivered to students with limited time, it should not become an obstacle in providing supplies to students. In fact, this limitation should be an opportunity for PTU to be involved and contribute in providing wedding materials for students. In the future, the government may only marry couples who are already certified for marriage. With project-based learning, students are directed to discuss directly with KUA officers regarding pre-marital problems. What things to prepare for a wedding will be discussed in detail and openly, where this information will not be obtained if learning is done in class. Students will receive education related to household resilience, so that when a conflict occurs it is not easy to say the word divorce.

Limitations in learning are not an obstacle, but rather used as motivation so that they can improve the quality of learning in religious education, especially marriage material in Islam. Project-based learning provides an extraordinary learning experience, students feel that they have space to maximize their latent potential.

Figure 5. Project Learning at the Office of Religious Affairs



The high divorce rate is not due to the absence of conditions and pillars of marriage. Not including material about resilience in the household is a big problem when students are going to carry out marriages, the reality or contextual events that occur must be known by students where this will never be found in class. with project-based learning students will gain this insight.

The approximation of religious material between Islamic tertiary institutions and public tertiary institutions is more due to the different portions and objectives and learning achievements. This condition should be used as an opportunity for Islamic religious education lecturers at PTU to innovate in learning models. With less time, PTU must be actively involved in providing wedding materials to their students. (Rahim, 2020). The developed project-based learning will have a positive impact on students to find out firsthand what is happening in society, both related to marriage and religious tolerance. By looking at the problem directly and then discussing it with the people involved in it, students will get material that is never obtained in class. So that students already have insight regarding the solution, if later they find the same problem.

During marriages that are often carried out in the name of love, even though if observed it is more to lust. If love is understood then no one will neglect their rights and obligations, even domestic violence often occurs which results in separation. With project-based learning, students will get a complete education when they are about to get married.

It is necessary for students to know about the large number of divorce rates resulting from ignorance in finding solutions to domestic conflicts, so that they do not become successors of the list of separated persons, where most of the lawsuits were filed due to economic problems. If the fortune of success is in the woman there can be arrogance so that it has the potential to humiliate her partner, and vice versa if the successful one from the man's side there is betrayal of the marriage that has been done. (Fitri, 2022)

Problems related to the household economy do not only exist during times of extreme shortages, even when the economy is more mature the potential for separation will still exist. An economy that lacks the result of a little gratitude, more because of the arrogant nature, divorce can occur both when the economy is weak or well established. With project-based learning students will get a way of responding to these two situations. Whether in a state of kuran or more sacred bonds must be maintained.

Figure 6 Project Learning at the East Jakarta Religious Court



The Islamic Religious Education learning model developed with a project-based learning model in general can improve the quality and learning outcomes of students. If so far learning has only been theoretical through

project-based learning students can understand material from real life. The material learned becomes a practice.

By developing from the conventional model into a project-based learning model, the problems in learning these two materials are answered. Project based learning provides a fun and challenging learning experience. The challenge is illustrated by the learning process that has so far been carried out in the classroom to become a project as an effort to answer problems in learning Islamic religious education which has been an obstacle to learning. Apart from learning achievements in the form of understanding and values, researchers note that there are several achievements that can also be developed through a project based learning model.

2.1. Project-Based Learning in Higher Education Produces Critical Thinking Students

Project based learning models allow students to explore their thinking skills. The material whose scope has been determined so far becomes wide open when the two materials are carried out in a learning project. Critical thinking is one of the learning achievements in Islamic religious education courses when the learning model is developed using a project based learning model.

2.2. Project Based Learning in Higher Education Produces Students' Communication Skills

By frequently conducting these interviews students can improve their communication skills, automatically the learning process which initially only focuses on these two materials can produce achievements and enhancements in other forms. Where through the project-based learning process students produce and can improve their skills in communication.

2.3. Project Based Learning in Higher Education Produces Collaborative Ability Students

The next project-based learning model carried out by students is to produce collaboration skills. Learning involves several elements or other institutions.

2.4. Project-Based Learning in Higher Education Produces Ability Students

Learning creativity can be seen from all forms of activities and learning processes carried out by students. If so far learning has been concluded by the lecturer, then in the project-based learning model students must find and conclude their own learning material that has been carried out through the stages in the project-based learning model. Efforts are made to invite students to think in finding ways so that problems in learning can be answered. From the series of processes that students go through, it is illustrated that there is an increase in creativity in learning Islamic Religious Education courses. Creative abilities can be drawn from the start of project-based learning as a learning model for both materials.

## **DISCUSSION**

The Islamic Religious Education learning model developed using a project-based learning model can generally improve the quality and learning outcomes of students. If so far learning has only been theoretical, through project-based learning, students can understand material from real life.

The material studied becomes an experience. In each semester of Islamic Religious Education learning, the average number of non-graduates reaches 70%. A very worrying number for a religion course. Moreover, the material that often becomes an obstacle to learning is the chapter on marriage in Islam; in fact, this material is directly related to everyday life. Marriage is no longer just a feeling of likes and dislikes, but rather how to form a joint effort to achieve the blessing of Allah SWT in carrying it out. The existence of responsibilities in the afterlife means that marriage is not only person-to-person. Creating happiness in the household means carrying out religious commands. That was the statement of almost all students after summarizing the results of project-based learning.

The final result of the learning value from the material on marriage in Islam increased, initially passing around 30%. Through the project-based learning model, the passing rate was 98%, and the average achievement of learning outcomes was at the lowest grade of A-. These results refer to basic and general assessments. Conventional learning that was carried out previously only repeated the material presented. This method means that the material presented is not optimal and there is a lack of exploration of students' ability to think critically; this is what makes learning not develop. The monologue learning process makes students bored and less focused. (Sitorus & Nazaruddin, 2021)

There are many obstacles to conventional learning carried out on campus, which can affect the effectiveness and efficiency of the learning process. Conventional learning tends to be one-way, where the lecturer gives explanations and students listen. This can reduce interaction between students and teachers as well as between fellow students. (Sulandari, 2020). Students often show a bored attitude; this can be seen in a less motivated attitude in conventional learning due to the lack of variety in teaching methods. This can reduce students' interest in learning during the learning process. The indicator is the low graduation rate in Islamic religion courses. (Nja et al., 2022). In conventional learning, there is minimal use of technological devices. By maximizing and utilizing technology and digital resources, we can improve the learning process. Moreover, the students we are facing are from the Informatics Engineering program, a group of students who are very familiar with the world of technology. (Han & Geng, 2023)

The lack of focus on 21st century skills means that conventional learning tends to focus more on unidirectional knowledge rather than being oriented towards developing critical skills such as creativity, communication, and collaboration, which are important for the 21st century. By developing learning models, we will be able to improve the experience and quality of learning. (Xu & Zhou, 2022). The large number of notes that are an obstacle means that learning about Islam in public universities is not optimal. This lack of optimality is a necessity to develop learning models so that the learning process is acceptable and enjoyable, providing space for students to develop their potential. (Sarwani et al., 2015). The conventional model was developed into a project-based learning model at Indraprasta University PGRI Jakarta in Islamic religion courses with the aim of answering current problems in learning. Project-based learning can provide learning experiences and increase students' learning potential. (Utomo, 2022). Innovative learning models are needed to answer the problems of Islamic learning, which have been hampered by many problems in state universities. This small allocation must be supported by innovative learning models, one of which is project-based learning. A critical attitude must be given space to develop all the potential for Islamic religious learning on campus. (Inthachot et al., 2013)

Project-based learning, which is used as a learning model in Islamic religion courses, provides an interesting learning experience for students. Students become challenged. Learning becomes active, the space for expression in learning becomes alive, and students really enjoy the process. (Widyastuti & Andika, 2021)

Learning is no longer centered on lecturers. Project-based learning changes the learning pattern into a student center where learning is centered on the students. Students will become learning objects. Students become active and creative; they will interact with the outside world and collaborate in finding answers in learning. (Yoon et al., 2023). Learning activities become more lively and meaningful; Islamic religious courses, which were initially boring, become fun. The learning atmosphere in religion courses is very different; the development of the learning model that is carried out opens up a much more general understanding of religion, which also develops students' understanding of religion to be more objective. (Zen et al., 2022). Learning in Islamic religious courses by developing models can not only improve the quality of learning, experience, and interaction with the outside world but can also provide positive input to students to provide references for solving problems in their future lives. (Christwardana et al., 2022)

The project carried out does not just look for answers to problems in learning material; it also presents religious attitudes that are raised in students, not just theoretical understanding. Interactions with experts open up space for in-depth discussion so that they have an understanding that religion will provide coolness. (Santos et al., 2023). With real-based projects, students will gain practical experience in applying the values and teachings of the Islamic religion. This helps students understand how the teachings of the religion can guide their actions and decisions. Project learning encourages students to analyze and reflect on Islamic religious concepts in the context of their projects. They will learn to dig deeper and understand the implications of these teachings. (Abitolkha et al., 2020)

Compared to conventional teaching methods, project-based learning provides a deeper understanding of the Islamic religion, especially regarding marriage in Islam, because students have to undergo real projects related to it. This allows them to experience the values and principles of the religion more deeply. (Loyens et al., 2022). To improve the quality of Islamic religious learning in higher education, the learning model must shift to an innovative model, namely project-based, which was developed in Islamic religious courses at the Indrapasta PGRI University in Jakarta. This model can provide a much deeper meaning for increasing religious attitudes in students. The model developed really provides provisions for students to have a religious attitude that is in accordance with the values of the religion itself. Religious language will always produce goodness that does not conflict with any values or norms.

The courses delivered on campus must be able to provide provisions for students, so that students, as intellectuals, will always prioritize good and correct logical thinking. Through the model developed, students have greatly contributed to reducing the divorce rate. Project-based learning in several studies is always used in exact and language lessons. In this research, it was developed for Islamic religion courses, which can improve the quality of learning and increase the potential of students. The model developed is very effective in responding to the learning needs of Islamic religious courses in public universities with very limited time.



The results of this research contribute to improving the quality of learning in Islamic education courses in public universities. The results of this research can be a reference for changing the paradigm of learning. Islamic religious education lecturers at public universities can use the results of this research to increase creativity and improve student learning outcomes. Not only cognitive intelligence, but project-based learning can also improve linguistic, psychomotor, affective, and spiritual intelligence.

The development of the project-based learning model that has been developed can be an answer to the problems of learning Islamic religious subjects. Obstacles or limitations in learning because project locations are still sporadic. Students are still looking for their own KUA (Religious Affairs Office) location that will be used as a project, so the future solution needs to be a permanent partner, such as a location that already has collaboration with the campus to be used as a place for collaborative learning so that students can make maximum use of their time as well as the location. Those used as learning places already know their purpose.

This research is limited to material about marriage in Islam, which was carried out in a limited study program environment in informatics engineering. It is hoped that in the future, this research can be continued on a wider scale, covering all study programs at other public universities. The effectiveness of the project-based learning model developed can improve the quality of learning in Islamic religious education courses and can also be applied to other courses.

## **CONCLUSION**

The learning model becomes important in achieving learning outcomes. This is very unfortunate if Islamic religious education material cannot be understood by students. These obstacles will be solved with a project-based learning model. Development is carried out using a project-based learning model. can stimulate enthusiasm for learning in Islamic religious education courses and increase understanding of the material. The learning process carried out makes the material more effective and interesting. project based learning. can change the perspective of students on learning Islamic religious education courses, if so far Islamic religious education courses are saturated so that the material is difficult to understand, with project-based learning. material in Islamic religious education courses becomes easier to understand. project based learning can be the right model in learning Islamic religious education today. if so far the learning process of Islamic religious education seems static and boring, with the development of a project based learning model. learning religious learning to be dynamic and fun. Islamic religious education course material which as long as it is textual becomes more applicable with the use of project-based learning models.

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