THE INFLUENCE OF PROJECT-BASED LEARNING MODELS ON THE STUDENTS PANCASILA CHARACTER AND OF RELIGIOUS MODERATION ATTITUDES

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Abstract
This study aims to determine the effect of the project-based learning model on the character of Pancasila students and their attitude toward religious moderation. The research method uses a quantitative approach. Data collection is done by questionnaire. Data analysis used the N-gain t-test, and conclusions were drawn. The results of this study are the effect of the project-based learning model on the character of Pancasila students and the attitude of religious moderation of students in the integrated Islamic elementary school Ash Shiddiiqi Jambi, namely that there is an influence of the PjBL learning model on the character of Pancasila students (0.0020 <0.05). The PjBL learning model also influences religious moderation (the significance value of the test is 0.03 and means <0.05). Meanwhile, based on the results of togetherness, it is also known that the PjBL learning model also influences the Pancasila character and attitudes toward religious moderation simultaneously (the significance value of the test is 0.02 and means <0.05). Thus the project-based learning model can be used as an alternative to improving the character of Pancasila students and religious moderation.
Keywords: PjBL learning model, Pancasila student character, religious moderation.

Introduction

The learning process currently being implemented is not only limited to adding knowledge or learning outcomes in the form of mastery of concepts for students (Halim, 2017) and (Khotimah & As'ad, 2020) but learning is expected to be able to shape and develop other abilities, for example, the ability to think (Adiwiguna, et al., 2019) and (Septiyani, et al., 2020) including critical thinking skills (Alsaleh, 2020), (Suparni, 2020) and (Spaska, et al., 2021), creative thinking and creativity (Efendi, 2018), (Andreevna et al., 2020) and (Trisnawati, et al, 2021) as well as to increase positive character traits in students, for example, independence (Alperi, 2019) and (Svetlana, 2020), as well as other characters including in the affective domain (A. Abdillah & Prasetyono, 2019) and (Saftari & Fajriah, 2019). This means that the learning process is directed and aimed at being able to optimally explore all the potential of students as a provision for them to achieve success in the future.

At present character learning is one that receives relatively great attention from the Indonesian government and is directed at achieving the character of Pancasila students (Kahfi, 2022). This is believed to be one of the best ways to help students or generations who have extensive knowledge and can love the nation and the country in totality. This is very much needed to ensure that every individual (student) in Indonesia has good competitiveness while still being able to maintain the unity and integrity of the nation. Therefore the character of the Pancasila Student Profile was created and developed as a guideline for Indonesian education. According to Rusnaini, et al.

(2021) and Dafitri, et al., (2022), the characteristics of Pancasila students in question include 1) Faith, piety to God Almighty and noble character; 2) independence; 3) Collaborate; 4) International diversity; 5) Critical reasoning; 6) Creative. According to Eğmir, et al., (2017) and J. Skovsgaard et al. (2018), the attainment of the Pancasila character also means the attainment of educatiional values in general and is much needed in the future.

Apart from the character of Pancasila students, another affective domain that is currently the focus of attention of the Indonesian government and is closely related to the educational process is the attitude of religious moderation (Sutrisno, 2019) and (Fahri & Zainuri, 2019). The attitude of religious moderation is a person's perspective on religion in a moderate and not excessive manner (Akhmadi, 2019) and (Hefni, 2020). This is based on the idea that everyone has the right to adhere to their religion and other people must respect it (Aziz, 2020). Therefore, through the development of this attitude of religious moderation, it is hoped that the Indonesian people, who have various religions and ethnic groups, can live in peace and tranquility, and for the sake of creating a harmonious life in the life of the nation and state because diversity is the nature of the nation and Pancasila is the true value of society (M. Abdillah, 2019).

Given the urgency of the two variables above, namely the achievement of Pancasila student character and religious moderation, the teacher as the main pillar of the learning process must be able to direct the learning process in achieving these variables. This refers to the function and main task of a teacher, namely to describe and provide understanding and role models for students so that they remain tolerant of other students of different religions and races (Kadarsih, et al., 2020), can carry out the curriculum and explore the potential of students (Amin, 2018) and (Suyati, 2019). Therefore, teachers must be able to encourage students to be friends and help each other and not insult or make fun of others. In addition, the teacher must be able to provide students with an understanding of tolerance for religious questions so that students pay attention to things that are not the same that exists between each student. This is the basis for why every teacher must have good social competence (Syarifuddin, 2019) and (Madjid, 2019).

One of the strategic efforts to develop the character of Pancasila students and an attitude of religious moderation is through the implementation of appropriate learning models. One of the learning models suggested by experts to achieve and improve learning outcomes, both in the form of cognitive, affective, and psychomotor is the Project Based Learning (PjBL) model. This model is very important to understand and implement in learning at school (Condliffe et al., 2017). This is in line with the results of research (Markula & Aksela, 2022) and Rusilowati, et al., (2019) that PjBL can be used as an alternative to improving student learning outcomes in the form of scientific literacy. As for Fahadah, et al. (2021), Zhao & Wang (2022), and Hamuni, et al. (2022) found that PjBL can be used to improve learning outcomes in the cognitive domain, namely mastery of concepts. Alam (2019) and Kumar (2021) in research also found that PjBL has a positive effect on students' problem-solving abilities, critical, and creative thinking abilities. Thus it can be understood that the PjBL learning model provides extraordinary positive results for the development of students, both in the cognitive, affective, and psychomotor domains.

Of the various studies related to the implementation of the PjBL learning model as described above, no research has attempted to examine the effect of the PjBL model on the variable character of Pancasila students and religious moderation. Considering that these two variables are important and are of widespread concern to the government and the urgency of the PjBL learning model above, it is necessary to carry out systematic research to find out the effect of the PjBL learning model on the variables of religious moderation and the character of Pancasila students. Therefore, this study aims to determine the effect of the PjBL learning model on learning outcomes that are focused on achieving Pancasilan student character and an Attitude of Religious Moderation.

Method

This study uses a quantitative approach with a quasi-experimental type. This is because not all variables related to the environment which affect the research results cannot be controlled (Hastjarjo, 2019). The data collection technique was carried out using a questionnaire. The questionnaire was used to determine the effect of the project-based learning model on the character of Pancasila students and students' attitudes toward religious moderation. The questionnaire on Pancasila student character variables focused on components: 1) Spirituality and noble character, 2) Global diversity insight, 3) ability to work together (cooperation), 4) independence in learning, 5) critical reasoning ability, and 6) learning creativity. As for the Bergama moderation attitude variable, the indicators measured are: 1) national commitment, 2) tolerance, 3) anti-violence/radicalism, and 4) accommodation to local culture. The measurement results for each variable are then quantified so that they are in the form of scores (numbers). Based on the score obtained by each student, it is then analyzed and a t-test is carried out to see the effect between variables. The population and sample in this study were fourth-grade students at the Integrated Islamic Elementary School Ash Shiddiiqi.

Result and Discuss

a. The Effect of project-based learning on the Character of Pancasila Students

The character of the Pancasila students referred to in this study are 6 indicators of the character profile of Pancasila students, namely faith and fear of the one and only God and noble character, global diversity, cooperation, independence, critical and creative reasoning. The improvement of the six profiles was measured through data after the experimental class used a project-based learning model.

Table 1. Results of the Pancasila Character Variable Test

No	Indicators	Pre-test	Post-test	N- gain	Persentase
1	Spiritual power and noble character	61	88	0,70	69,76
2	Global Diversity	62	86	0,62	62,34
3	Worked together	49	92	0,83	83,39
4	Independent	61	86	0,63	63,24
5	Critical Reasoning	48	82	0,65	64,79
6	Creative	52	85	0,68	67,80
	Mean	56	86	0,69	68,55

Based on Table 2 above, information can be obtained that in general, the implementation of the PjBL learning model can improve learning outcomes in aspects of Pancasila student character. For the Spirituality and Moral Power indicator, the pre-test results were 61 and the post-test results were 88, meaning that there was an increase in the score from the pre-test to the post-test by 27 points with an N-gain value of 0.70 (70% increase). On the Global Diversity indicator, the pre-test results were 62 and the post-test results were 86, meaning that there was an increase in the score from the pre-test to the post-test by 24 points with an N-gain value of 0.62 (an increase of 62%). As for the cooperation indicator, the pre-test results were 49 and the post-test results were 92, meaning that there was an increase in the score from the pre-test to the post-test by 43 points with an N-gain value of 0.83 (an increase of 83%). It can be understood that the first three indicators, namely Spiritual Power and noble character, Global Diversity, and Independence have increased in the "medium" and "high" categories.

Furthermore, on the independent attitude indicator, the pre-test results were 61 and the post-test results were 86, meaning that there was an increase in the score from the pre-test to the post-test by 25 points with an N-gain value of 0.63 (an increase of 63%). Critical Reasoning pre-test results of 48 and post-test results of 82 mean that there is an increase in scores from pre-test to post-test by 34 points with an N-gain value of 0.65 (65% increase). The creative pre-test results were 52 and the post-test results were 85, meaning that there was an increase in scores from the pre-test to the post-test by 33 points with an N-gain value of 0.68 (an increase of 68%). Therefore, on this indicator, the average has increased to the "moderate" category. Based on this information, information can be obtained that for the experimental class, the aspect of Pancasila student character that experienced the highest increase was the cooperation aspect with an increase of 43 points and the N-gain score in the high category, namely 0.83. Meanwhile, for the overall character of Pancasila N-gain students, experimental class data is 0.69 in the medium category.

Furthermore, to see and ensure that the PjBL model that has been carried out has an impact on improving the character of Pancasila students, a statistical correlation test is carried out. In this case, it is the T-test. The results of the T-test can be seen in Table 2 below:

Table 2. T-test of Pancasila student character variables

	Experimen Class	Control Class
Mean	0,69	0,41
Variance	0,01	0,02
Observations	6,00	6,00
Pooled Variance	0,01	
Hypothesized Mean Difference	-	
Df	10,00	
t Stat	4,14	
P(T<=t) one-tail	0,00	
t Critical one-tail	1,81	

P(T<=t) two-tail	0,0020
t Critical two-tail	2,23

Based on Table 2 above, it is known that the result of T (two-tail) is 0.0020. The lift is less than 0.05 or means the significance value of the t-test <0.05. Thus it can be said that H_0 is rejected and Ha is accepted. With this decision, it can be understood that there is an influence between the independent variables on the dependent variable (the project-based learning model variable on the character of Pancasila students).

b. The effect of the project-based learning model on the attitude of religious moderation

Furthermore, the objectives of this study, in addition to knowing the effect of the PjBL learning model on the character profile of Pancasila students, are also to look at the influence of this model on attitudes toward religious moderation. The results of the religious moderation attitude test before and after the implementation of the PjBL model in learning briefly can be seen in Table 3 below:

Table 3. Results of the Attitude of Religious Moderation test for each indicator

No	Indicators	Pre-test	Post-test	N- gain	Persentase
1	National Commitment	49	87	0,74	74,04
2	Tolerance	60	88	0,71	70,71
3	Anti Radicalism and Violence	71	90	0,65	65,00
4	Accommodating to Local Culture	64	87	0,64	64,00
	Mean	61	88	0,68	68,44

Based on Table 3 above, it can be seen that there has been an increase in the results of students' abilities in the aspect of religious moderation. This increase occurs in every indicator that is measured. For the National Commitment indicator, the pre-test results were 58 and the post-test results were 86, meaning that there was an increase in the score from the pre-test to the post-test by 28 points with an N-gain value of 0.67 (an increase of around 67%). The tolerance indicator for the pre-test results was 64 and the post-test results were 81, meaning that there was an increase in the score from the pre-test to the post-test by 17 points with an N-gain value of 0.47 (an increase of about 47%). indicators of anti-radicalism and violence, the pre-test results were 62 and the post-test results were 81, meaning that there was an increase in the score from the pre-test to the post-test by 19 points with an N-gain value of 0.50 (up 50%). As for the accommodative indicator for Local Culture, the pre-test results were 64 and the post-test results were 83, meaning that there was an increase in the score from the pre-test to the post-test by 19 points with an N-gain value of 0.52 (up 52%). Based on this information, information can be obtained that the indicator of religious moderation that experienced the highest increase was the aspect of National Commitment with an increase of 28 points and a high N-gain value of 0.67 (an increase of around 67%). Meanwhile, for all aspects of religious moderation, the N-gain data for the control class is 0.54 in the "moderate" category.

Furthermore, to find out and measure the level of influence of the PjBL learning model on the attitude of religious moderation, a statistical test was carried out. The statistical test carried out in this study was the T-test. The results of the T-test can be seen in Table 4 below:

Table 4 T-test Two-sample Assuming Equal Variances of religious moderation

	Experimen Class	Control Class
Mean	0,68	0,54
Variance	0,00	0,01
Observations	4	4
Pooled Variance	0,01	
Hypothesized Mean Difference	0,00	
Df	6,00	
t Stat	2,80	
P(T<=t) one-tail	0,02	
t Critical one-tail	1,94	
P(T<=t) two-tail	0,03	
t Critical two-tail	2,45	

Based on the results of the T-test as shown in Table 4 above, it can be seen that the significance value of the test is 0.03 and means <0.05. These results indicate that H_0 is rejected or Ha is accepted. In other words, it can be said that there is an influence between the independent variables on the dependent variable (the project-based learning model variable on religious moderation).

c. The influence of the project-based learning model on the character of Pancasila students and the moderation of students' religious attitudes

Furthermore, to find out whether the PjBL learning model affects the Pancasila student character variables and the Moderation Attitude of the students at SD IT As-Siddiqii, a two-way T-test was carried out (simultaneously). The results of the two-way T-test which were carried out manually can be seen in Table 5 below:

Table 5. T-test Two-sample Assuming Equal Variances

	Experiment Class	Control Class
Mean	0,69	0,46
Variance	0,00	0,02
Observations	10,00	10,00
Pooled Variance	0,01	
Hypothesized Mean Difference	0,00	
Df	18,00	
t Stat	4,66	
P(T<=t) one-tail	0,00	
t Critical one-tail	1,73	
P(T<=t) two-tail	0,0002	
t Critical two-tail	2,10	

Based on the results of the research data analysis, it can be seen that the significance value of the T-test is 0.0002, which means <0.05. The test results show that H_0 is rejected and Ha is accepted, meaning that there is an influence between the independent variables on the dependent variable (the project-based learning model variable on the character of Pancasila students and attitudes of religious moderation together). This influence can be seen from the activeness of students in participating in learning, the growth of the character of Pancasila students, and the attitude toward religious moderation.

The results of this study prove that the PjBL learning model has a positive impact on the development of the Pancasila character. In general, the PjBL learning model can improve each indicator on the measured variable. This shows that the results of this study are in line with previous research conducted by (Condliffe et al., 2017), Fahadah et al. (2021), and Iryanto (2021) that the PjBL learning model can be used as an alternative in improving student learning outcomes in general. Likewise, the results of research by Noviyana (2017), and Crespí, et al. (2022) found that the PjBL model can be used to improve learning outcomes in certain subjects, for example, mathematics. Therefore, the application of the PjBL learning model is both an opportunity and a challenge for teachers (Aldabbus, 2018) and (Cruz & Rivera, 2022).

In addition, the results of this study also show the truth of the previous theory that the PjBL learning model has many advantages. Some of the advantages of the PjBL learning model include: being able to activate student learning activities, because of its student center nature. Srinivasa, et al. (2018), (Anggraini & Wulandari, 2021) and (Kim, 2021) improve students' ability to solve project problems, acquire new knowledge and skills in learning (Suciani, et al., 2018). Even related to the development of the Pancasila character, Dewi (2022) states that PjBL is a learning strategy that is very suitable for increasing the profile of Pancasila students because PjBL has the advantage of being able to improve learning outcomes, achievement, motivation, and 4C abilities, namely collaboration, communication, critical thinking, creative thinking from students. Thus, the selection of the PjBL learning model in this study was the right step.

Referring to the previous theory, the character of Pancasila which includes spirituality and noble character, global diversity, cooperation or cooperation, independence, critical reasoning, and creativity is the result of learning in the affective domain (Nurhidayati & Sunarsih, 2013) and (Adawiah, et al., 2022) also fall into the higher order thinking category. This is as mentioned by Manik, et al. (2020) that independence in solving a problem is part of higher-order thinking skills. Apart from that, Amalia & Pujiastuti (2020) also stated that reasoning and logic or critical reasoning is a form of higher-order thinking. This means that the Pancasila character which is included in the learning

outcomes of the affective category is also included in the ability to think at a higher level. Thus indirectly it can also be said that the implementation of the PjBL learning model in research can also improve students' higher-order thinking skills. This is in line with the results of research by Niswara, et al., (2019), Puspitasari & Wulandari (2022), and Ali Mufti (2022) that the PjBL learning model has a positive effect on students' high-order thinking abilities.

Referring to the results of the assessment of the Pancasila character indicators (Table 1), it can be seen that the cooperation or cooperation indicator experienced the highest increase, namely 83.39%. This fact shows that the PjBL learning model has great potential in creating a generation that can work better together or collaborate with others to open wider opportunities for success for students in the future. This spirit of cooperation and collaboration has the potential to create a better future, for example creating a quality education system (Ramdani, 2019). Raharja (2009) and Kalangi, et al. (2020) stated that collaboration is one of the future business strategies. Cooperation and collaboration between citizens also have the potential to strengthen national unity and integrity (Yoesgiantoro, 2014). Therefore, in essence, the implementation of the PjBL learning model in learning provides opportunities for students to be more successful in the future, both personally and as citizens.

From the point of view of moderation in religion, it is stated that the purpose of developing an attitude of moderation in religion is to develop an attitude of moderation or not exaggerating in religion (Arafah, 2020). Lukman, (2019) also stated that the attitude of religious moderation is intended to create a generation that has an attitude of tolerance and mutual respect for fellow citizens. Meanwhile, Mussafa (2018) states that an attitude of religious moderation is needed to eliminate radicalism and hostility based on religion. Meanwhile, M. Abdillah (2019) explains that religious moderation is needed to create a peaceful, safe, and prosperous society. Thus, the results of this study prove that the PjBL learning model which has a positive effect on students' religious moderation attitudes also means increasing students' tolerance, not being excessive and religious, not relying on religion, and they have the potential to play an active role in creating a peaceful, safe society. and prosperous.

Referring to the results of this study, in general, it can be said that the PjBL learning model can empirically improve the character of Pancasila and the attitude of religious moderation in fourth-grade students of As-Siddiqqi Integrated Islamic Elementary School. However, this research still has several weaknesses, including that this research is quantitative, while attitudes, both the Pancasila character, and religious moderation are included (affective domain) or behavior which is also qualitative. Therefore, research still needs to be developed or continued with qualitative research so that the positive impact of the PjBL learning model on the Pancasila character and attitude of religious moderation can be understood comprehensively (quantitatively and qualitatively).

Conclusion

Based on Table 2 above, it is known that the result of T (two-tail) is 0.0020. The lift is less than 0.05 or means the significance value of the t-test <0.05. Thus it can be said that H_o is rejected and Ha is accepted. With this decision, it can be understood that there is an influence between the independent variables on the dependent variable (the project-based learning model variable on the character of Pancasila students). Furthermore, based on the results of the T-test on the second variable, it can be seen that the significance value of the test is 0.03 and means <0.05. These results indicate that H_o is rejected or Ha is accepted. In other words, it can be said that there is an influence between the independent variables on the dependent variable (the project-based learning model variable on religious moderation). As for the results of the research data analysis, it can be seen that the significance value of the T-test is 0.0002 which means <0.05, meaning that there is an influence between the project-based learning model on the character of Pancasila students and the attitude of religious moderation together.

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