

INTEGRATION OF ISLAMIC VALUES IN THE PROJECT BASED LEARNING MODEL AND ITS RELEVANCE TO THE STRENGTHENING OF SCIENTIFIC AND RELIGIOUS LITERACY

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Abstract: This research is motivated by the challenges in integrating science and religious literacy in vocational high school. The purpose of this study is to describe the implementation of Islamic values-based Project-Based Learning (PBL) model to improve science and religious literacy at Al Karomah Berastagi Private Vocational School. Using a descriptive qualitative approach, data were collected through participatory observation, in-depth interviews, and documentation studies. The results showed that the implementation of PBL was carried out systematically through planning, implementation, reflection, and presentation, with the integration of Islamic values in each stage. This implementation improved students' mastery of scientific concepts, critical thinking skills, and the application of science in daily life. Students' religious literacy also develops through the understanding of Qur'anic verses relevant to science, as well as the internalization of spiritual values and religious practices. The role of teachers, school support, and the involvement of the social environment are important factors in the success of this model. Although there are obstacles, cross-subject collaboration strategies can be an effective solution. The implication of this research shows that Islamic values-based PBL can be an effective model for integrating science and religious literacy and promoting holistic learning in schools.

Keywords: Project-Based Learning, Islamic Values, Science Literacy

Abstrak: Penelitian ini dilatarbelakangi oleh tantangan dalam mengintegrasikan literasi sains dan keagamaan di sekola menengah kejuruan. Tujuan penelitian ini adalah mendeskripsikan implementasi model Project-Based Learning (PBL) berbasis nilai-nilai Islam untuk meningkatkan literasi sains dan keagamaan di SMK Swasta Al Karomah Berastagi. Menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi partisipatif, wawancara mendalam, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa penerapan PBL dilakukan secara sistematis melalui perencanaan, pelaksanaan, refleksi, dan presentasi, dengan integrasi nilai-nilai Islam di setiap tahap. Implementasi ini meningkatkan penguasaan konsep ilmiah, keterampilan berpikir kritis, dan penerapan sains dalam kehidupan sehari-hari siswa. Literasi keagamaan siswa juga berkembang melalui pemahaman ayat-ayat Al-Qur'an yang relevan dengan sains, serta internalisasi nilai spiritual dan praktik religius. Peran guru, dukungan sekolah, dan keterlibatan lingkungan sosial menjadi faktor penting dalam keberhasilan model ini. Meskipun terdapat kendala, strategi kolaborasi lintas mata pelajaran dapat menjadi solusi efektif. Implikasi penelitian ini menunjukkan bahwa PBL berbasis nilai-nilai Islam dapat menjadi model efektif untuk mengintegrasikan literasi sains dan keagamaan serta mendorong pembelajaran holistik di sekolah.

Kata Kunci: Project Based Learning, Nilai Keislaman., Literasi Sains

INTRODUCTION

Education in the modern era requires students to not only master knowledge but also have strong character and religious values. Education in the modern era requires students to not only master knowledge but also have strong character and religious values. Amidst globalization and rapid technological developments, students need to be equipped with science literacy skills so that they can think critically and logically and are able to solve everyday problems scientifically. However, on the other hand, strengthening religious values is also very important to shape a noble and moral personality. This is where the integration of scientific literacy and religious literacy in the learning process becomes important (Lubis et al., 2023).

The problem in the theoretical perspective arises because the learning approaches that have been widely used in schools, including vocational schools, are still conventional and focus only on cognitive aspects. The problem that arises in the theoretical perspective is that the learning approaches that have been widely used in schools, including vocational schools, are still conventional and focus only on cognitive aspects. In fact, according to constructivist learning theory, meaningful learning will occur when students actively construct their own knowledge through direct experience and involvement in real activities (Mayasari et al., 2022). The Project Based Learning model is one approach that is in

line with this theory because it emphasizes the active involvement of students in contextual and authentic projects. Project Based Learning is a learning model that focuses on project activities as the core of the learning process. PBL is a learning model that presents real-world problems as the first step in designing meaningful learning activities for students. In PBL, students are encouraged to learn actively through investigation, exploration, and problem solving in the form of authentic projects (Fauziyah & Syah, 2022).

Problem-Based Learning is a curriculum that plans learning to achieve an instructional goal. PBL is a learning model that initiates students by presenting a problem to be solved by the students. During the problem-solving process, students build knowledge and develop problem-solving skills and self-regulated learner skills. In the PBL learning process, all activities organized by students must be systematic. This is necessary to solve problems or face challenges that will be needed in their careers and daily lives (Sari et al., 2020).

The learning process using the Project Based Learning (PBL) model begins by dividing students into small groups, each consisting of about 5 to 8 people. Each group will be given a real problem that is often encountered in everyday life. The students' task is to try to solve the problem with the knowledge they already have, while seeking additional information from various

sources to help find the solution. The steps to be taken include: understanding the problem, making a preliminary assumption (hypothesis), noting down things that still need to be learned, and designing activities or experiments that can be carried out to find answers (Destriani et al., 2022).

However, there are still few theories that discuss in depth how PBL can be developed specifically based on Islamic values, especially in the context of science learning (Syawaly & Hayun, 2020). This creates a gap in the application of PBL, which not only prioritizes the achievement of scientific knowledge but also the strengthening of moral and spiritual values, which are very important in Islamic education.

The problem is also evident in the field. Initial observations and interviews at Al Karomah Berastagi Private Vocational School show that science education is still not optimal in developing students' science literacy. Students tend to memorize without understanding the concepts in depth, and religious values are not yet integrated into the learning process. In fact, this school has strong potential and commitment to developing education based on Islamic values (Yunan Harahap et al., 2023). This shows that there is an urgent need for a learning model that is able to combine mastery of knowledge with the strengthening of Islamic character. (Manshuruddin et al., 2019)

Meanwhile, the research gap is evident in the lack of studies examining

the implementation of a *Project Based Learning* model developed contextually with Islamic values in the context of vocational schools, particularly to improve both scientific and religious literacy. Several previous studies have discussed the effectiveness of PBL in improving cognitive abilities or 21st-century skills, but not many have explicitly linked it to Islamic values and the development of students' religious literacy. Therefore, research is needed that specifically examines how the implementation of an Islamic values-based PBL model can be developed and applied effectively at Al Karomah Berastagi Private Vocational School (Widya, 2019).

The contribution of this research is both theoretical and practical. Theoretically, this research will enrich the literature on the application of PBL based on Islamic values in vocational education (vocational high schools), as well as fill the gap in studies linking project-based learning with religious values. This research is also expected to provide a deeper understanding of how to integrate Islamic values with science literacy in vocational education.

In practical terms, this research is expected to provide concrete solutions for teachers and schools in designing and implementing an Islamic values-based PBL learning model that can develop science and religious literacy in a balanced manner. The findings of this research are expected to be used as a reference by other vocational schools in implementing

learning that focuses not only on cognitive aspects but also on the character and spiritual aspects of students.

METHOD

This study uses a qualitative method with a descriptive approach because its objective is to gain an in-depth understanding of the implementation of Islamic values-based Project Based Learning at Al Karomah Private Vocational School in Berastagi. The researcher acted as a key instrument directly involved in the natural school situation to capture the process, context, and dynamics of learning holistically, while continuously reflecting on the findings throughout the research process.

Data sources consist of primary and secondary data. Primary data was sourced from Islamic Education teachers, science teachers who implemented PBL, grade XI students involved in integrated projects, as well as the principal and vice principal in charge of curriculum who set learning policies. Secondary data included official documents such as Lesson Plans, assessment results, photos and videos of activities, as well as written school policies regarding the integration of Islamic values and literacy development.

Data collection techniques were carried out through participatory observation, in-depth interviews, and complementary documentation studies. Observation was used to systematically record project activities from planning to presentation, while semi-structured

interviews explored the perceptions, experiences, and challenges faced by teachers, students, and school administrators. Documentary studies examined lesson plans, assessment rubrics, and school archives as supporting evidence and contextual explanations. The entire process was supplemented by field notes and researcher reflections to capture phenomena not recorded in formal instruments (Bungin, 2001).

Data analysis follows the Miles and Huberman model, which includes three interactive steps: data reduction, data presentation, and conclusion drawing and verification. In the reduction stage, field data is sorted, coded, and grouped into categories such as Islamic value integration strategies, forms of science-religion literacy, and project achievements (Matthew B. Miles, 1992). The data presentation stage is carried out by organizing the data reduction results into a form that is easy to read, understand, and trace so that researchers can see patterns, relationships between categories, and the possibility of new findings. Finally, conclusions are drawn gradually and verified repeatedly through checking the consistency of new data, member checks, and peer discussions until valid conclusions are reached (Swendra, 2018).

To ensure data validity, this study used source triangulation and method triangulation techniques. Source triangulation was conducted by comparing information obtained from various primary

data sources, such as interviews with teachers, students, and school principals, as well as secondary data from school documents. Method triangulation was conducted by comparing the results of observations, interviews, and documentation studies to ensure the consistency and validity of the findings. In addition, member checking was also carried out by involving participants to verify the research findings, as well as peer discussions to evaluate the interpretations and conclusions drawn from the data.

RESULTS AND DISCUSSION

Description of the Implementation of Islamic Values-Based Problem-Based Learning

Based on the results of observations, interviews, and documentation studies conducted at Al Karomah Private Vocational School in Berastagi, the implementation of the Islamic values-based Project-Based Learning model was carried out through systematic stages that reflected the synergy between scientific and spiritual approaches. The learning process began with the formulation of projects that were contextual and relevant to the lives of students, such as themes of a healthy environment, household waste recycling, renewable energy, and the use of medicinal plants. Each project is designed to be relevant to the basic competencies of science subjects, particularly biology and physics, but at the same time integrated with Islamic values such as honesty, responsibility, trustworthiness, and gratitude for Allah's creation.

In the initial meeting, the teacher presents the main issues of the project and relates them to verses from the Qur'an or hadith. For example, on the theme of waste recycling, the lesson begins with QS. Al-Baqarah: 205 and a discussion about the prohibition of damaging the environment. The teacher acts as a facilitator who guides students to develop a project action plan in groups. In groups of 5-6 students, students design a workflow, determine the division of tasks, and set project success indicators.

Islamic values began to emerge in this process when students were invited to draw up a group work contract based on Islamic manners, such as deliberation, mutual assistance, and respect for opinions. Teachers guided students not only from a scientific perspective but also spiritually, for example, by emphasizing the importance of sincere intentions for the sake of Allah and inviting students to pray before starting experiments.

During the project, students were actively involved in experiments, field data collection, and literature research. At the same time, teachers observe and guide the development of students' religious attitudes. In the documentation reviewed, it was found that the observation sheets included indicators of spiritual attitudes such as patience in completing tasks, perseverance in research, and concern for the environment as a form of responsibility as caliphs on earth.

The presentation of project results was conducted in a mini-seminar format, where students presented their findings in

front of teachers and peers. Each group was required to relate the project results to Islamic values and include relevant verses or hadiths. In the reflection session, teachers and students jointly evaluated the learning process and outcomes, including the spiritual aspects gained during the activity. This stage strengthened the metacognitive and religious awareness of the students.

Improving Science Literacy through Islamic Values-Based PBL

The implementation of the Islamic values-based Project Based Learning model has been proven to significantly improve students' science literacy. Based on data from interviews with subject teachers and analysis of project assessment rubrics, there has been significant progress in three main aspects of science literacy: (1) mastery of scientific concepts, (2) scientific thinking skills, and (3) application of science in everyday life.

Mastery of scientific concepts is evident in students' ability to explain scientific principles relevant to the project, such as photosynthesis, the nitrogen cycle, Archimedes' principle, and so on. Students did not just memorize scientific concepts, but were able to relate them to their real experiences in the project. This is in line with the theory of science literacy, which emphasizes that science literacy is not only related to memorizing concepts, but more to understanding the scientific process and applying concepts in everyday life (Jakiah & Sari, 1907). The application of Islamic value-based PBL supports students in

gaining a deeper understanding, connecting knowledge with spiritual values that lead to a more comprehensive understanding of science as God's creation.

Scientific thinking skills are reflected in the process of students formulating hypotheses, designing experiments, processing data, and drawing conclusions based on findings. In this case, students show an improvement in scientific communication skills, both in written reports and oral presentations. The PBL model effectively supports the development of scientific thinking skills because it gives students the freedom to explore knowledge and solve problems through authentic and contextual project activities (Rokhim et al., 2022). This enables students to develop critical thinking skills that are essential in science literacy.

The application of science in everyday life is evident in students' awareness of the importance of utilizing scientific knowledge to solve social problems, such as waste management, water conservation, and environmental health. As one student said, "I just realized that physics can help us make simple water filters, and that can be useful for the community." This is in line with the definition of science literacy that emphasizes the ability to apply scientific knowledge in a social context, which encourages students to use science not only for personal gain, but also for the welfare of the community.

With an Islamic values-based PBL approach, science literacy does not develop

mechanically but is embedded in spiritual awareness. Science is positioned as a vehicle for recognizing and witnessing the greatness of Allah, as emphasized in the Qur'an Surah Ali Imran verses 190–191: "Indeed, in the creation of the heavens and the earth, and the alternation of night and day, there are signs for those who think." This integration gives deeper meaning to the learning process and encourages students to not only become scientists, but also scientists with good character and moral responsibility, in accordance with Islamic values that teach the importance of balance between knowledge and ethics. Thus, PBL based on Islamic values can enrich students' learning experiences and encourage them to become intellectually intelligent and spiritually strong individuals.

Strengthening Religious Literacy in the Context of Science

Islamic values-based PBL also contributes significantly to strengthening students' religious literacy. In each project, students are invited to connect their scientific findings with Islamic teachings, both through the study of kauniyah verses (signs of Allah's power in nature) and the implementation of Islamic moral values.

For example, in a project on processing organic waste into compost, students not only learn about the biological decomposition process, but also discuss Al-Qur'an surah al-A'raf verse 31 about the prohibition of excessiveness and the importance of maintaining cleanliness as part of faith. This activity fosters ecological and religious awareness, where students

understand that protecting the environment is part of worship and a form of caring for Allah's creation.

Furthermore, students showed progress in understanding spiritual values such as patience, sincerity, honesty, and discipline. Observations showed that students who were initially passive in religious activities began to actively discuss the meaning of verses, relate scientific discoveries to verses in the Qur'an, and even motivate their groupmates to pray on time during project activities.

Another interesting thing is the emergence of reflective religious literacy. In their project journals, several students wrote about their spiritual experiences, such as their amazement at the mechanism of photosynthesis as proof of Allah's power, or their awareness of the importance of being grateful for clean air, which is often taken for granted. This shows that the integration of Islamic values does not stop at the cognitive level, but touches on deep affective and spiritual dimensions.

The Role of Teachers and the School Environment

Teachers play a central role in the successful implementation of Islamic values-based Project Based Learning (PBL) in vocational schools. Based on interviews with Islamic Education teachers and science teachers, they not only act as teachers but also as project designers, learning facilitators, and spiritual mentors. As project designers, teachers are responsible for designing learning activities that not only cover scientific concepts but also

integrate Islamic values such as honesty, responsibility, and patience into each stage of the project. This ensures that the learning process focuses not only on cognitive aspects but also on character development.

As learning facilitators, teachers play a role in helping students find solutions, ask questions that trigger critical thinking, and provide constructive guidance. Teachers are also tasked with providing feedback based on morals that lead to the improvement of students' religious and moral attitudes. The personal example set by teachers in their daily lives greatly influences students in emulating the Islamic values taught. Teachers who demonstrate discipline, honesty, and patience in facing challenges in the classroom become role models for students to emulate.

In addition, the principal and management team support the successful implementation of Islamic value-based PBL by providing supporting facilities, such as adequate laboratory space, additional time for projects, and forums for presenting student work. This support is crucial in creating an atmosphere conducive to the development of projects that actively involve students. The school's religious culture also plays a role in strengthening an integrative learning environment. For example, each project session begins with a recitation of the Qur'an, which not only enhances spiritual awareness but also creates peace and focus for students as they engage in learning activities.

Social environmental factors also contribute greatly to the success of Islamic

values-based PBL. Parental involvement in household projects, such as helping students with experiments or discussing the projects being worked on, reinforces the application of Islamic values in students' daily lives. In addition, community support in the form of exhibitions of students' work shows that the PBL approach is capable of building a broader educational network, namely by establishing collaboration between schools, families, and the community. This is in line with the spirit of Islamic education, which emphasizes collective involvement in shaping students' character, so that learning becomes more holistic and participatory. Character building through project-based learning not only covers the mastery of knowledge but also the development of attitudes, values, and ethics that are useful for students' social lives.

Challenges and Solutions in Implementation

Although the results obtained were positive, this study also found a number of challenges. First, teachers' limited understanding of the integration of Islamic values into the context of science remains an obstacle. Not all teachers have a strong religious background, so continuous training and mentoring are needed.

Second, limited learning time meant that some projects could not be completed optimally. Teachers found it difficult to adjust the curriculum targets to the depth of the projects. Therefore, the solution offered was to reorganize the project schedule thematically across semesters and to

collaborate between subjects. Third, not all students were accustomed to working in a project format that required independence, collaboration, and critical thinking skills. Some students show resistance or dependence on teacher instructions. To overcome this, teachers gradually guide students using the scaffolding method, soft-skill training, and formative evaluation that emphasizes the process.

Fourth, in terms of assessment, a rubric covering cognitive, affective,

psychomotor, and spiritual aspects is needed. Currently, assessment still tends to focus on the final product of the project. In the future, an evaluation system needs to be developed to measure the achievement of Islamic values more holistically, for example through character portfolios, spiritual reflections, and behavioral observations. All research findings are presented in the table below:

Table 1. Analysis of Research Findings and Theoretical Support in Islamic Values Based Problem based learning

No	Findings	Novelty	Theoretical Support
1	Implementation of PBL based on Islamic values	Islamic values-based PBL model in science learning at vocational high schools.	Zone of Proximal Development (ZPD) - Contextual and collaborative learning (Vygotsky, 1978).
2	Improving Science literacy	Learning that connects science with spiritual values.	Learning through direct experience (Piaget, 1973).
3	Mastery of scientific concepts and scientific thinking	Students construct knowledge through contextual projects.	Learning through discovery and direct experience (Bruner, 1960).
4	Application of science in everyday life	An Islamic values-based PBL model to build students' social responsibility.	Learning must be relevant to real life (Dewey, 1938)
5	Integration of science with Islamic values	Connecting science with spirituality and character development in students.	Multiple intelligences and the integration of values in learning (Gardner, 1983).
6	Strengthening religious literacy	Fostering religious awareness in the context of society and science.	Experiential learning, connecting knowledge with personal experience (Kolb, 1984).
7	Student awareness of the environment	Islamic values-based PBL teaches ecological and social responsibility.	Social learning and the influence of the environment in character formation (Bandura, 1986).
8	Enhancement of spiritual attitudes	Simultaneous strengthening of character and scientific knowledge.	The formation of moral and social identity in the developmental process (Erikson, 1963).

CONCLUSION

Based on the results of research conducted through observation, interviews, and documentation at Al Karomah Private Vocational School in Berastagi, it can be concluded that the implementation of the Project-Based Learning model based on Islamic values has proven to be effective in simultaneously developing students' scientific and religious literacy. This approach has not only succeeded in improving the contextual understanding of scientific concepts, but also strengthened the internalization of Islamic values in an active and meaningful learning process. This model encourages students to not only think scientifically, but also to behave in a religious, critical, and responsible manner towards the environment and social life. PBL based on Islamic values provides an integrative space for the intellectual and spiritual development of students. Students' active involvement in project activities not only enriches their academic understanding, but also fosters applicable Islamic character. Teachers act as key facilitators who instill Islamic values in every stage of the project, from planning and implementation to evaluation. Despite a number of technical and pedagogical challenges, this approach shows that education that combines knowledge and faith is a relevant solution to the challenges of 21st-century education.

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