



THE DEVELOPMENT OF PROJECT-BASED ISLAMIC CULTURAL HISTORY LEARNING MATERIALS ON ALI IBN ABI TALIB'S EXEMPLARY CHARACTER TO STRENGTHEN GENEROSITY AND LOVE VALUES IN FIFTH-GRADE MADRASAH IBTIDAIYAH STUDENTS

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Abstract

Background: Islamic Cultural History (SKI) learning in Madrasah Ibtidaiyah is often focused on cognitive understanding and provides limited opportunities for students to practice character values in real-life situations. Consequently, the value of generosity exemplified by Ali bin Abi Talib has not been optimally internalized by students. **Objective:** This study aimed to develop and evaluate the feasibility, practicality, and effectiveness of Project-Based Learning (PjBL)-based SKI instructional materials integrated with CINTA values to foster generosity among fifth-grade Madrasah Ibtidaiyah students. **Method:** This study employed a Research and Development (R&D) approach using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The participants were fifth-grade students of MIN 6 Tapin. Data were collected through observations, interviews, questionnaires, documentation, learning achievement tests, project assessments, and attitude observations. Data were analyzed using descriptive qualitative and quantitative techniques. **Results:** The developed product achieved a very high level of validity with an average expert validation score of 84.55%, was highly practical based on teacher assessments (92.1%), and received highly positive student responses (93.3%). The implementation process was rated excellent with a score of 92.9%. Learning outcomes improved from a pretest mean score of 67.4 to a posttest mean score of 88.6, while students' generosity attitudes increased from 70.8% to 92.4%. **Novelty:** This study integrates the CINTA values framework into PjBL-based SKI instructional materials focusing on the exemplary character of Ali bin Abi Talib, providing a systematic approach to character education through authentic learning experiences. **Conclusion:** The developed instructional materials are valid, practical, and effective in enhancing students' understanding of Islamic historical figures while fostering generosity and character development through meaningful project-based learning activities.

Keywords: Islamic Cultural History; Project-Based Learning; CINTA Values; Generosity

INTRODUCTION

Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) learning in Madrasah Ibtidaiyah plays a strategic role not only in providing historical knowledge but also in instilling exemplary Islamic values in students' daily lives (Munawir & Faidah, 2026). One of the prominent Islamic figures who embodies strong moral values is Ali bin Abi Talib, particularly through his generosity, which serves as an important role model for students (Sumardi, 2020). However, in practice, SKI instruction remains predominantly theoretical and teacher-centered, resulting in students acquiring conceptual knowledge without sufficient opportunities to experience and practice these values in real-life situations. Consequently, the implementation of generous behavior among students remains limited, reflecting an imbalance between the cognitive, affective, and psychomotor domains of learning.

In the context of contemporary elementary education, character formation requires learning experiences that actively engage students in meaningful activities. Generosity, as one of the essential Islamic character values, cannot be effectively developed through knowledge transmission alone but requires opportunities for students to practice caring, sharing, and helping behaviors in authentic situations. Therefore, learning models that emphasize active participation and experiential learning are highly relevant to support character internalization among Madrasah Ibtidaiyah students.

Previous studies have demonstrated that character education in Madrasah Ibtidaiyah requires a comprehensive and contextual approach. Character formation cannot be effectively achieved solely through lectures or memorization; rather, it should be supported by authentic learning experiences that enable students to internalize values meaningfully. Ariyanto et al. (2022) focused on character development through positive habituation, while Ma'zumi et al. (2024) examined the implementation of Project-Based Learning (PjBL) in Islamic Religious Education. Nevertheless, no previous study has specifically developed SKI instructional materials on the exemplary character of Ali bin Abi Talib by integrating the Project-Based Learning model with CINTA values to foster generosity among Madrasah Ibtidaiyah students.

Despite these contributions, existing studies still exhibit several limitations. Most research has concentrated primarily on enhancing students' cognitive understanding of values and has not specifically integrated project-based learning with a systematic values-based approach such as the CINTA framework. Furthermore, the implementation of PjBL within the context of SKI instruction, particularly regarding the exemplary lives of Islamic figures, remains underexplored and insufficiently structured.

The Project-Based Learning model provides students with opportunities to learn through investigation, collaboration, problem-solving, and the creation of meaningful projects. Through project activities, students are encouraged to connect learning content with real-life situations, making character values more concrete and applicable. Meanwhile, the CINTA values framework serves as a moral foundation that guides students in understanding and practicing positive

behaviors throughout the learning process. The integration of these two approaches is expected to create a learning environment that simultaneously develops historical understanding, character awareness, and practical social skills.

Based on these considerations, a research gap exists in the limited integration of the Project-Based Learning model and the CINTA values framework within SKI instruction to promote the practical development of generosity among students. Such integration has the potential to bridge the gap between conceptual understanding and the real-life application of moral values in students' daily experiences (Khoerunnisa et al., 2025).

The novelty of this study lies in the development of a Project-Based Learning-based SKI instructional product that systematically integrates CINTA values into learning activities, project tasks, student worksheets, and assessment procedures. Unlike previous studies that generally focused on character education or PjBL separately, this study combines both approaches within the context of Islamic Cultural History learning, particularly through the exemplary character of Ali bin Abi Talib. This integration is expected to provide a more comprehensive instructional model for fostering generosity among Madrasah Ibtidaiyah students.

Therefore, this study aims to develop Project-Based Learning-based SKI instructional materials integrated with CINTA values on the topic of Ali bin Abi Talib's exemplary character to foster generosity among fifth-grade Madrasah Ibtidaiyah students. In addition, the study evaluates the feasibility, practicality, and effectiveness of the developed instructional product (Markham et al., 2003). It is expected that this research will contribute to the development of a learning model that not only enhances students' understanding of Islamic historical values but also promotes the meaningful cultivation of generosity in their everyday lives.

METHODS

This study employed the Research and Development (R&D) method, which is a research approach used to develop specific educational products and evaluate their effectiveness (Sugiyono, 2016). The study also adopted the ADDIE instructional design model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The ADDIE model was selected because it provides a systematic and structured framework for developing instructional products that effectively address students' learning needs. The use of the ADDIE model enabled the researcher to systematically identify learning problems, design appropriate instructional solutions, develop and validate the product, implement it in a real classroom setting, and evaluate its effectiveness in achieving the intended learning outcomes.

The research was conducted at MIN 6 Tapin, with fifth-grade students of Class V-B serving as the research participants. The object of this study was the development of Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) learning materials on the topic of the exemplary character of Ali bin Abi Talib. The materials were developed based on the Project-Based Learning (PjBL) model and integrated with the CINTA values framework to foster students' generosity. The developed product consisted of a teaching module, project activity guidelines, student worksheets

(LKPD), learning media, and assessment instruments designed to support the development of cognitive understanding and generosity-related behaviors.

Data were collected through observation, interviews, questionnaires, and documentation. Observation and interviews were conducted during the needs analysis stage, while questionnaires were administered to obtain validation data from subject-matter experts, curriculum experts, Islamic Religious Education (PAI) practitioners, and PAI observers, as well as students' responses to the developed product. The validation process involved four validators representing different areas of expertise to ensure that the developed product met standards of content accuracy, instructional design, language appropriateness, and practical applicability. Documentation was used to collect supporting evidence such as lesson plans, photographs of learning activities, students' project outputs, and other relevant learning documents.

During the analysis stage, researchers identified students' learning needs, existing instructional conditions, and problems related to character development through classroom observations and teacher interviews. At the design stage, learning objectives, project activities, teaching materials, and assessment instruments were formulated based on the principles of Project-Based Learning and the CINTA values framework. The development stage involved preparing the instructional product and revising it based on expert feedback. The implementation stage consisted of classroom trials with fifth-grade students, while the evaluation stage focused on assessing product quality and learning outcomes to determine its feasibility, practicality, and effectiveness.

Data analysis was carried out using both qualitative and quantitative descriptive approaches. Qualitative data were analyzed through content analysis, involving data reduction, data display, and conclusion drawing. Quantitative data were analyzed using a Likert scale and percentage calculations to determine the feasibility, practicality, and effectiveness of the developed instructional materials. The feasibility level of the product was determined based on expert validation results, while practicality was measured through student response questionnaires and observations of learning activities during implementation. Effectiveness was evaluated by comparing students' learning outcomes before and after the implementation of the developed materials. The obtained scores were converted into percentages and interpreted according to predetermined feasibility criteria to determine the overall quality of the instructional product.

Through these procedures, the study sought to ensure that the developed Project-Based Learning-based SKI instructional materials integrated with CINTA values were valid, practical, and effective in fostering generosity among fifth-grade Madrasah Ibtidaiyah students.

RESULTS AND DISCUSSION

RESULTS

a. Analysis

The analysis stage was conducted to identify the needs for developing Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) instructional materials on the topic of the exemplary character of Ali bin Abi Talib in fostering generosity among fifth-grade students at Madrasah Ibtidaiyah. The analysis covered learning outcomes, learning objectives, instructional materials, media, teaching methods, and assessment practices used in the learning process.

Based on the analysis of the learning outcomes related to the topic of the Rightly Guided Caliphs (Khulafaur Rashidin), students are expected to analyze the exemplary stories of the caliphs, including Ali bin Abi Talib, as inspiration for applying democratic and optimistic leadership values in daily life. However, these learning outcomes primarily emphasize the cognitive domain because they focus on students' abilities to understand and analyze information. In contrast, the characteristics of Madrasah Ibtidaiyah students indicate that they learn more effectively through direct experiences and concrete activities. Therefore, instructional approaches are needed that connect conceptual understanding with the practical application of values in everyday life.

The analysis of the learning objectives revealed that students are expected to implement the exemplary values demonstrated by Ali bin Abi Talib in their daily activities. These objectives address the skills domain because they require students to engage in real actions. However, classroom instruction is still largely dominated by lecture-based methods, limiting students' opportunities to gain meaningful experiences in practicing these values. This condition highlights the need for a learning model that actively engages students through collaborative and experiential learning activities.

The analysis of the instructional materials showed that the content includes stories illustrating Ali bin Abi Talib's generosity, which embody values such as sincerity, social concern, and prioritizing the needs of others. Nevertheless, the materials primarily focus on narrative presentation and comprehension exercises, providing limited opportunities for students to practice generosity directly. To illustrate the condition of the instructional materials before development, an example of the materials used by teachers is presented in Figure 1.

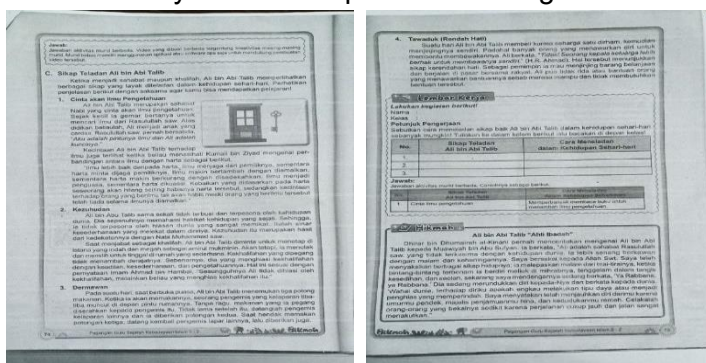


Figure 1. Instructional Material on Generosity Prior to Development

As shown in Figure 1, the instructional materials used before development were dominated by narrative content and comprehension questions. The materials did not include project activities, sharing programs, or collaborative tasks that would enable students to apply the value of generosity directly. Furthermore, the integration of the CINTA values framework was not

explicitly evident in the learning activities, limiting the effectiveness of character development efforts.

In addition to analyzing the existing instructional materials, this study conducted a needs assessment of several instructional components, including learning outcomes, learning objectives, instructional materials, media, teaching methods, and assessment strategies. The results of this needs assessment served as the foundation for designing the instructional product. A summary of the findings is presented in Table 1.

Table 1. Needs Analysis Results for the Development of SKI Instructional Materials

Aspect Analyzed	Findings	Development Needs
Learning Outcomes	Focused on analyzing and understanding the exemplary character of Islamic figures	Learning activities integrating conceptual understanding and practical character development
Learning Objectives	Emphasize value implementation but lack supporting practical activities	Experiential and practice-oriented learning activities
Instructional Materials	Consist mainly of narratives and comprehension exercises	Materials integrated with sharing projects and character-building activities
Learning Media	Text-based worksheets are predominantly used	Educational videos, project activity sheets, and role cards
Teaching Methods	Primarily lecture and question-and-answer methods	Project-Based Learning (PjBL) and role-playing activities
Assessment Practices	Limited to written tests	Authentic assessment covering cognitive, affective, and psychomotor domains

Based on Table 1, a gap exists between the learning objectives, which emphasize the implementation of values, and the instructional process, which remains largely focused on theoretical understanding. These findings indicate the need for the development of SKI instructional materials that integrate knowledge, attitudes, and skills in a balanced manner. Therefore, Project-Based Learning (PjBL)-based instructional materials integrated with the CINTA values framework (Intelligence, Integrity, Nationalism, Responsibility, and Trustworthiness) were developed to foster students' generosity through more contextual and meaningful learning experiences.

The results of the needs analysis also indicate that students require learning experiences that enable them to actively practice the values learned in the classroom. The identified limitations in instructional materials, learning media, teaching methods, and assessment practices highlight the importance of developing an instructional product that combines character education with authentic learning activities. Therefore, the integration of Project-Based Learning and the CINTA values framework was considered an appropriate solution for facilitating the development of generosity through experiential learning.

b. Design

1) Initial Product Design

The design stage was carried out based on the results of the needs analysis, which indicated that the existing SKI instructional materials on the exemplary character of Ali bin Abi Talib were primarily oriented toward conceptual understanding and provided limited opportunities for students to implement the value of generosity in their daily lives. Based on these findings, instructional materials were designed to integrate knowledge, attitudes, and skills through the Project-Based Learning (PjBL) model combined with the CINTA values framework. The product design focused on developing learning experiences that encourage students not only to understand but also to practice generosity through contextual activities that are appropriate for the characteristics of Madrasah Ibtidaiyah students.

The product design process began with the formulation of learning outcomes and learning objectives aligned with the topic of Ali bin Abi Talib's exemplary character. This was followed by the organization of instructional content, including stories of Ali bin Abi Talib's generosity, the values embedded within those stories, and examples of how generosity can be applied in everyday life. The content was then transformed into learning activities that emphasized not only comprehension of the stories but also character development through project-based activities.

In addition to instructional content, the design stage included the development of learning models, teaching methods, instructional media, and assessment strategies. The Project-Based Learning (PjBL) model was integrated with role-playing, group discussions, presentations, and reflection activities. This approach was intended to provide meaningful and active learning experiences by engaging students directly in projects related to the practice of generosity. The instructional media developed included educational videos, project activity worksheets, and role cards designed to support role-playing activities.

Assessment strategies were also designed comprehensively to measure students' cognitive, affective, and psychomotor development. Formative assessment was conducted through observation during learning activities, while summative assessment was carried out through written tests and project evaluations. As a result, all instructional components were systematically integrated to achieve the intended learning objectives effectively.

To illustrate the proposed instructional product, the initial design of the Project-Based Learning (PjBL)-based SKI instructional materials integrated with the CINTA values framework is presented in Figure 2.

RANCANGAN PENGEMBANGAN RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
Materi Pokok Bahasan: Keagamaan Islam (SKI)	
Materi Pokok Bahasan: Karakteristik Ali bin Abi Talib dan Nilai-nilai CINTA	
Materi Pokok Bahasan: Penerapan Nilai-nilai CINTA dalam Kehidupan Sehari-hari	
Kompetensi Dasar	Mengetahui dan memahami konsep dasar keagamaan Islam, serta nilai-nilai CINTA yang terkandung di dalamnya.
Kompetensi Dasar	Mengaplikasikan nilai-nilai CINTA dalam kehidupan sehari-hari, serta mampu berinteraksi dengan orang lain secara positif.
Kompetensi Dasar	Mengembangkan sikap toleransi, menghormati perbedaan, dan mampu berinteraksi dengan orang lain secara positif.
Kompetensi Dasar	Mengembangkan sikap toleransi, menghormati perbedaan, dan mampu berinteraksi dengan orang lain secara positif.

Figure 2. Initial Design of PjBL-Based SKI Learning Materials

Based on Figure 2, the initial product design demonstrates the relationship among the exemplary character of Ali bin Abi Talib, the CINTA values framework, project-based activities, and the assessment strategies employed. This design served as the foundation for the development of the instructional module in the subsequent stage.

2) Final Product Design

After the initial design had been completed, revisions and refinements were made to all instructional components, resulting in a more systematic and learner-centered final product design. The final product consisted of integrated learning outcomes, learning objectives, instructional materials, learning models, instructional media, project activities, and assessment strategies. The primary focus of the development was to foster generosity through active student engagement in meaningful learning experiences.

In the final design, the instructional materials not only presented stories illustrating the exemplary character of Ali bin Abi Talib but also incorporated sharing activities that enabled students to practice generosity in their daily lives. The CINTA values framework was integrated throughout every stage of the learning process, including understanding the stories, planning projects, implementing projects, and reflecting on learning experiences. Consequently, the instructional process was designed not only to facilitate content mastery but also to promote character development.

Furthermore, the final design clearly outlined the project-based learning sequence, consisting of stimulus activities, project planning, project implementation through sharing activities and role-playing, presentation of project outcomes, and learning reflection. These stages were intentionally structured to provide contextual learning experiences while strengthening students' internalization of the character values exemplified by Ali bin Abi Talib.

To provide a clearer representation of the developed instructional product, the final design of the instructional materials is presented in Figure 3.

<p>Satuan Pendidikan: Madrasah Ibtidaiyah (MI)</p> <p>Unit Pelajaran: <i>Ulat dan Kumbang</i> (Unit 1)</p> <p>Kelas/ Semester: 1 / 1</p> <p>Waktu: 1 x Pertemuan (45 menit)</p> <p>Alasan Waktu: 1 x Pertemuan (45 menit)</p> <p>Model: <i>Project-Based Learning (PjBL)</i></p> <p>Dasar Pembelajaran: <i>Al-Qur'an dan Hadis tentang kejujuran dan keberanian.</i></p> <p>Tujuan Pembelajaran: Pada pertemuan ini, peserta didik mampu memahami dan mengaplikasikan nilai kejujuran dan keberanian dalam kehidupan sehari-hari.</p> <p>Indikator: <i>Menjelaskan nilai kejujuran dan keberanian.</i></p> <p>Metode & Model: <i>Model: Project-Based Learning (PjBL)</i></p> <p>Media & Sumber: <i>1. Media digital (video, gambar, musik)</i></p> <p>Langkah-langkah: <i>1. Mengetahui dan memahami nilai kejujuran dan keberanian.</i></p> <p>Penilaian: <i>1. Penilaian formatif (observasi, wawancara)</i></p> <p>Asesmen: <i>1. Asesmen formatif (observasi, wawancara)</i></p>	<p>4) <i>Presentasi hasil kelompok</i></p> <p>4a) <i>Presentasi hasil kelompok</i></p> <p>4b) <i>Presentasi hasil kelompok</i></p> <p>4c) <i>Presentasi hasil kelompok</i></p> <p>4d) <i>Presentasi hasil kelompok</i></p> <p>4e) <i>Presentasi hasil kelompok</i></p> <p>4f) <i>Presentasi hasil kelompok</i></p> <p>4g) <i>Presentasi hasil kelompok</i></p> <p>4h) <i>Presentasi hasil kelompok</i></p> <p>4i) <i>Presentasi hasil kelompok</i></p> <p>4j) <i>Presentasi hasil kelompok</i></p> <p>4k) <i>Presentasi hasil kelompok</i></p> <p>4l) <i>Presentasi hasil kelompok</i></p> <p>4m) <i>Presentasi hasil kelompok</i></p> <p>4n) <i>Presentasi hasil kelompok</i></p> <p>4o) <i>Presentasi hasil kelompok</i></p> <p>4p) <i>Presentasi hasil kelompok</i></p> <p>4q) <i>Presentasi hasil kelompok</i></p> <p>4r) <i>Presentasi hasil kelompok</i></p> <p>4s) <i>Presentasi hasil kelompok</i></p> <p>4t) <i>Presentasi hasil kelompok</i></p> <p>4u) <i>Presentasi hasil kelompok</i></p> <p>4v) <i>Presentasi hasil kelompok</i></p> <p>4w) <i>Presentasi hasil kelompok</i></p> <p>4x) <i>Presentasi hasil kelompok</i></p> <p>4y) <i>Presentasi hasil kelompok</i></p> <p>4z) <i>Presentasi hasil kelompok</i></p>
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Figure 3. Final Design of PjBL-Based SKI Learning Materials

Based on Figure 3, the final product design illustrates the integration of Ali bin Abi Talib's exemplary character, the CINTA values framework, and the Project-Based Learning (PjBL) model into a unified instructional system. This integration resulted in learning activities that not only enhanced students' cognitive abilities but also promoted the development of generosity through authentic learning experiences. The final design subsequently served as the basis for the validation and further development processes conducted in the next stage.

The design stage emphasized the creation of meaningful learning experiences that connect historical knowledge with students' everyday lives. Through project activities, role-playing, and reflective learning tasks, students were expected not only to understand the exemplary character of Ali bin Abi Talib but also to demonstrate generous behavior in authentic situations. This design reflects the principles of student-centered learning by encouraging active participation, collaboration, and character development throughout the instructional process.

c. Development

During the development stage, the instructional design prepared in the previous phase was transformed into a complete instructional product in the form of a Project-Based Learning (PjBL)-based SKI teaching module integrated with the CINTA values framework on the topic of the exemplary character of Ali bin Abi Talib. The developed product was subsequently validated by four validators consisting of a material expert, a curriculum and learning expert, an Islamic Religious Education (PAI) practitioner, and an Islamic education observer. The validation process was conducted to determine the feasibility of the product in terms of content, presentation, language, instructional design, and its suitability for students' characteristics.

The results of the expert validation are presented in Table 3.

Table 3. Product Validation Results

Validator	Percentage (%)	Category
Material Expert	80.1	Very Valid / Highly Feasible
Curriculum and Learning Expert	78.6	Valid / Feasible
Islamic Education Practitioner	86.61	Very Valid / Highly Feasible
Islamic Education Observer	92.9	Very Valid / Highly Feasible
Average	84.55	Very Valid / Highly Feasible

Based on Table 3, the validation results indicate that the product achieved an average score of 84.55%, which falls within the category of very valid/highly feasible. The highest score was provided by the Islamic education observer (92.9%), while the lowest score was obtained from the curriculum and learning expert (78.6%). Nevertheless, all validators agreed that the developed product was suitable for classroom implementation, subject to several revisions based on their recommendations.

These validation results indicate that the developed instructional materials possess strong content validity and instructional feasibility. The positive evaluations provided by experts and practitioners demonstrate that the product aligns with curriculum requirements, learning objectives, students' developmental characteristics, and the principles of Project-Based Learning

and character education. Furthermore, the validation findings confirm that the integration of the CINTA values framework was appropriately reflected in the instructional content and learning activities.

Following the revision process, the product was reviewed again and declared suitable for use in the implementation stage. The validation results indicate that the developed instructional materials met the feasibility criteria in terms of content quality, instructional design, and character-value integration. Therefore, the Project-Based Learning (PjBL)-based SKI teaching module integrated with the CINTA values framework was deemed highly feasible for fostering generosity among fifth-grade Madrasah Ibtidaiyah students.

The revisions made during this stage contributed to improving the quality, clarity, and relevance of the instructional product. As a result, the final version of the teaching module became more systematic, contextual, and responsive to the instructional needs identified during the analysis stage.

In addition to providing quantitative evaluations, the validators also offered suggestions for product improvement. A summary of the recommendations and revision actions is presented in Table 4.

Table 4. Validator Suggestions and Revision Follow-Up

Validator	Suggestions	Revision Follow-Up
Material Expert	Add more contextual examples of generosity	Added examples of sharing activities in school and at home
Curriculum and Learning Expert	Clarify the Project-Based Learning syntax in instructional activities	Revised learning stages according to the PjBL framework
Islamic Education Practitioner	Include more activities that directly engage students	Added role-playing activities and sharing projects
Islamic Education Observer	Strengthen the integration of CINTA values in learning activities	Added CINTA value indicators to each learning activity

Based on the validators' recommendations, several revisions were made to improve the developed product. These revisions included refining the instructional content, incorporating more contextual examples, improving the project-based learning procedures, strengthening the integration of the CINTA values framework, and enhancing the assessment instruments. These modifications were intended to improve the quality of the product and ensure its alignment with the characteristics of Madrasah Ibtidaiyah students and the instructional needs of SKI learning.

Following the revision process, the product was reviewed again and declared suitable for use in the implementation stage. The validation results indicate that the developed instructional materials met the feasibility criteria in terms of content quality, instructional design, and character-value integration. Therefore, the Project-Based Learning (PjBL)-based SKI teaching module integrated with the CINTA values framework was deemed highly feasible for fostering generosity among fifth-grade Madrasah Ibtidaiyah students.

d. Implementation

During the implementation stage, the instructional product that had been declared feasible based on expert validation results was applied to fifth-grade Madrasah Ibtidaiyah students in Islamic Cultural History (SKI) learning on the topic of the exemplary character of Ali bin Abi Talib in fostering generosity. This stage aimed to determine the level of learning implementation, students' responses to the developed product, and the practicality of the product from the teacher's perspective. The implementation was carried out in accordance with the teaching module designed in the previous stage by integrating the Project-Based Learning (PjBL) model and the CINTA values framework throughout all learning activities.

The learning process utilized instructional media in the form of educational videos, project activity worksheets, and role cards designed to support project-based learning activities. The instructional implementation was conducted over two class sessions, covering the stages of stimulus presentation, project planning, project implementation through role-playing activities, presentation of project outcomes, and learning reflection. Throughout the implementation process, the teacher acted as a facilitator who guided students in understanding the instructional content while encouraging them to apply the values of generosity through the designed learning activities.

To assess the implementation of the learning process, classroom observations were conducted throughout the instructional activities. The results of the learning implementation observations are presented in Table 5.

Table 5. Learning Implementation Observation Results

Observed Aspect	Percentage (%)	Category
Preliminary Activities	95.0	Excellent
Core Activities	92.5	Excellent
Closing Activities	94.0	Excellent
Time Management	90.0	Excellent
Classroom Management	93.0	Excellent
Average	92.9	Excellent

Based on Table 5, the observation results indicate an average implementation score of 92.9%, categorized as excellent. These findings demonstrate that all instructional stages designed in the Project-Based Learning (PjBL)-based teaching module integrated with the CINTA values framework were successfully implemented according to the planned procedures.

The high implementation score suggests that the instructional design was practical and applicable in real classroom settings. The successful execution of project activities, role-playing sessions, and collaborative discussions indicates that the developed product effectively facilitated student-centered learning and supported active student participation throughout the learning process.

In addition to observing the implementation process, data regarding students' responses to the developed product were collected through a questionnaire administered after the completion

of the learning activities. The results of the student response questionnaire are presented in Table 6.

Table 6. Student Response Questionnaire Results

Indicator	Percentage (%)	Category
The material was easy to understand	90.5	Excellent
The learning activities were interesting	94.2	Excellent
The instructional media supported learning	92.8	Excellent
The project increased student participation	95.4	Excellent
The learning activities fostered generosity	93.6	Excellent
Average	93.3	Excellent

Based on Table 6, the student response questionnaire yielded an average score of 93.3%, categorized as excellent. These findings indicate that students responded positively to the instructional materials, media, and learning activities used during the implementation stage. The positive student responses demonstrate that the instructional materials were able to meet students' learning needs and interests. The use of project-based activities and contextual learning experiences helped students connect the historical values of Ali bin Abi Talib with situations they encounter in their daily lives, making learning more meaningful and engaging.

The practicality of the developed product was also assessed by the teacher who used the teaching module during instruction. This assessment aimed to determine the ease of product use in classroom learning activities. The results of the teacher practicality assessment are presented in Table 7.

Table 7. Teacher Practicality Assessment Results

Aspect	Percentage (%)	Category
Ease of Use	90.0	Highly Practical
Clarity of Learning Procedures	92.5	Highly Practical
Suitability of Instructional Materials	94.0	Highly Practical
Assessment Instruments	91.0	Highly Practical
Instructional Media	93.0	Highly Practical
Average	92.1	Highly Practical

Based on Table 7, the teacher's assessment of product practicality resulted in an average score of 92.1%, categorized as highly practical. These findings indicate that the developed teaching module was easy to use and aligned with the characteristics of Madrasah Ibtidaiyah students. The teacher's positive evaluation further confirms that the instructional product is practical for classroom use. The clear learning procedures, integrated assessment instruments, and supporting instructional media enabled teachers to implement the learning activities efficiently while maintaining student engagement and achieving the intended learning objectives.

Overall, the implementation results demonstrate that the developed instructional product achieved an excellent level of implementation, received highly positive responses from students, and was considered highly practical by the teacher. These findings indicate that the integration of Project-Based Learning and the CINTA values framework successfully created an active,

collaborative, and meaningful learning environment that supports both academic achievement and character development.

e. Evaluation

The evaluation stage was conducted to determine the effectiveness of the Project-Based Learning (PjBL)-based Islamic Cultural History (SKI) instructional materials integrated with the CINTA values framework in fostering generosity among fifth-grade Madrasah Ibtidaiyah students. This stage was carried out after the implementation phase and aimed to assess the extent to which the developed product achieved the intended learning objectives. In addition, the evaluation served as a basis for refining the product before it was considered suitable for broader implementation.

The evaluation was conducted through an analysis of students' learning outcomes, the measurement of improvements in students' generous attitudes, and the assessment of learning objective achievement. Data were collected through achievement tests, attitude observation sheets, project assessments, and student reflections. The evaluation results indicate that the use of PjBL-based SKI instructional materials integrated with the CINTA values framework positively affected students' knowledge, attitudes, and skills.

To determine the effectiveness of the product in improving students' learning outcomes, a comparison between pretest and posttest scores was conducted, as presented in Table 8.

Table 8. Effectiveness Test Results Based on Learning Outcomes

Assessment	Mean Score	Category
Pretest	67.4	Fair
Posttest	88.6	Very Good
Increase	21.2	Improved

Based on Table 8, the average student score increased from 67.4 on the pretest to 88.6 on the posttest, representing an improvement of 21.2 points. These findings indicate that the developed instructional product effectively enhanced students' understanding of the exemplary character of Ali bin Abi Talib.

The substantial improvement in learning outcomes suggests that the instructional materials successfully facilitated students' conceptual understanding through active and contextual learning experiences. The combination of project activities, collaborative learning, and reflective practices enabled students to engage more deeply with the learning content than conventional instructional approaches.

In addition to learning outcomes, the effectiveness of the product was measured through improvements in students' generous attitudes. The results of the attitude observations are presented in Table 9.

Table 9. Improvement of Students' Generous Attitudes

Indicator	Before (%)	After (%)	Increase (%)
Willingness to Share	68.0	90.0	22.0

Helping Friends	70.0	92.0	22.0
Social Care	72.0	94.0	22.0
Responsibility	75.0	95.0	20.0
Empathy	69.0	91.0	22.0
Average	70.8	92.4	21.6

Based on Table 9, students' generous attitudes showed a substantial improvement after participating in learning activities using the developed instructional materials. The average attitude score increased from 70.8% to 92.4%, representing an improvement of 21.6%. These findings provide evidence that character development can be strengthened when students are actively involved in authentic learning experiences. The sharing projects and role-playing activities allowed students to practice generosity directly, thereby facilitating the internalization of values beyond theoretical understanding.

Furthermore, the achievement of learning objectives was analyzed based on the results of knowledge assessments, project evaluations, and attitude observations. The results are presented in Table 10.

Table 10. Achievement of Learning Objectives

Learning Objective	Achievement (%)	Category
Understanding the Story of Ali bin Abi Talib	90.5	Achieved
Identifying Values of Generosity	92.0	Achieved
Applying Generous Behavior	91.5	Achieved
Demonstrating Responsibility	93.0	Achieved
Implementing CINTA Values	92.8	Achieved
Average	91.9	Achieved

Based on Table 10, all learning objectives formulated during the design stage were successfully achieved, with an average achievement rate of 91.9%. The high level of learning objective achievement indicates that the instructional product effectively integrated cognitive, affective, and psychomotor learning outcomes. This result demonstrates that Project-Based Learning combined with the CINTA values framework can support holistic student development in Islamic Cultural History learning.

Based on the evaluation findings, a final revision of the product was conducted to refine several aspects requiring improvement. These revisions were made based on teacher feedback and students' reflections collected during the implementation stage. The results of the final product revisions are presented in Table 11.

Table 11. Final Product Revisions

Aspect Revised	Before Revision	After Revision
Learning Instructions	Less detailed	More systematic and detailed
Project Worksheets	Limited examples	Additional contextual examples
Role-Play Scenarios	General situations	More varied real-life situations
Assessment Rubrics	Basic indicators	More comprehensive indicators

Based on Table 11, the final revisions were intended to enhance the overall quality of the instructional product and ensure greater alignment with the needs of both students and teachers.

Improvements were made to the instructional guidelines, project worksheets, role-play scenarios, and assessment instruments. Following these revisions, the final product was considered more systematic, engaging, and user-friendly for classroom implementation.

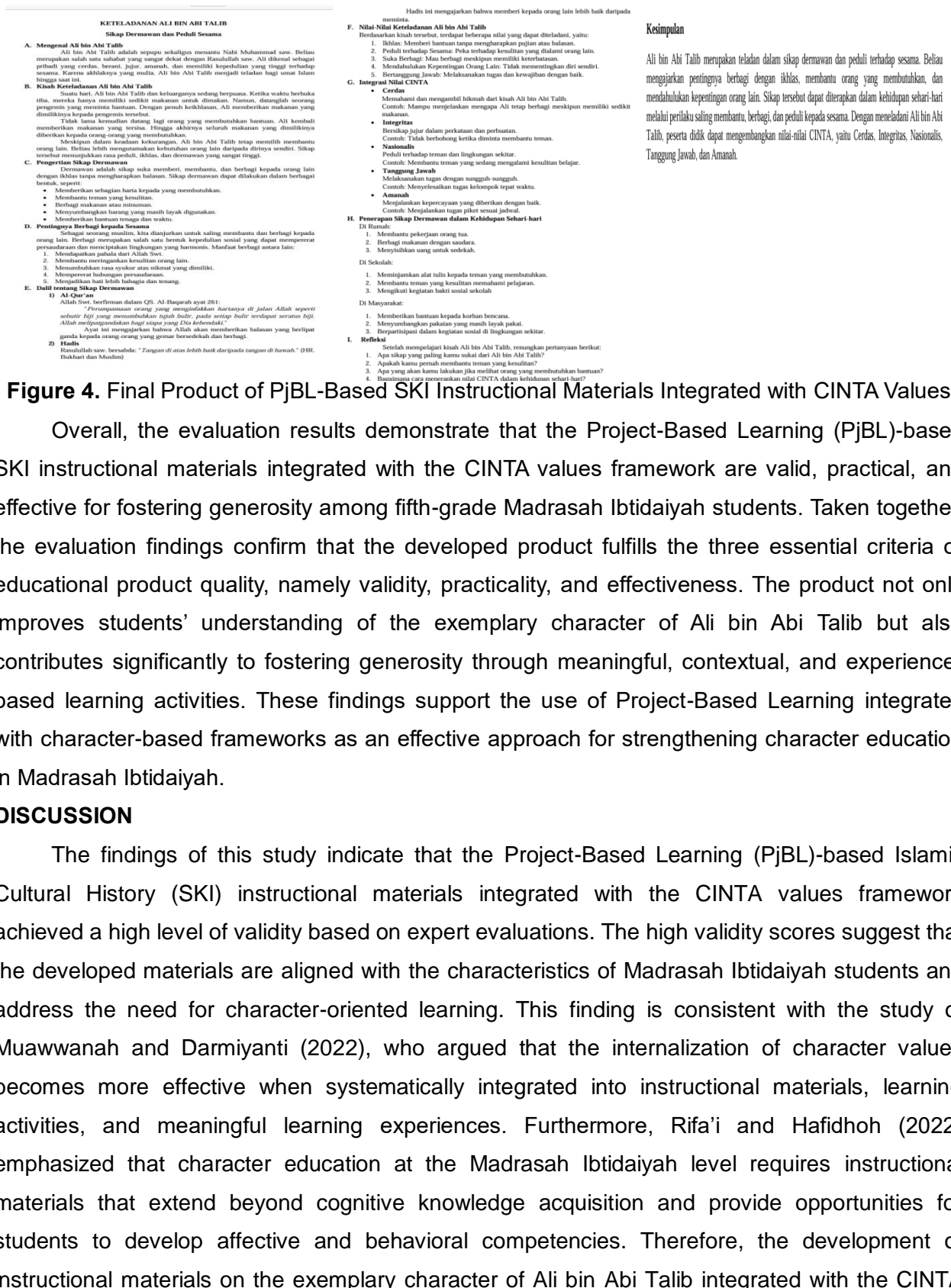


Figure 4. Final Product of PjBL-Based SKI Instructional Materials Integrated with CINTA Values

Overall, the evaluation results demonstrate that the Project-Based Learning (PjBL)-based SKI instructional materials integrated with the CINTA values framework are valid, practical, and effective for fostering generosity among fifth-grade Madrasah Ibtidaiyah students. Taken together, the evaluation findings confirm that the developed product fulfills the three essential criteria of educational product quality, namely validity, practicality, and effectiveness. The product not only improves students' understanding of the exemplary character of Ali bin Abi Talib but also contributes significantly to fostering generosity through meaningful, contextual, and experience-based learning activities. These findings support the use of Project-Based Learning integrated with character-based frameworks as an effective approach for strengthening character education in Madrasah Ibtidaiyah.

DISCUSSION

The findings of this study indicate that the Project-Based Learning (PjBL)-based Islamic Cultural History (SKI) instructional materials integrated with the CINTA values framework achieved a high level of validity based on expert evaluations. The high validity scores suggest that the developed materials are aligned with the characteristics of Madrasah Ibtidaiyah students and address the need for character-oriented learning. This finding is consistent with the study of Muawwanah and Darmiyanti (2022), who argued that the internalization of character values becomes more effective when systematically integrated into instructional materials, learning activities, and meaningful learning experiences. Furthermore, Rifa'i and Hafidhoh (2022) emphasized that character education at the Madrasah Ibtidaiyah level requires instructional materials that extend beyond cognitive knowledge acquisition and provide opportunities for students to develop affective and behavioral competencies. Therefore, the development of instructional materials on the exemplary character of Ali bin Abi Talib integrated with the CINTA

values framework represents a relevant strategy for supporting holistic character development among students.

The high validity scores also indicate that the instructional materials successfully combined historical content, character education, and project-based learning into a coherent learning package. This finding demonstrates that the developed product fulfills not only content requirements but also pedagogical and character-development objectives. Consequently, the instructional materials provide a balanced learning experience that integrates cognitive understanding, affective internalization, and practical application of values.

The implementation results demonstrated that the learning process was carried out successfully, as reflected in the high level of instructional implementation and the positive responses provided by students. Students actively participated in discussions, collaborative activities, and project-based tasks throughout the learning process. These findings suggest that the PjBL model creates a more participatory learning environment compared with conventional instructional approaches. This result is in line with the findings of Inafiroh and Faridi (2024), who reported that the application of Project-Based Learning in Islamic Religious Education enhances student engagement by providing opportunities to learn through authentic activities closely related to everyday life. Similarly, Rachman and Nurhanifansyah (2024) found that integrating PjBL into religious education promotes interaction, collaboration, and learning motivation because the instructional process is centered on meaningful experiences and problem-solving activities.

The active participation observed during implementation reflects the principles of constructivist learning theory, which emphasizes that knowledge is actively constructed through interaction and experience. Through project activities, students became directly involved in exploring, discussing, and applying the values learned from the exemplary character of Ali bin Abi Talib. As a result, learning shifted from passive reception of information to active knowledge construction, making the learning process more meaningful and relevant to students' lives.

The improvement in students' learning outcomes following the implementation of the developed materials indicates that project-based learning is effective in enhancing students' understanding of the exemplary character of Ali bin Abi Talib. Project activities, group discussions, and role-playing exercises enabled students to connect conceptual knowledge with concrete experiences, making the instructional content easier to understand and retain. This finding supports the study conducted by Manabung (2024), which demonstrated that the use of Project-Based Learning in Islamic Religious Education significantly improves student achievement because learners are actively engaged throughout the instructional process. Likewise, Inafiroh and Faridi (2024) reported that students who participated in project-based activities achieved a deeper level of understanding than those who learned through traditional lecture-based methods. Therefore, the use of PjBL in SKI instruction has proven effective in improving both students' knowledge acquisition and skill development.

The improvement in learning outcomes can also be explained through experiential learning theory, which argues that meaningful learning occurs when students actively engage in experiences, reflection, conceptualization, and application. By participating in projects related to generosity and social care, students were able to connect historical narratives with contemporary social situations. This process strengthened conceptual understanding while simultaneously facilitating the internalization of character values.

In addition to improving learning outcomes, the developed instructional materials were also effective in fostering students' generous attitudes. Improvements were observed in social concern, sharing behavior, empathy, responsibility, and willingness to assist others. These findings indicate that the exemplary values embodied by Ali bin Abi Talib can be internalized more effectively when students are provided with direct learning experiences. This result is consistent with Hakim (2022), who argued that the internalization of Islamic educational values is more successful when students are encouraged not only to understand values conceptually but also to practice them in their daily lives. Similarly, Muawwanah and Darmiyanti (2022) emphasized that character development requires continuous habituation through authentic activities so that learned values gradually become embedded in students' behavior.

The integration of the CINTA values framework played an important role in strengthening this process of character internalization. Through project activities that emphasized cooperation, caring, responsibility, and social contribution, students were provided with repeated opportunities to practice generous behavior in authentic contexts. Such experiences enabled moral values to move beyond theoretical understanding and become part of students' habitual actions. Therefore, the improvement in generosity observed in this study reflects not only cognitive growth but also meaningful affective and behavioral development.

A major strength of the developed product lies in the systematic integration of Islamic historical role models, the Project-Based Learning model, and the CINTA values framework within a unified instructional design. This integration enables students not only to learn about the historical contributions and exemplary character of Islamic figures but also to internalize character values through contextual and meaningful learning experiences. These findings support the work of Rachman and Nurhanifansyah (2024), who stated that project-based learning has significant potential to connect knowledge with real-life practice, thereby facilitating more effective character formation. Furthermore, Rifa'i and Hafidhoh (2022) emphasized that the success of character education largely depends on teachers' ability to integrate character values throughout the instructional process.

The novelty of this study lies in the integration of Project-Based Learning, Islamic historical role models, and the CINTA values framework into a single instructional product specifically designed for SKI learning in Madrasah Ibtidaiyah. Previous studies have generally focused on character education, PjBL implementation, or Islamic values separately. In contrast, this study combines these three components into a comprehensive instructional package that promotes

both historical understanding and character formation. This integration contributes theoretically to the development of character-based Islamic education and provides a practical model that can be adopted by teachers to foster generosity among elementary-level students.

Overall, the findings demonstrate that the developed instructional materials are not only valid, practical, and effective but also capable of bridging the gap between historical knowledge and character implementation. The materials provide meaningful learning experiences that encourage students to understand, internalize, and practice the values exemplified by Ali bin Abi Talib. Therefore, the developed product offers an innovative contribution to SKI learning by strengthening character education through project-based and value-oriented instructional practices.

CONCLUSION

Main Findings: This study found that the Project-Based Learning (PjBL)-based Islamic Cultural History (SKI) instructional materials integrated with the CINTA values framework were highly valid, practical, and effective in fostering generosity among fifth-grade Madrasah Ibtidaiyah students. The developed materials successfully improved students' learning outcomes, increased their generous attitudes, and facilitated the achievement of learning objectives related to the exemplary character of Ali bin Abi Talib. **Research Contribution:** The study contributes to the development of character-based instructional materials by integrating Islamic historical role models, Project-Based Learning, and the CINTA values framework into a unified instructional design that promotes both cognitive and character development. **Theoretical and Practical Implications:** The findings reinforce the theoretical perspective that character values are more effectively internalized through experiential and project-based learning approaches. Practically, the developed instructional materials provide teachers with an innovative and systematic learning resource for implementing character education in Madrasah Ibtidaiyah settings. **Research Limitations:** This study was conducted in a single Madrasah Ibtidaiyah with a limited number of participants and focused specifically on the topic of Ali bin Abi Talib's exemplary character, which may limit the generalizability of the findings. **Future Research Directions:** Future studies are recommended to implement and validate the developed instructional materials in different educational contexts, involve larger and more diverse samples, and explore the integration of Project-Based Learning and CINTA values in other Islamic Religious Education topics to further strengthen character education practices.

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