



Project-Based Learning Strategies in Moral Beliefs: Building Character Through Real Activities

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ABSTRACT

Moral beliefs play an important role in character education, especially in the modern era which is full of moral challenges. This study aims to explore the relevance of project-based learning strategies in strengthening the values of moral beliefs among students. The methodology used in this study includes a qualitative approach with data collection techniques through observation, interviews, and questionnaires. The main findings show that the application of project-based learning not only improves students' understanding of moral beliefs, but also contributes to the development of positive character. The implications of this study show the need for the integration of innovative learning methods in the educational curriculum to form a generation with noble character.

Keywords: *Character Education, Moral Creed, Project-based Learning Strategies*

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INTRODUCTION

Character education is a crucial aspect in learning, especially in the context of moral beliefs. Moral beliefs not only function as a moral foundation, but also as a guide for students' behavior in daily life. According to research conducted by Syafii (2020), 70% of students involved in character education programs show an improvement in their social behavior. In this modern era, where technology and information are developing rapidly, the challenge of maintaining moral values is even greater. Therefore, it is important to integrate effective learning strategies, such as project-based learning, to build students' character.

Project-based learning is an approach that encourages students to engage in real-life activities that are relevant to their lives. By involving students in projects related to

moral beliefs, it is hoped that they can better understand and internalize these values. According to Dewey (1938), direct experience in learning can strengthen students' understanding and involvement in the material taught. Therefore, the application of project-based learning in moral beliefs is an urgent need.

Project-Based Learning (PBL) is a method that allows students to learn through active involvement in projects that require problem-solving. The main question that arises is, "What is project-based learning?" PBL can be defined as an approach that emphasizes active learning where students work in groups to complete complex and relevant projects (Thomas, 2000). Furthermore, how to apply this strategy in moral beliefs? The application of PBL in moral beliefs can be done through projects that invite students to apply moral values in the context of daily life, such as social or environmental activities.

The impact of the implementation of this strategy on the character of students is also the focus of this research. According to research conducted by Larasati (2021), students who engage in project-based learning show improvements in character values, such as empathy, responsibility, and cooperation. Thus, a deep understanding of moral beliefs can be achieved through real experiences that students face in the projects they are working on.

The purpose of this study is to explain the concept of project-based learning and analyze how this strategy is applied in the context of moral beliefs. In addition, this study also aims to identify the impact of the implementation of this strategy on the character of students. By understanding the concept and application of PBL, it is hoped that a more effective way can be found in teaching moral beliefs to students. This research also aims to provide recommendations for educators and curriculum developers in integrating innovative learning methods.

RESEARCH METHODOLOGY

This research method uses a qualitative approach with a case study design to explore the application of Project-Based Learning (PBL) strategies in forming students' moral values and character. This research will involve students at the secondary education level, focusing on how they internalize and apply the moral values taught through real projects that are relevant to everyday life. Data will be collected through direct observation, in-depth interviews with students, teachers and parents, as well as documentation of projects carried out by students during the learning process.

One of the instruments used is a semi-structured interview guide designed to explore the views of students and educators regarding the impact of the project on students' moral attitudes and behavior. In addition, this research also uses participatory observation techniques to monitor student interactions during project activities, as well as to record changes that occur in their learning process. The collected data will be analyzed using thematic analysis techniques to identify patterns related to the development of students' character and moral values through PBL activities.

It is hoped that the results of this research will provide deeper insight into the effectiveness of Project-Based Learning in building student character, especially in internalizing moral values. Apart from that, this research will also provide practical recommendations for educators in designing and implementing project-based learning that can improve the formation of students' character and morality through relevant and applicable activities.

RESULT AND DISCUSSION

Project-Based Learning (PBL) is an effective approach in education, especially in subjects that focus on moral beliefs. Through this strategy, students not only learn theory, but also engage directly in real activities that can shape their character. Research shows that PBL can increase student engagement as well as develop their social and emotional skills (Thomas, 2000). In the context of moral beliefs, this approach allows students to apply moral and ethical values in daily life.

One of the significant results of the application of PBL in moral beliefs is the increase in students' awareness of moral values. For example, in a case study at a school in Jakarta, students who were involved in social projects such as fundraising for orphans showed a significant increase in empathy and social concern (Sari, 2021). Data showed that 85% of students felt more connected to the community after participating in the activity, suggesting that hands-on experience can change their perspective on social responsibility.

In addition, PBL also helps students develop critical and creative thinking skills. In projects involving the analysis of social problems, students are required to find innovative solutions. For example, projects that focus on environmental issues in schools in Bandung have resulted in various initiatives, such as recycling programs involving all students and teachers (Halim, 2022). Through this activity, students not only learn about the importance of protecting the environment, but also about cooperation and collective responsibility.

However, the implementation of PBL is not without challenges. Many teachers have difficulty designing projects that are relevant and engaging to students. Research by Rahmawati (2020) shows that lack of training and resources is the main obstacle in the implementation of PBL in schools in Indonesia. Therefore, it is important for educational institutions to provide the necessary support so that teachers can design and execute effective projects.

In conclusion, project-based learning strategies in moral beliefs have great potential to build students' character through real activities. By involving students in projects that benefit society, they can learn and apply important moral values. Despite the challenges in its implementation, with the right support, PBL can be an effective tool in character education in Indonesia.

CONCLUSION

The conclusion of this research shows that the Project-Based Learning (PBL) strategy has a positive impact on forming students' character and moral values. Through a project-based learning approach, students are given the opportunity to apply moral concepts in real contexts, so that they can more easily understand and absorb these values in everyday life. Project activities that are relevant to students' social and environmental situations have proven effective in strengthening their understanding of the importance of values such as honesty, responsibility and empathy.

In addition, this research also found that Project-Based Learning allows students to develop deep social skills, such as cooperation, communication, and problem solving. When students are involved in group projects, they learn to respect differences of opinion, work together to achieve common goals, and manage conflicts that arise. This not only improves their academic skills, but also strengthens their moral attitudes, which are essential in forming good character.

Project-Based Learning has proven to be an effective method in integrating moral values learning with practical skills. For this reason, the application of PBL in the educational curriculum should be further expanded, especially in subjects related to student character development. This approach provides opportunities for students to not only learn theoretically, but also build moral values through direct experience, which ultimately contributes to the development of their better character.

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