DEVELOPMENT OF PROJECT LEARNING USING CAPCUT APPLICATION IN UTILIZING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ISLAMIC RELIGIOUS EDUCATION SUBJECTS

Hendra Setiawan[1]
[1]Universitas Nahdlatul Ulama Sunan Giri
e-mail: [1]hensa12345@gmail.com,

Abstract

Project-based learning teaches students to solve problems by thinking critically and directly according to reality or reality. Islamic Junior High School Habibana Dander Bojonegoro, precisely in the subject of Islamic religious education and morals, applies the project-based learning model by utilizing the capcut application. This study aims to determine the stages, advantages and disadvantages of project-based learning. This study uses a qualitative approach. Research data collection techniques used are interviews, observation and documentation. Then the data sources in this study were students, teachers, and the principal of Islamic Junior High School Habibana Dander Bojonegoro. Data analysis in this study used data reduction, data presentation and data verification. Based on the research conducted, the following results were obtained: First, project-based learning using the capcut application was carried out in various stages, namely, the planning stage, the implementation stage, and the evaluation stage. Second, the advantages of project-based learning using the capcut application are: students look enthusiastic, videos of project results are easy to access, the capcut application is easy to use. Third, the disadvantages of project-based learning using the Capcut application are: it takes a long time, and complaints that students are not yet proficient in using the Capcut application.

Keyword*: Project, capcut, Islamic Education*

Abstrak

Pembelajaran berbasis proyek mengajarkan kepada siswa untuk memecahkan permasalahan dengan berpikir kritis dan langsung sesuai realita atau kenyataan. MTs Habibana Dander Bojonegoro tepatnya pada mata pelajaran Pendidikan agama Islam dan budi pekerti menerapkan model pembelajaran berbasis proyek tersebut dengan memanfaatkan yaitu aplikasi capcut. Penelitian ini bertujuan untuk mengetahui tahapan, kelebihan serta kekurangan pembelajaran berbasis proyek. Penelitian ini menggunakan pendekatan kualitatif. Teknik pengumpulan data penelitian yang digunakan adalah wawancara, observasi dan dokumentasi. Kemudian sumber data pada penelitian ini adalah siswa, guru, dan kepala sekolah MTs Habibana Dander Bojonegoro. Analisis data penelitian ini menggunakan reduksi data, penyajian data dan verifikasi data. Berdasarkan penelitian yang dilakukan, didapatkan hasil sebagai berikut: Pertama, pembelajaran berbasis proyek dengan menggunakan aplikasi

capcut dilaksanakan dengan berbagai tahapan yaitu, tahap perencanaan, tahap pelaksanaan, dan tahap evaluasi. Kedua, kelebihan dari pembelajaran berbasis proyek dengan menggunakan aplikasi capcut adalah: siswa terlihat antusias, siswa mudah menguasai materi pembelajaran, video hasil proyek mudah diakses, aplikasi capcut mudah digunakan, dan hasil proyek berupa video dapat disaksikan berulang-ulang. Ketiga, kekurangan pembelajaran berbasis proyek dengan menggunakan aplikasi capcut adalah: membutuhkan waktu lama, tidak adanya LCD/proyektor, membutuhkan paket data, dan keluhan siswa belum mahir menggunakan aplikasi capcut.

Kata Kunci: *Proyek, Capcut, Pendidikan Agama Islam*

A. Introduction

Project-based learning model is a learning model that can be used to apply existing knowledge, train various thinking skills, and train independent learning. Capcut, formerly known as viamaker, is a video editing app developed by Chinese technology company bytedance. The app was launched in 2019 under the name viamaker and then renamed capcut in 2020. Islamic religious education is a conscious and planned effort made by teachers to prepare students to be able to know, understand, appreciate, believe in, have faith, have noble character, and be able to practice Islamic religious teachings from the guidelines for Muslim life, namely the Qur'an and hadith through teaching and guidance activities.[1]

Zakiah Daradjat in Akmal Hawi's book states that the purpose of Islamic education is to form a human being who believes and is devoted to Allah SWT.[2] During his life, and even death remains in a Muslim state. This opinion is based on the words of Allah SWT, in Surah Ali-Imran verse 102:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا ٱتَّقُوا ٱللَّهَ حَقَّ تُقَاتِهِۦ وَلَا تَمُوتُنَّ إِلَّا وَأَنتُم مُّسۡلِمُونَ

Meaning: "Hy you who believe, fear Allah with true taqwa, and do not die except as a Muslim".[3]

Law No.20 of 2003 concerning the National Education System, outlines that education is an effort to create an atmosphere and learning process so that students can actively develop the potential within themselves to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by

---

[1] Mokh Iman Firmansyah, "Pendidikan Agama Islam Pengertian Tujuan Dasar Dan Fungsi," *Urnal Pendidikan Agama Islam -Ta'lim* 17, no. 2 (2019).

[2] Ahmad Supriyadi, Akmal Hawi, and Fitri Oviyanti, "Kompetensi Guru PAI Dalam Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Di MI Istiqomah Sekayu," *Muaddib: Islamic Education Journal* 4, no. 1 (2021), https://doi.org/10.19109/muaddib.v4i1.10664.

[3] Kementrian Agama RI, "Mushaf Al-Qur'an Dan Terjemah," *Mushaf Al-Qur'an Dan Terjemah*, 2013.

themselves, society, nation and state. In addition, national education is guided by the Pancasila and the 1945 Constitution.[4]

Based on the above, if we observe the education system in Indonesia until now has undergone many changes. Starting from curriculum changes, development of the teaching and learning process system, utilisation of infrastructure for the education system and even improving the quality of teachers as educators. Educators must pay attention to the development of the religious soul of students, because this factor is the target of learning media. As Allah says in Surah An-Nahl verse 125:

ٱدْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلْحِكْمَةِ وَٱلْمَوْعِظَةِ ٱلْحَسَنَةِ ۖ

Meaning: "Invite people to the way of your Lord with wisdom and good lessons and argue with them in a good way".[5]

The utilisation of information and communication technology (ICT) is one of the strategies to improve the quality of learning. The learning approach with the utilisation of ICT is through electronic-based media. In terms of usage, electronic-based learning media requires hardware and software. Examples of hardware that can be used to support learning media are LCD/projector, computer/laptop, android/smartphone, and others. In accordance with the initial observations that the author carried out at Habibana Islamic Junior High School Dander Bojonegoro, the author obtained data in the form of the phenomenon of implementing project-based learning in class IX. Project-based learning is new in Islamic religious education and ethics subjects at Habibana Dander Bojonegoro Islamic Junior High School because it has never been applied before. Islamic religious education and ethics subject teachers have initiatives related to project-based learning, namely by giving assignments to students in the form of videos. The project learning model at Habibana Dander Bojonegoro Islamic Junior High School was implemented starting from online learning due to Covid-19, so many students ignore learning and also the results of the innovation of Islamic religious education and character education teachers which came from student whattsaps stories in the form of viral videos from the capcut application.[6]

---

[4] Robiatul Awwaliyah and Hasan Baharun, "Pendidikan Islam Dalam Sistem Pendidikan Nasional PENDIDIKAN ISLAM DALAM SISTEM PENDIDIKAN NASIONAL (TELAAH EPISTEMOLOGI TERHADAP PROBLEMATIKA PENDIDIKAN ISLAM)," *Jurnal Ilmiah DIDAKTIKA*, vol. 19, 2018.

[5] Kemenag, "Al-Qurán Dan Terjemahan," Alqur'an Dan Terjemahan, 2022.

[6] Zumrotul Fauziah, Ahmad Shofiyuddin, and Hidayatur Rofiana, "Implementasi Media Pembelajaran Interaktif Berbasis Aplikasi Canva Pada Mata Pelajaran Sejarah Kebudayaan Islam," *Madinah: Jurnal Studi Islam* 9, no. 1 (2022), https://doi.org/10.58518/madinah.v9i1.1356.

This research is important to do in order to gain new knowledge and to find out the effectiveness of the project learning model in the form of videos applied to Islamic religious education and ethics subjects. The novelty of this research compared to previous researchers lies in the media used. This research focuses on the stages of applying the project learning model using the capcut application, while previous research focused more on using YouTube media and the effect of applying the project learning model on students' creative thinking skills. This research was conducted with the aim of describing the stages of project-based learning and identifying what are the advantages and disadvantages in project-based learning using the capcut application in the subject of Islamic religious education and character of class IX students of Habibana Islamic Junior High School Dander Bojonegoro.

B. Research Methods

The method used in this research uses qualitative research methods. Qualitative research is a research procedure that uses descriptive data, written or spoken words of the people observed. Based on the type, this research is included in the type of field research (field research), namely a study conducted in the field or at the research location in order to obtain information from the target or research subject which is usually called an informant or respondent through data collection instruments such as interviews, observation, documentation, and so on.[7] The location of this research is at Habibana Islamic Junior High School Dander Bojonegoro Jalan Raya Ngraseh Village, Dander District, Bojonegoro Regency with research time conducted from March to June 2024.

The source of data in research is the subject from which data can be obtained. Data sources are broadly divided into two parts, namely primary data and secondary data. The primary data used are the results of interviews with class IX students, Islamic Education Study subject teachers, and the principal of Islamic Junior High School Habibana Dander Bojonegoro. In addition to interviews, primary data also uses the results of observations made by researchers at Islamic Junior High School Habibana Dander Bojonegoro. Secondary data that researchers use are journals, books, and also previous theses.

There are three data collection techniques used in this research, namely interviews, observation, and documentation.[8] While the stages of data analysis

---

[7] Lexy J. Moleong, "Metodologi Penelitian Kualitatif / Penulis, Prof. DR. Lexy J. Moleong, M.A.," *PT Remaja Rosdakarya*, 2018.

[8] J Lexy Moleong, "Metodologi Penelitian Kualitatif J Lexy Moleong," *Jurnal Ilmiah*, 2021.

techniques used by researchers are data reduction, data presentation, and conclusion drawing.

C. Results and Discussion
1. *Stages of Project-Based Learning Using Capcut Application*

The project-based learning model implemented by Islamic religious education and ethics teachers at Habibana Islamic Junior High School Dander Bojonegoro has been running since online learning during the Covid-19 pandemic season. At that time, students were very inactive in participating in learning carried out through the zoom application. Therefore, in the next semester the teacher thought of implementing a model that could attract students' interest in learning and the project-based learning model was the choice of the Islamic religious education and ethics teacher.[9]

Based on research that has been conducted at Habibana Islamic Junior High School Dander Bojonegoro using data collection techniques of interviews, observation, and documentation. So, researchers will present data related to the stages of project-based learning using the capcut application and the advantages and disadvantages of project-based learning using the capcut application at Islamic Junior High School Habibana Dander Bojonegoro.

The data sources used by researchers are one Islamic religious education and ethics teacher in class IX, three students and also three different materials with three meetings. The Islamic religious education and ethics teacher is Muhammad Thoha. Three students come from the same class, namely class IX. The first material has the theme of morals, the second material has the theme of Al-Kulliyatul Al-Khamsah, and the third material has the theme of the spread of Islam in Indonesia (the role of walisongo).

Figure 1. Video Material on Moral

---

[9] Desi Marliani Rahmania et al., "Penggunaan Media Video Animasi Berbasis Capcut Sebagai Media Dakwah Dalam Pembelajaran PAI Di Sekolah Dasar," *Journal on Education* 5, no. 4 (2023).
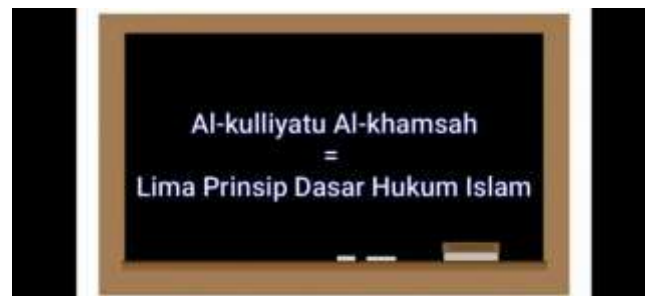
Figure 2. Video Material on *al-kulliyatul al-khamsah*

Figure 3. Video material on the role of walisongo in the spread of Islam in Indonesia

Project-based learning using the capcut application in Islamic religious education and ethics subjects for class IX students of Habibana Islamic Junior High School Dander Bojonegoro is carried out through three stages, namely the planning stage, the implementation stage, and the evaluation stage.[10]

A.   Planning Stage

Muhammad Naufal as the Islamic religious education and ethics teacher explained that there are six main aspects in planning the project-based learning model that he did, namely: formulation of learning objectives, analysis of learner characteristics, formulation of learning strategies, making worksheets, designing learning resource needs, and preparing evaluation tools.

The above statement is in line with Made Wena's book entitled Contemporary Innovative Learning Strategies, which in his book explains that learning objectives must be formulated clearly so that the learning flow is in accordance with the objectives, analysis of student characteristics in project-based learning is highly emphasised because it is a support for group division,

---

[10] Desvia Ispratiwi Tiwi and Mellisa Mellisa, "Pengembangan Video Pembelajaran Berbasis Aplikasi Capcut Pada Mata Kuliah Kultur Jaringan," *Jurnal Inovasi Pembelajaran Biologi* 4, no. 1 (2023), https://doi.org/10.26740/jipb.v4n1.p39-45.

learning strategies are very important to formulate so that students can clearly understand the steps to complete the project, worksheets are very important in project learning because they make it easier for students to understand the work process, learning resources must be fulfilled so that students can experience the learning experience as a whole, evaluation tools must be designed completely because to determine the level of student understanding.

So it can be seen that there is conformity between the findings and the theory that the six main aspects carried out by Islamic religious education and character education teachers at the planning stage are an important part of the project-based learning model using the capcut application in Islamic religious education and character education subjects.[11]

B. Implementation Stage
The lesson plan that has been made by the teacher written in the teaching module is carried out or realised at this stage of learning implementation. In this implementation stage, it is divided into three activities, namely: introductory activities, core activities, and closing activities.[12]

1. Introductory Activities
Based on the findings of the researchers, Muhammad Naufal as the Islamic religious education and ethics teacher, in the introductory activities, starts the lesson with greetings, praying, presenting the students, inviting them to remember the previous material, explaining the flow of learning that will be carried out and the task system that will be given. After that, just enter the core activities.

Based on the book from Buna'i with the title Islamic Religious Education Learning Planning and Strategy, opening a lesson is an effort made by a teacher in the teaching and learning process with the aim of creating a pleasant learning atmosphere and to restore students' focus on the material they will learn. In addition, the teacher will also convey several things such as learning objectives, material to be learned, steps of learning activities to be carried out, and determine the limits of the tasks that students must do.

---

[11] made Wena, "Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional," *Jakarta: PT. Bumi Aksara*, 2009.

[12] Yanti Rosinda Tinenti, "Model Pembelajaran Berbasis Proyek (PBP) Dan Penerapannya Dalam Proses Pembelajaran Kelas," *Deepublish*, no. September (2021).

Based on the findings of the researchers and the explanation of the theory above, it can be concluded that there is a correspondence between the findings of the researchers and the theory that has been presented related to the series of activities carried out by Muhammad Naufal as the Islamic religious education and ethics teacher in the preliminary activities.[13]

2. Core Activities

Core activities are activities that focus on the implementation of project-based learning models using the capcut application in Islamic religious education and ethics subjects. Based on the findings of researchers through the data collection process in the form of interviews, documentation and observations, Muhammad Naufal in the core activities did several things, namely dividing groups, giving essential questions, giving directions to students, and project work.[14]

a. Group division and giving essential questions

The division of groups was not done randomly by Muhammad Thoha, but he himself organised it, namely from the results of the analysis based on the characteristics of the students. One class was divided into three groups with different themes. After dividing the groups, Muhammad Naufal distributed sheets of paper containing basic questions to each group with different themes.

b. Giving direction to students

Giving directions to students is carried out by Islamic religious education and ethics teachers to explain the project tasks that students will work on. When giving directions to students, Muhammad Naufal as the Islamic religious education and ethics teacher tries to explain the project assignment to students and also explains the timeline or time limit in working on the project so that they can make the best use of the time given.

---

[13] Buna'i, *Perencanaan Dan Strategi Pembelajaran Pendidikan Agama Islam*, *CV. Jakad Media Publishing*, 2021.
[14] Sulaiman, *Metodologi Pembelajaran Pendidikan Agama Islam (PAI) (Kajian Teori Dan Aplikasi Pembelajaran PAI)*, *PeNA*, 2017.

Figure 4. The teacher gives directions and explains the project tasks

c. Project work

After the group division is carried out and has received an explanation of the project task from the teacher, the next step is for students to start working on their project. Muhammad Naufal as a teacher of Islamic education and ethics invited students to discuss with their respective groups to determine the concept of the video and find reference materials to answer basic questions that have been given to each group. After that, students can start making videos on the capcut application for their project assignments according to a predetermined timeline, after completion, students send the results to class groups and upload them to youtube. [15]

The steps in implementing the project-based learning model based on the contemporary Innovative Learning Strategies book, are as follows: preparing Learning Resources, Group division, explaining project tasks, and working on projects. Meanwhile, according to the George Lucas Educational Foundation, there are six steps that must be taken in Project Learning, which are as follows: starting with essential questions, creating a project plan design, creating a schedule, monitoring the progress of the learner's project, assessing the results, and finally reflection.

Based on the findings of the researchers and the two theories that have been presented, it can be concluded that the steps in the core

---

[15] Sri Widiyanti and Dyah Rosna Yustanti Toin, "Efektifitas Pembelajaran Berbasis Proyek Terhadap Kreatifitas Mahasiswa Di Masa Pandemi Covid-19," *Jurnal Ilmiah IT CIDA* 7, no. 1 (2021), https://doi.org/10.55635/jic.v7i1.135.

activities used by teachers of Islamic religious education and ethics are in accordance with the theory presented by Made Wena in his book entitled Contemporary Innovative Learning Strategies. However, in the step section that provides essential questions conducted by teachers of Islamic religious education and ethics at Islamic Junior High School Habibana dander Bojonegoro in accordance with the theory put forward by the George Lucas Educational Foundation in a book written by Sutirman.[16]

3. Closing Activities

After the core activities are completed, the next activity is the closing activity. Before closing the lesson, Muhammad Naufal usually appoints one or two students randomly to review the lesson on that day, students are free to convey whatever they understand about the material at that time. He also said that at the next meeting will monitor their projects. After that, just invite to pray together to close the learning and end with greetings. Mukni'ah in his book said, closing activities in the learning process is done with the aim to end the teaching and learning process that can be done in the form of assessment, reflection, summary, feedback or follow-up. While in the book Planning and learning strategies of Islamic Religious Education written by Buna'i, explained that in the closing activity, a teacher closes the material to end the learning activity, the closing activity in learning can be done by making a summary of the material that has been discussed, strengthening students ' attention to things obtained during learning and preparing a plan for learning activities that will be carried out next.

Based on the findings of researchers who then adjusted to the theory that has been presented, it can be concluded that the closing activities carried out by teachers of Islamic religious education and Islamic ethics Junior High School Habibana dander Bojonegoro in the reflection section in accordance with the theory presented by Mukni'ah in his book. [17]Meanwhile, in the monitoring part of the project tasks at the next meeting in accordance with the theory presented by Buna'i, namely preparing a learning plan that will be carried out next. The project-based

---

[16] M Pd Sutirman, *Media Dan Model-Model Pembelajaran Inovatif, Yogyakarta: Graha Ilmu*, 2013.

[17] Mukni'ah, *Perencanaan Pembelajaran Sesuai Dengan Kurikulum Tingkat Satuan Pendidikan Dan Kurikulum 2013 (K-13)*, *News.Ge*, 2016.

learning process is not enough to do only one meeting, more or less requires three meetings. Therefore, its application uses three different materials. At the second meeting, for preliminary activities the same as the first meeting. However, the core activity in the second meeting is to explain the material through short questions and then monitor one by one the group has reached where the work on the project task. Of course, the results will be different, some have reached the editing stage, some are looking for reference material, but there are also new concepts to be created. Furthermore, in the closing activity, the teacher will remind students to immediately complete their project assignments so that at the next meeting their projects have been uploaded in class groups and on youtube. At the third meeting, it was used for evaluation. [18]

Based on the exposure of the interview results above, it can be concluded that Muhammad Naufal at the second meeting explained the material, after that monitored the students and the progress of their projects, and continued with the closing activities.

Figure 5. Teachers check project progress

C. Evalution Stage

Project-based learning Model that uses capcut application is a learning model that is quite complicated, therefore it needs an evaluation in accordance with the project. Muhammad Naufal as a teacher of Islamic Religious Education and Ethics uses two types of evaluation, namely evaluation at the time of project work and the final result of the project. The first evaluation at the time of work on the project is for example how students work together with their group and how the progress of the project when under monitoring. The second evaluation

---

[18] Buna'i, *Perencanaan Dan Strategi Pembelajaran Pendidikan Agama Islam*.

is the final result of the project task, this evaluation is seen from the editing and attractiveness of the video, compliance with the questions and themes given, the depth of the material presented, and the accuracy of collecting project results according to a predetermined timeline.

Chart 1. Collection of Class IX project results

Group	*Youtube Link*
1st Group	https://youtu.be/jiANSiEvv-g
2nd Group	https://youtu.be/uKdAappQz-A
3rd Group	https://youtu.be/-iy6GRzFdcI

Based on the statement in the learning planning book, it is explained that the assessment procedure can be in the form of process assessment and learning outcome assessment, it is adjusted to the indicators of competence achievement and refers to assessment standards. Based on the findings of researchers and theories that have been presented, it can be seen that the findings of researchers in accordance with the theory presented above.[19]

2. *Advantages and disadvantages of Project-Based Learning using the Capcut application*

From the results of observations, interviews, and documentation that the researchers did, the researchers found that in the application of project-based learning by using the capcut application on Islamic religious education subjects and budi pekerti students of Class IX Islamic Junior High School Habibana dander Bojonegoro there are advantages and disadvantages.

The advantages of Project-Based Learning by using the Capcut application on Islamic Religious Education and ethics class IX Islamic Junior High School Habibana dander Bojonegoro are as follows: 1) students look enthusiastic, active, and creative. 2) students easily master the learning material. 3) videos of project results are easily accessible. 4) capcut application that is easy to use, and 5) the results of the project in the form of videos can be watched over and over again.

The Disadvantages of project-based learning using capcut applications obtained from interviews with Muhammad Naufal as a teacher of Islamic religious education and Islamic ethics Junior High School Habibana dander Bojonegoro, namely: 1) takes a long time. 2) absence of LCD/projector for presentation. (3) the

---

[19] Mukni'ah, *Perencanaan Pembelajaran Sesuai Dengan Kurikulum Tingkat Satuan Pendidikan Dan Kurikulum 2013 (K-13).*

student is responsible only for the material. 4) requires a data package, and 5) complaints of students who are not proficient in using the capcut application.

This is also in accordance with research from Mia Roosmalisa Dewi, the shortcomings of the project-based learning model is to increase the burden of tasks on students and take a lot of time for both teachers and students.[20] The application of project-based learning by utilizing capcut application media conducted by Islamic religious education teachers and budi pekerti at Islamic Junior High School Habibana dander Bojonegoro is in line with the theory in Aisyah Nursyam's research stated in her journal which states that technological developments greatly affect the use of tools or media in learning so that learning does not feel boring and by utilizing IT-based media, will be able to increase student learning motivation.[21]

The findings of the research that the researcher has explained, Class IX students are interested in the application of project-based learning model using capcut application. This shows that the project learning model by utilizing the capcut application is feasible to use in the teaching and learning process in the classroom. This statement is in line with the research of Desi Marliani, et al.who explained that teachers and students are interested in using the capcut application in the teaching and learning process, because it is easier to understand learning materials by making videos on the capcut application.[22]

D. Conclusion

Project-based learning using the capcut application on the subjects of Islamic religious education and character of students of Class IX Islamic Junior High School Habibana dander Bojonegoro is carried out through several stages, including the planning stage, implementation stage, and evaluation stage. The advantages of project-based learning using the capcut application are: students look enthusiastic and easily master the learning material, and the results of the project in the form of videos can be watched over and over again. While the shortcomings are: takes a long time, the absence of LCD/projector, and requires a data package. Further researchers are expected to be able to examine more sources and references related

---

[20] Mia Roosmalisa Dewi, "Kelebihan Dan Kekurangan Project-Based Learning Untuk Penguatan Profil Pelajar Pancasila Kurikulum Merdeka," *Inovasi Kurikulum* 19, no. 2 (2022), https://doi.org/10.17509/jik.v19i2.44226.

[21] Aisyah Nursyam, "Peningkatan Minat Belajar Siswa Melalui Media Pembelajaran Berbasis Teknologi Informasi," *Ekspose: Jurnal Penelitian Hukum Dan Pendidikan* 18, no. 1 (2019), https://doi.org/10.30863/ekspose.v18i1.371.

[22] Marliani Rahmania et al., "Penggunaan Media Video Animasi Berbasis Capcut Sebagai Media Dakwah Dalam Pembelajaran PAI Di Sekolah Dasar."

Hendra Setiawan

to project-based learning using the capcut application so that the research results can be better and more complete.

Bibliography

Awwaliyah, Robiatul, and Hasan Baharun. "Pendidikan Islam Dalam Sistem Pendidikan Nasional PENDIDIKAN ISLAM DALAM SISTEM PENDIDIKAN NASIONAL (TELAAH EPISTEMOLOGI TERHADAP PROBLEMATIKA PENDIDIKAN ISLAM)." *Jurnal Ilmiah DIDAKTIKA*. Vol. 19, 2018.

Buna'i. *Perencanaan Dan Strategi Pembelajaran Pendidikan Agama Islam*. *CV. Jakad Media Publishing*, 2021.

Dewi, Mia Roosmalisa. "Kelebihan Dan Kekurangan Project-Based Learning Untuk Penguatan Profil Pelajar Pancasila Kurikulum Merdeka." *Inovasi Kurikulum* 19, no. 2 (2022). https://doi.org/10.17509/jik.v19i2.44226.

Fauziah, Zumrotul, Ahmad Shofiyuddin, and Hidayatur Rofiana. "Implementasi Media Pembelajaran Interaktif Berbasis Aplikasi Canva Pada Mata Pelajaran Sejarah Kebudayaan Islam." *Madinah: Jurnal Studi Islam* 9, no. 1 (2022). https://doi.org/10.58518/madinah.v9i1.1356.

Firmansyah, Mokh Iman. "Pendidikan Agama Islam Pengertian Tujuan Dasar Dan Fungsi." *Urnal Pendidikan Agama Islam -Ta'lim* 17, no. 2 (2019).

Kemenag. "Al-Qurán Dan Terjemahan." Alqur'an Dan Terjemahan, 2022.

Marliani Rahmania, Desi, Anisatul Haq Mustafa, Hana Fitriani, Sariten Handayati, Ani Nur Aeni, Program Studi Pendidikan Guru Sekolah Dasar, and Kampus Daerah Sumedang. "Penggunaan Media Video Animasi Berbasis Capcut Sebagai Media Dakwah Dalam Pembelajaran PAI Di Sekolah Dasar." *Journal on Education* 5, no. 4 (2023).

Moleong, J Lexy. "Metodologi Penelitian Kualitatif J Lexy Moleong." *Jurnal Ilmiah*, 2021.

Moleong, Lexy J. "Metodologi Penelitian Kualitatif / Penulis, Prof. DR. Lexy J. Moleong, M.A." *PT Remaja Rosdakarya*, 2018.

Mukni'ah. *Perencanaan Pembelajaran Sesuai Dengan Kurikulum Tingkat Satuan Pendidikan Dan Kurikulum 2013 (K-13)*. *News.Ge*, 2016.

Nursyam, Aisyah. "Peningkatan Minat Belajar Siswa Melalui Media Pembelajaran Berbasis Teknologi Informasi." *Ekspose: Jurnal Penelitian Hukum Dan Pendidikan* 18, no. 1 (2019). https://doi.org/10.30863/ekspose.v18i1.371.

RI, Kementrian Agama. "Mushaf Al-Qur'an Dan Terjemah." *Mushaf Al-Qur'an Dan Terjemah*, 2013.

Sulaiman. *Metodologi Pembelajaran Pendidikan Agama Islam (PAI) (Kajian Teori Dan Aplikasi Pembelajaran PAI)*. *PeNA*, 2017.

Supriyadi, Ahmad, Akmal Hawi, and Fitri Oviyanti. "Kompetensi Guru PAI Dalam Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Di MI Istiqomah Sekayu." *Muaddib: Islamic Education Journal* 4, no. 1 (2021). https://doi.org/10.19109/muaddib.v4i1.10664.

Hendra Setiawan

Sutirman, M Pd. *Media Dan Model-Model Pembelajaran Inovatif. Yogyakarta: Graha Ilmu*, 2013.

Tinenti, Yanti Rosinda. "Model Pembelajaran Berbasis Proyek (PBP) Dan Penerapannya Dalam Proses Pembelajaran Kelas." *Deepublish*, no. September (2021).

Tiwi, Desvia Ispratiwi, and Mellisa Mellisa. "Pengembangan Video Pembelajaran Berbasis Aplikasi Capcut Pada Mata Kuliah Kultur Jaringan." *Jurnal Inovasi Pembelajaran Biologi* 4, no. 1 (2023). https://doi.org/10.26740/jipb.v4n1.p39-45.

Wena, made. "Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional." *Jakarta: PT. Bumi Aksara*, 2009.

Widiyanti, Sri, and Dyah Rosna Yustanti Toin. "Efektifitas Pembelajaran Berbasis Proyek Terhadap Kreatifitas Mahasiswa Di Masa Pandemi Covid-19." *Jurnal Ilmiah IT CIDA* 7, no. 1 (2021). https://doi.org/10.55635/jic.v7i1.135.