

Development of Student Worksheets Based on Project Based Learning on the Material '*Indonesia Kaya Budaya*' for Class IV SDIT Tiara Islamic School Pekanbaru

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Abstract

This study aims to develop a Student Worksheet (LKPD) based on Project-Based Learning (PjBL) integrated with Islamic values on the theme "*Indonesia Kaya Budaya*" for fourth-grade students at SDIT Tiara Islamic School Pekanbaru. The research employed the 4D development model (Define, Design, Develop, Disseminate), which includes needs analysis, design, expert validation, and limited trials. Data were collected through observations, validation questionnaires, practicality questionnaires, and student reflections. Expert validation results indicated that the LKPD falls into the "highly valid" category with an average score of 89.4%. A limited trial involving 10 students demonstrated active student engagement in project activities and an understanding of cultural and Islamic values. Teacher and student responses regarding the practicality of the product were also highly positive. The LKPD successfully facilitates contextual and religious thematic learning while strengthening students' character through the reflection of Islamic values. This product is deemed suitable as an alternative thematic learning medium in Islamic-based elementary schools.

Keywords: project based learning; islamic values; culture; elementary school

Introduction

Basic education plays a fundamental role in forming students' knowledge, 21st-century skills, and spiritual moral character (Zhao et al., 2023). Within the multicultural fabric of Indonesia, elementary education also functions as a strategic platform to instill cultural awareness from an early age (Mariyono, 2024; Raihani, 2018). This awareness is necessary so that students do not view diversity as mere difference but as a source of national strength and pride. Therefore, learning in primary schools must be directed not only toward academic competence but also toward cultural and value-based sensitivity. It is within this context that curriculum reform becomes vital for shaping educational direction and practice.

To address this need, the Ministry of Education and Culture officially launched the *Merdeka Curriculum* in 2022. This curriculum introduces more flexible, contextual, and student-centered learning experiences compared to the 2013 Curriculum-



(Kemendikbudristek. (2022). Key innovations include the use of learning outcomes (CP), the reinforcement of character education through projects, and the prioritization of formative assessments. Teachers are encouraged to facilitate differentiated instruction and integrate student-centered projects that reflect national values. The comparison between the two curriculum models is presented in Table 1 below.

Table 1

Comparison of Characteristics of the 2013 Curriculum and the Independent Curriculum

Component	2013 Curriculum	Merdeka Curriculum
Approach	Integrative thematic	Differentiated learning & character project-based learning
Structure	Core Competencies and Basic Competencies (KI–KD)	Learning Outcomes (CP)
Assessment	Authentic and summative assessment	Dominantly formative assessment, initial diagnostic assessment
Core Values	Literacy, character	Pancasila Student Profile
Teacher Flexibility	Limited by thematic textbooks	More flexible and student needs-based
Project Implementation	Not mandatory	Mandatory Pancasila Student Profile Strengthening Project (P5)

Source: Adapted from Kemendikbudristek (2022).

This curricular transformation opens broader opportunities to design learning that is culturally relevant, value-oriented, and aligned with 21st-century competencies (Syafika & Marwa, 2024). One of the key themes introduced for Grade IV in Phase B is *Indonesia Kaya Budaya*, which aims to develop student understanding of local cultural diversity (Hakim et al., 2024; Mansur & Sukirman, 2024). The theme not only fosters appreciation of heritage but also instills values of tolerance and national pride. Through participatory, exploratory, and reflective approaches, students are expected to internalize cultural awareness in meaningful contexts (Kemendikbudristek, (2022); Rosyad, 2020). Hence, instructional media aligned with this theme must be designed to support both content mastery and character formation.

In practice, thematic instruction on cultural topics in elementary schools remains dominated by conventional and teacher-centered methods. These approaches tend to rely heavily on lectures, rote memorization, and textbook-based activities (Serdyukov, 2017). As a result, students are often disengaged and less motivated to explore cultural phenomena present in their everyday lives (Afrane & Boaheng, 2025, 2025). Learning

that is abstract and detached from local contexts fails to leave a meaningful impact on students' understanding and appreciation of culture (Sciences et al., 2018). This condition signals the need for pedagogical strategies that promote student agency and authentic learning experiences.

Meaningful cultural learning requires approaches that are participatory, experiential, and context-driven (Isaacs et al., 2024). According to the National Academies of Sciences (2018), students better internalize values and concepts when they are actively involved in the learning process. Instructional media that facilitates exploration, reflection, and real-world connections is essential in this regard. Such media should be designed not only to convey content, but also to transform students into active constructors of knowledge (Serdyukov, 2017). Therefore, innovation in instructional tools becomes crucial in delivering cultural education that is both impactful and relevant.

One effective approach that meets these criteria is Project-Based Learning (PjBL). PjBL encourages students to design, implement, and present projects based on real-life issues, thereby promoting deeper engagement and ownership of learning (Almulla, 2020; Nguyen et al., 2020). Numerous studies have confirmed that PjBL enhances four key 21st-century skills: critical thinking, creativity, collaboration, and communication (Bell, 2010; González-Pérez & Ramírez-Montoya, 2022). Moreover, this model enables students to act as young researchers and social investigators, even within elementary-level contexts (Dole et al., 2017; Purba et al., 2024; Retno et al., 2025). In cultural themes, PjBL supports students in connecting classroom learning with their surrounding environment and identity.

In the context of Islamic elementary education, cognitive development must go hand in hand with character building and spiritual formation (Khaidir & Suud, 2020). This educational orientation demands that learning models such as PjBL be integrated with Islamic values that shape attitudes and behavior. Values such as honesty, discipline, gratitude, and cooperation can be cultivated through the reflection and application found in project-based activities. As Al-Attas, (1980) asserted, true Islamic education lies in the internalization of knowledge and adab (ethical behavior), not merely the transmission of facts. Therefore, integrating Islamic values into PjBL offers a holistic approach aligned with the educational goals of Islamic schools.

The conceptual relationship between PjBL and Islamic values in thematic learning is illustrated in Figure 1 below.

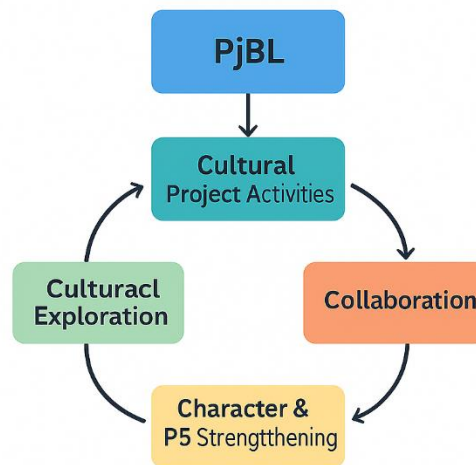


Figure 1
Integration Scheme of PjBL and Islamic Values in Thematic LKPD
Source: Personal Document

Description: This diagram illustrates how the PjBL approach—centered on local cultural projects is integrated with reflections on Islamic values to support character development and the Profile of Pancasila Students.

As shown in Figure 1, the integration of PjBL and Islamic values allows for character formation alongside cognitive growth. Each project activity is structured to facilitate both academic achievement and moral reflection, reinforcing the holistic nature of Islamic education.

This integration is particularly relevant in the context of Sekolah Dasar Islam Terpadu (SDIT), where the curriculum emphasizes both academic excellence and moral-spiritual development (Khaidir & Suud, 2020). In such schools, instructional tools must be designed not only to support learning objectives but also to strengthen religious identity and ethical awareness. Embedding Islamic reflections into project activities enables students to experience values in action rather than through abstract explanation (Hussin & Tamuri, 2019). It also helps bridge the gap between modern pedagogical models and Islamic worldview, demonstrating that both can coexist and mutually reinforce one another. Consequently, the development of PjBL-based materials enriched with Islamic values is a strategic step toward transforming thematic learning in Islamic elementary education.

As an instructional medium, the Student Worksheet (LKPD) offers substantial potential in supporting the implementation of Project-Based Learning (PjBL). When designed with project-oriented activities, LKPDs can guide students through exploration, data collection, collaboration, reflection, and the presentation of outcomes (Elvianasti et al., 2024; Huda et al., 2025). These components make learning more structured and empower students to work more independently. In particular, project-based LKPDs foster active engagement and contextual understanding of the material. Research indicates that LKPDs embedded with real-life tasks can significantly increase student interest and learning retention (Hamzah et al., 2025).

Despite this potential, most existing LKPDs still adopt a traditional format that is textual, static, and disconnected from students' lived experiences. They often lack opportunities for value-based reflection and rarely incorporate spiritual dimensions relevant to Islamic education. This highlights a critical gap in instructional materials used in Islamic schools, especially those implementing the national curriculum. Innovative LKPDs must be both pedagogically effective and spiritually enriching, aligned with students' cultural and religious backgrounds (Bidarra & Rusman, 2017; Mayarisa, 2023; Papakostas, 2024). Therefore, the development of PjBL-based LKPDs integrated with Islamic values is no longer optional but a pressing educational need.

Such development not only supports the goals of the Merdeka Curriculum but also fulfills the vision of integral Islamic education. It provides a practical medium through which students can connect academic content with moral principles and religious identity (Huda et al., 2025). Moreover, PjBL offers a unique opportunity to embed values such as honesty, teamwork, and responsibility within real-life learning projects. These values can be internalized more effectively when practiced rather than merely taught. As Hadi and Hidayat (2024) emphasized, Islamic education must be both integrative and contextual to remain relevant in today's educational landscape.

This need is particularly evident at SDIT Tiara Islamic School Pekanbaru, where Islamic values are central to the school's educational vision. While the school's culture promotes value-based learning, thematic instructional materials that explicitly incorporate these values remain scarce. Teachers often express the need for practical tools that facilitate active and collaborative learning while reflecting the school's spiritual orientation. In this context, LKPDs designed based on PjBL and infused with Islamic

values are seen as a timely and appropriate solution (Kompella, 2024). These tools are expected to enhance both the academic and character outcomes of students in a cohesive learning experience.

Accordingly, the integration of Islamic values into project-based LKPDs presents a promising direction for innovation in thematic learning. It addresses the dual mandate of Islamic elementary education: to develop competence and to nurture moral consciousness. Through meaningful projects, students not only acquire knowledge but also experience and reflect on ethical behavior. This dual emphasis aligns with the broader objectives of Islamic pedagogy, which views education as the cultivation of both intellect and soul (Farhan et al., 2024; Iman et al., 2025). Thus, value-integrated LKPDs represent a strategic effort in shaping well-rounded students grounded in both faith and critical inquiry.

Several previous studies have indicated that the integration of Islamic values into project-based learning media has a positive impact on students' character development and spiritual meaning-making. A study found that integrating values into project-based modules can improve students' sense of responsibility and empathy (Nasir, 2024). Similar findings were reported, who observed that project-based LKPDs increased students' active participation and learning motivation in elementary schools (Elvianasti et al., 2024).

However, a review of the literature indicates that there is still a lack of development of PjBL-based LKPDs that explicitly incorporate Islamic values, particularly within the theme of local culture. This presents an important opportunity for this study to contribute by offering a learning product that is curricularly relevant, culturally contextual, and spiritually meaningful in an applied manner (Bråten & Skeie, 2020). By using the theme "*Indonesia Kaya Budaya*" as the entry point, the development of this LKPD also serves as a contribution to preserving national diversity through Islamic value-based primary education.

Based on the above rationale, this study aims to develop a Project-Based Learning (PjBL) student worksheet (LKPD) integrated with Islamic values on the theme "*Indonesia Kaya Budaya*" for Grade IV students at SDIT Tiara Islamic School Pekanbaru. This research seeks to answer fundamental questions regarding how to design a learning medium that is valid, practical, and value-oriented to support thematic learning

aligned with the *Merdeka Curriculum*. It is expected that the results of this study will offer a concrete contribution to the development of instructional materials in Islamic elementary schools and serve as a reference for value-based innovation in thematic learning.

Based on the problems identified, there is a need for a learning tool that is not only project-based and engaging but also integrates Islamic values in a contextual and meaningful manner. Therefore, this study aims to address the following research question: How can a Project Based Learning-oriented Student Worksheet (LKPD), integrated with Islamic values, be effectively developed to enhance student engagement and character building in the theme “*Indonesia Kaya Budaya*” in fourth-grade Islamic elementary students?

Research Methods

This study employs a Research and Development (R&D) approach, which is a systematic method for designing, developing, and evaluating educational products to ensure their applicability in instructional practice (Borg & Gall, 2003). The development model adopted in this study is the 4D model proposed by Thiagarajan (1974), which consists of four main stages: Define, Design, Develop, and Disseminate. The 4D model was selected for its effective and structured procedures in developing instructional products, specifically Student Worksheets (LKPD) based on Project-Based Learning (PjBL) that integrate Islamic values (Siswoyo et al., 2024).

The primary subjects of this research are fourth-grade students ($n = 10$) from SDIT Tiara Islamic School Pekanbaru, one classroom teacher, and two experts serving as validators (a subject matter expert and a media expert). Data were collected through interviews, document analysis, validation sheets, observation forms, and student response questionnaires.

The first stage, Define, involves identifying and analyzing the needs for product development. Activities in this stage include curriculum analysis, literature review, teacher interviews, and an analysis of the characteristics of fourth-grade students. The researcher examined the Basic Competencies (*Kompetensi Dasar*) and content within the *Indonesia Kaya Budaya* theme as presented in the 2013 Curriculum thematic book, and

explored the integration of Islamic values that align with the vision and mission of SDIT Tiara Islamic School Pekanbaru.

The second stage, Design, focuses on developing a prototype of the PjBL-based LKPD, designed to encourage active student engagement in project activities, foster Islamic character development, and strengthen cultural literacy. The LKPD was structured to include elements such as identity, learning objectives, project activity guidelines, a reflection space for Islamic values, and a project assessment rubric. The visual format was intentionally crafted to be attractive and child-friendly, utilizing illustrations and a simple yet contextually relevant layout.

The third stage is Develop. This phase involves expert validation and limited field testing. Product validation was carried out by two experts one subject matter expert and one media expert using validation sheets that covered aspects such as content, language, integration of Islamic values, and visual design. Following revisions based on feedback from the validators, the LKPD prototype was tested in a limited implementation (simulated implementation) with ten fourth-grade students at SDIT Tiara Islamic School Pekanbaru. The trial was facilitated by the researcher, while the classroom teacher served as an observer of the learning activities.

The final stage is Disseminate. In this study, dissemination was not conducted on a large scale; rather, the developed product was shared through academic documentation. This decision was due to time constraints and the limited scope of the research. Nevertheless, the potential for broader dissemination remains open for future development.

The following diagram illustrates the stages in developing the Project-Based Learning (PjBL) Student Worksheet (LKPD) integrated with Islamic values:

Table 2
Product Development Stages Using 4D Model

Stage	Main Activities
Define	Needs analysis, curriculum study, identification of Basic Competencies (KD) for the theme "Indonesia's Rich Culture", theoretical review, as well as teacher interviews and student study.
Design	Initial design of the LKPD: content structure, project components, integration of Islamic values, rubrics, and visual layout.

Stage	Main Activities
Develop	Expert validation (content and media), product revision, limited trial (simulation), observation of student engagement, and teacher reflection.
Disseminate	Preparation of a scientific article and final project report; potential for further publication and integration into the school’s instructional documents.

Source: Personal Document

In addition to the table, here is a visualization of the product development procedure:

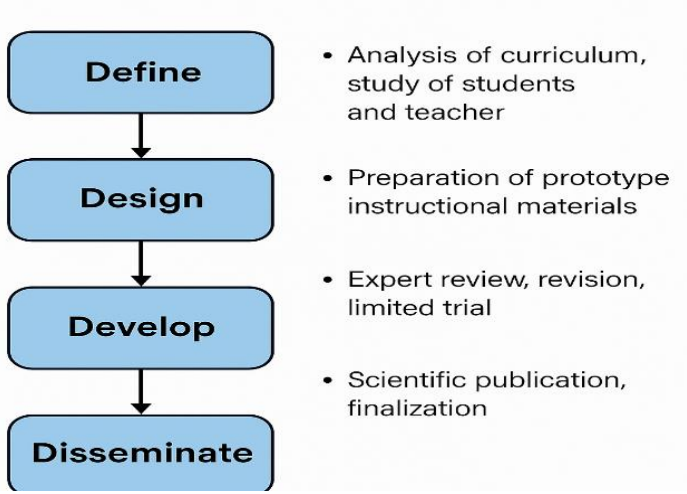


Figure 2
Flowchart of LKPD Model 4D Development
Source: Personal Document

The instruments used in this study consisted of: (1) Expert validation sheets, used to assess the content relevance and visual design of the LKPD; (2) Practicality questionnaires, distributed to both students and teachers to evaluate the ease of use of the LKPD; and (3) Student engagement observation sheets, used to record the extent to which students actively participated in project activities during the trial implementation.

The data collected were analyzed using both quantitative and qualitative descriptive methods. Validation scores from experts were categorized using percentage-based criteria as follows:

Table 3
Product Validation Criteria

Score Range (%)	Category
81–100	Very Valid
61–80	Fairly Valid
41–60	Less Valid
≤ 40	Not Valid

Source: Personal Document

Meanwhile, the results of the practicality questionnaires from both students and teachers were analyzed using similar techniques. Observations and reflective notes from both the teacher and students during the trial phase served as qualitative data to identify positive aspects and areas for product improvement. This data analysis was guided by product development data analysis frameworks as proposed by Sugiyono, (2017) and Creswell, (2012).

Result

This research produced an innovative product in the form of a Student Worksheet (LKPD) based on Project-Based Learning (PjBL), which integrates Islamic values within the learning theme *"Indonesia Kaya Budaya"* (Indonesia: Rich in Culture) for fourth-grade students at SDIT Tiara Islamic School Pekanbaru. The development process followed the 4D model, consisting of the stages: Define, Design, Develop, and Disseminate. Each stage contributed significantly to the creation of a product that is feasible, practical, and aligned with the needs of thematic learning in the era of the *Merdeka Curriculum*.

Results of the Define Stage

The Define stage aimed to gather preliminary information regarding learning needs and challenges. Data were collected through classroom observations, teacher interviews, and document analysis. Observation results revealed that learning in the theme *"Indonesia Kaya Budaya"* in the fourth grade was still predominantly teacher-centered, relying heavily on lectures and conventional instructional media such as textbooks and PowerPoint presentations. Students tended to be passive, merely following instructions with minimal exploration or direct engagement.

Interviews with the teacher revealed difficulties in designing instructional media that integrate exploratory projects with Islamic values. The teacher emphasized the need for contextual teaching materials that could foster active, enjoyable, and character-driven learning experiences. Curriculum document analysis indicated that the *"Indonesia Kaya Budaya"* theme provides substantial opportunities for incorporating local cultural content and strengthening character values, in alignment with the dimensions of the Pancasila Student Profile.

The initial product was a project-based Student Worksheet (LKPD) designed to facilitate thematic learning through Project-Based Learning (PjBL) while integrating Islamic values. The LKPD consisted of six structured learning activities, each aligned with the PjBL model, and aimed to promote active, collaborative, and meaningful learning experiences. The key components embedded in each activity included: (1) activity identification, (2) learning objectives, (3) step-by-step project instructions, (4) a space for local cultural exploration, (5) reflection prompts focused on Islamic values, and (6) a project assessment rubric.

The learning activities developed within the LKPD aimed to introduce cultural content while strengthening character education through religious and moral reflection. For instance, students were asked to observe and document local cultural elements, create visual posters, write cultural stories with Islamic messages, and collaborate on classroom presentations. Islamic values such as honesty (*ʿsidq*), responsibility (*amānah*), tolerance (*tasāmuḥ*), and gratitude (*shukr*) were explicitly integrated as reflective prompts throughout the learning process. This approach supports Al-Attas’ (1980) view that Islamic education involves not only the transmission of knowledge but also the internalization of values through reflective experience.

Table 4
Description of Each Activity in LKPD

Activity	Project Title	Objective	Main Activities
1	Exploring Local Culture	Understanding local culture	Observation, interviews, note-taking
2	Culture Poster	Enhancing visual appreciation of culture	Designing regional culture posters

Activity	Project Title	Objective	Main Activities
3	Islamic Cultural Story	Fostering creativity and Islamic values	Writing short cultural stories with Islamic moral messages
4	Class Mini Museum	Building teamwork	Creating mini artifacts, group presentations
5	Islamic Values Reflection	Raising moral awareness	Writing personal reflections based on project experiences
6	Culture Exhibition	Showcasing learning outcomes	Preparing group presentations and peer evaluations

Source: Personal Document

The LKPD layout was designed to be student-friendly, using contextual illustrations, readable fonts, and culturally relevant colors. The project steps encouraged inquiry, creativity, collaboration, and communication—core competencies of PjBL (Bell, 2010; González-Pérez & Ramírez-Montoya, 2022). Overall, the product was constructed to address the need for instructional media that is both pedagogically effective and value-oriented.

Results of Expert Validation

The designed LKPD product was validated by two experts: a thematic learning content expert and an instructional media expert. The validation instrument covered four aspects: content, language, visual presentation, and the integration of Islamic values. Each aspect was assessed using a 5-point Likert scale and then converted into percentage scores (Hanafi et al., 2024). The validation results indicated that the LKPD fell into the “Highly Valid” category, with the following detailed scores:

Table 5
Results of Validation by Material and Media Experts

Aspect	Maximum Score	Score Obtained	Percentage	Category
Content Relevance	40	38	95%	Very Valid
Language Use	40	35	87.5%	Very Valid
Alignment with Islamic Values	40	36	90%	Very Valid

Aspect	Maximum Score	Score Obtained	Percentage	Category
Visual and Aesthetics	40	34	85%	Very Valid
Average	160	143	89.4%	Very Valid

Source: Personal Document

The validators noted that the LKPD contained content aligned with the curriculum, utilized communicative language, and integrated Islamic values in a contextual and natural manner. Suggestions for improvement included simplifying instructional sentences to be more child-friendly and providing concrete examples in the reflection section.

Following the validation process, the LKPD underwent limited field testing with ten Grade IV elementary school students. The trial was conducted over two instructional sessions and involved two out of the six developed project activities. During the trial, observations were made regarding students’ engagement, group collaboration skills, and ability to complete project tasks. The results of these observations are presented in Table 6 below:

Table 6
Student Activity Observation Results

Indicator	Activity Percentage	Category
Group discussion	90%	High
Enthusiasm in seeking information	95%	Very High
Completing projects	100%	Very High
Demonstrating Islamic values	88%	High

Source: Personal Document

The observation results indicated that student engagement in the project activities ranged from high to very high. Students demonstrated strong enthusiasm in seeking information and completing the project, reaching 95% and 100% respectively. Group discussions proceeded in a conducive manner, with students distributing roles fairly and assisting one another. Islamic values such as mutual respect, responsibility, and gratitude were evident in their group interactions. Figure 3 below presents a visualization of student engagement data based on the observation indicators:

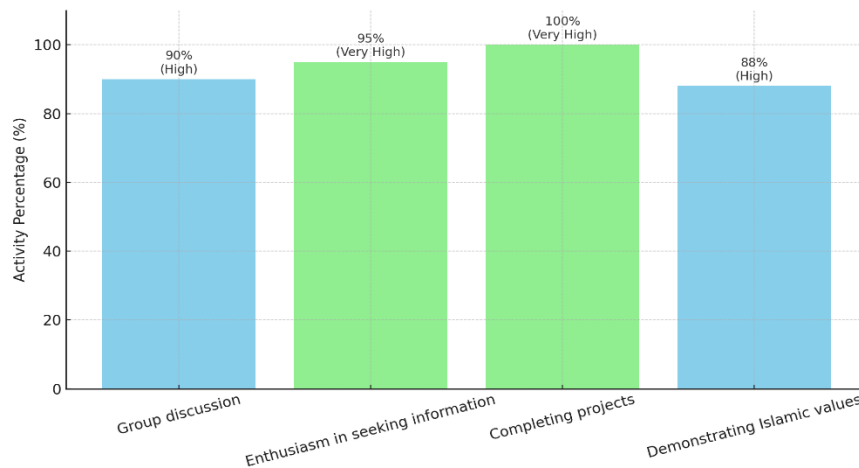


Figure 3
Student Engagement Graph on Each Indicator
Source: Personal Document

Disseminate Phase Results

In addition to observations, data were also collected through practicality questionnaires administered to both the teacher and students. The teacher assigned a practicality score of 90%, stating that the LKPD was highly beneficial in facilitating the design of active and value-based learning. Students gave a score of 86%, noting that the learning experience became more engaging and meaningful. One student wrote in the reflection column: *“I enjoyed learning about my local culture. I now realize how great Allah is for creating human beings with so many differences, yet we can still respect one another.”*

The trial results demonstrated that all students were actively involved. During the discussion phase, students assigned roles, respected differing opinions, and demonstrated effective communication skills. In the project execution phase, students were able to organize cultural information, prepare visual presentations, and deliver them enthusiastically. In the reflection section, most students expressed values such as gratitude for diversity, respect for peers, and a spirit of collaboration.

Teacher and Student Responses

The teacher’s response to the product was highly positive. The teacher stated that the LKPD significantly aided in both planning and implementing lessons, while also providing space for the integration of Islamic values. Students mentioned that the learning experience was more enjoyable, not boring, and helped them better understand their own cultural heritage.

Table 7
Practicality Questionnaire Results

Respondent	Average Score	Category
Teacher	90%	Very Practical
Student	86%	Practical

Source: Personal Document

Results of Reflection and Documentation.

Documentation from the trial process illustrated various forms of student work, such as cultural posters, Islamic short stories, and miniature models of traditional houses. The teacher noted in their reflective journal that students became more active, asked critical questions, and were able to relate their learning to real-life contexts. A representative student reflection read: *“I learned about my local culture, and I am grateful because Allah SWT created Indonesia with so many ethnic groups and traditions.”*

Based on the findings, the developed LKPD is considered highly feasible and effective for use in value-based thematic learning. The development process successfully addressed the objectives of this research, namely: (1) To produce a valid Project Based Learning (PjBL)-oriented LKPD, (2) To examine the practicality of the LKPD in real classroom implementation, and (3) To demonstrate that Islamic values can be fully integrated into local cultural projects in a meaningful and contextual manner.

Discussion

Alignment of the Product with Thematic Learning Needs and Islamic Values

The development of a Student Worksheet (*Lembar Kerja Peserta Didik* or LKPD) based on Project-Based Learning (PjBL) with the theme *“Indonesia's Rich Cultural Heritage”* demonstrates high effectiveness and relevance for Islamic values-based thematic learning in fourth-grade classes at SDIT (Integrated Islamic Elementary School). The results of expert validation, limited trials, and student reflections indicate that the product is not only appropriate in terms of content and visual design but also successfully integrates Islamic values contextually within project-based learning. This discussion will be elaborated through several key aspects, providing deeper analysis of the findings in relation to theoretical perspectives and previous research.

The Effectiveness of PjBL in Enhancing Student Engagement. Observational data showed a very high level of student engagement in project activities, particularly in terms of enthusiasm for information-seeking (95%) and project completion (100%). These findings indicate that the PjBL approach provides space for students to learn actively, explore independently, and take responsibility for their learning process. PjBL encourages students to act as problem solvers rather than passive recipients of information (Silma et al., 2024). These results are also supported, who emphasized that PjBL increases intrinsic motivation because students feel a sense of ownership over their projects (Oh et al., 2020).

The application of Project-Based Learning (PjBL) through the LKPD also provides opportunities for students to engage in collaborative processes. This is essential, as collaboration skills are a core component of 21st-century competencies. In a study, it was stated that group work within the PjBL framework can foster students' social responsibility and empathy (Dominguez et al., 2022; Saavedra & Opfer, 2012). Observations revealed that students divided tasks evenly, discussed project content openly, and supported each other in preparing final products such as cultural posters and short stories.

The developed LKPD was designed to guide students through the steps of the project gradually. Expert validation indicated that the structure of the LKPD was highly systematic and aligned with the PjBL model, with an average score of 89.4%. LKPD should be more than just a worksheet it should serve as a guide for independent and collaborative learning exploration (Chalsum et al., 2023). This was evident during the trial phase, where the LKPD successfully facilitated students in exploring local culture, engaging in discussions, and reflecting on Islamic values.

The following is a comparison of the functionality of the LKPD before and after development:

Table 8
Comparison of Conventional LKPD vs Islamic PjBL LKPD

LKPD Aspect	Conventional	Developed LKPD
Content Focus	Practice exercises	Contextual project-based activities
Islamic Values	Not included	Integrated in every activity

LKPD Aspect	Conventional	Developed LKPD
Visuals	Standard	Attractive and child-friendly
Collaboration	Not facilitated	Guided in group work

Source: Personal Document

This difference shows that learning media needs to continue to be developed to suit students' needs and the current educational context.

Integration of Islamic Values in Contextual Learning Activities

One of the key innovations of the developed LKPD is the integration of Islamic values into project-based thematic learning. Each activity within the LKPD was intentionally designed to include moral reflections that align with core Islamic teachings such as honesty (*sidq*), responsibility (*amānah*), gratitude (*shukr*), and cooperation (*ta'āwun*). These values were presented not as isolated religious content, but as integral parts of the learning process through reflection prompts, group collaboration, and assessment criteria.

The integration was found to be effective based on observation results and expert validation. For example, during the field trial, students demonstrated strong engagement not only in completing project tasks but also in displaying Islamic attitudes in group interactions evidenced by their mutual respect, task-sharing, and consistent use of polite language. This supports the assertion by Al-Attas (1980) that true Islamic education involves the internalization of values through lived experience, not mere transmission of moral knowledge.

The expert validation results also confirmed the appropriateness of the value integration component, with a score of 90% for the "Alignment with Islamic Values" indicator (Table 5). Validators praised the contextual embedding of values and the clarity of reflection questions that helped students make ethical connections with their project work. These findings are aligned with Hadi and Hidayat (2024), who emphasized that value-based learning should be situated in meaningful activities to cultivate real moral behavior.

Furthermore, the cultural theme of *Indonesia Kaya Budaya* provided a natural context for connecting values with national identity and diversity. For instance, the poster and story-writing tasks allowed students to express Islamic messages through local wisdom, while the mini museum and exhibition activities reinforced the spirit of

teamwork and stewardship. This contextualized approach to value education aligns with Islamic pedagogy, which emphasizes learning through action (*amal*) and reflection (*tafakkur*).

Thus, the developed LKPD successfully embodies the vision of integrated Islamic education by combining thematic content, active learning strategies, and moral development in a coherent instructional design. It demonstrates how values can be taught not as abstract doctrines, but as lived realities within collaborative and meaningful learning experiences.

Feasibility and Practicality Based on Validation and Trial Results

The feasibility of the developed LKPD was confirmed through two key evaluation processes: expert validation and a limited classroom trial. The expert validation results (Table 5) showed that the LKPD achieved an overall average score of 89.4%, categorized as "Very Valid." Both content and media experts agreed that the product was aligned with curriculum standards, used appropriate and communicative language, and successfully embedded Islamic values in a natural and contextual manner.

These expert assessments not only attest to the academic soundness of the LKPD but also confirm its pedagogical usability. The LKPD's structure, layout, and project-based flow were considered practical for classroom use and aligned with the principles of effective instructional design (Gall et al., 2003). Suggestions from validators—such as simplifying instructions and improving visual balance—were addressed in the revised version prior to field implementation.

In the limited trial conducted with ten fourth-grade students, the LKPD proved to be both practically applicable and user-friendly. Observation data indicated high levels of student engagement: 100% of students completed the assigned project tasks, 95% showed enthusiasm during cultural exploration, and 90% participated actively in group discussions (Table 6). These results demonstrate the practical effectiveness of the LKPD in promoting collaborative and meaningful learning experiences.

In addition, the LKPD received positive feedback from students and teachers. Student responses, collected through a Likert-scale questionnaire, showed an overall satisfaction score of 86%, with most students agreeing that the LKPD was interesting, easy to understand, and helpful in organizing their work. Similarly, the classroom teacher noted that the product significantly improved lesson clarity and student autonomy, and

that it aligned well with the school's educational mission. This confirms findings by Silma et al. (2022), who argued that practicality is a crucial factor in ensuring the long-term use of instructional products in classroom settings.

Taken together, the validation and trial data suggest that the developed LKPD is not only theoretically robust but also feasible and practical for application in real learning environment particularly in Islamic elementary schools aiming to implement project-based and value-integrated learning.

Impact on Attitudes and Cultural Literacy

Reflection data and documentation show that students have begun to understand their own local culture, as well as feel proud and grateful for Indonesia's cultural diversity. In addition, the product encourages students to explore culture from an Islamic perspective, such as by searching for cultural stories that do not contradict Islamic beliefs. This supports the findings, which state that Islamic-based cultural education can foster attitudes of tolerance and nationalism rooted in faith-based values (Farihin, 2022).



Figure 4
Student Work: Islamic Culture Poster
Source: Personal Document

Figure 4 shows the results of students' Islamic cultural posters that represent their understanding of regional cultural diversity within the framework of Islamic values. This work shows a visual integration between cultural symbols and Islamic moral messages.

Contribution to the Development of Learning Media in Islamic Schools

This development provides both practical and theoretical contributions. Practically, the resulting LKPD can be directly used by Islamic elementary school teachers for cultural-themed learning. Theoretically, this study adds to the discourse on the importance of integrating active learning approaches (such as PjBL) with Islamic

values in the context of primary education. This is in line with Al-Attas, (1980) perspective on education that unites knowledge and adab (ethics). Moreover, this study also strengthens the argument that integrating Islamic values into learning media is not only possible but also effective. It shows that Islamic educational innovation does not need to be separated from modern pedagogical approaches.

Comparison with Previous Research. This study reinforces the findings, which showed the effectiveness of PjBL-based LKPD in improving student learning outcomes and collaboration (Pratiwi et al., 2024). However, this research is unique because it integrates a religious dimension, which has rarely been discussed in the development of similar media. Thus, this study fills a gap in the literature, which has so far tended to focus solely on cognitive aspects.

Implications and Challenges of Development

The implication of this study is the need for teachers to possess a high level of media design literacy in order to develop instructional tools that are active, contextual, and religiously grounded. The challenge lies in the time and skills required to design project-based LKPDs that are not only visually appealing but also valid in terms of content and values. This presents an opportunity for further training for Islamic elementary school teachers to develop similar learning materials.

Thus, this discussion affirms that the PjBL-based LKPD developed in this study is not only pedagogically effective but also rich in values and contextually relevant. This product is feasible for broader implementation as part of the transformation of character- and spirituality-based thematic learning.

Despite its contributions, this study has certain limitations. The development and trial of the student worksheet were conducted on a limited scale, involving only one class and two learning sessions. As such, the generalizability of the findings is restricted. Moreover, the evaluation only focused on aspects of validity and practicality, without assessing the product's effectiveness in improving student academic outcomes or long-term character development. Future research is recommended to conduct broader trials involving diverse schools and regions. It is also advisable to include effectiveness testing to measure the impact of the worksheet on students' learning outcomes and character formation. Furthermore, deeper integration of Islamic values in Project Based Learning

across different themes and educational levels remains a promising area for development in Islamic education.

Conclusion

This study developed a Project-Based Learning (PjBL)-based Student Worksheet (LKPD) integrated with Islamic values, designed for fourth-grade thematic learning under the *Indonesia Kaya Budaya* theme. The product was structured into six project-based activities that encouraged student participation, collaboration, cultural awareness, and moral reflection. Expert validation results indicated a high level of content and design validity (89.4%), while the limited trial demonstrated that the LKPD effectively enhanced student engagement, group work, and the application of Islamic values in learning activities. Students and teachers responded positively to the product, confirming its clarity, appeal, and practicality.

The findings contribute to the theory of value-integrated project-based learning in elementary education by demonstrating how PjBL can serve as a vehicle for both cognitive and moral development. This supports and extends constructivist theories that emphasize active learning, while also affirming the relevance of Islamic education theories that advocate for the integration of knowledge (*‘ilm*) and ethical behavior (*adab*). The LKPD model developed in this study offers a practical framework for designing instructional materials that balance academic objectives with spiritual and cultural formation an area often underexplored in mainstream educational theory.

This study was limited to a small-scale implementation involving ten students in a single Islamic elementary school, with only two of the six project activities tested in the classroom. Therefore, the results may not yet represent the full potential of the product across diverse learning contexts. Future research should involve broader trials across multiple schools and examine long-term effects on student character development and academic performance. Further refinement of the LKPD could also explore digital formats and teacher training components to support wider adoption.

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Declaration of Conflicting Interests

The author declares that there is no potential conflict of interest with respect to the research, authorship, and/or publication of this article. The author has completed and submitted the *Al-Bidayah Conflict of Interest Declaration Form* as a supplementary file in accordance with the journal's submission requirements.

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