

THE DEVELOPMENT OF ISLAMIC TEACHING METHODOLOGY BY USING PROJECT BASED LEARNING MODEL

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Abstract. This research aims to develop a project-based learning model and PAI Teaching Methodology (MPP) teaching materials based on valid media integration to improve students' collaboration, communication, critical thinking, and creative thinking (4C'S) abilities. The type of research used in this research is Research and Development. The procedures for this research are: 1) analysis of perceptions and identification of the needs of lecturers and students of the Islamic Religious Education (PAI) Study Program, Faculty of Tarbiyah IAIN Curup regarding the syntax and teaching materials of the PAI Teaching Methodology used, 2) design planning for the development of a project-based learning model and teaching materials, 3) development of the initial design for the development of the project-based learning model and teaching materials, 4) testing the validity of the prototype of the project-based learning model and teaching materials (self-evaluation and expert review. The results show that: 1) 72.61% of lecturers and 28.41% of students stated that the PAI Teaching Methodology teaching materials used so far were inappropriate and inappropriate. 98.87% of lecturers and 45.01% of students stated that needed. 2) design planning for the development of teaching materials using a project-based learning model based on the integration of Canva and QR code media and containing 15 chapters of 4C'S based on needs analysis. 3) 44.4% of experts stated that the RPS was by the RPS component loads, and 55.6% of experts stated that the RPS was very suitable for the RPS component loads. Development of 15 Chapter MPP teaching materials with 115 pages. 4) The self-evaluation shows that the PAI Teaching Methodology teaching materials based on are worthy of validation. PAI Teaching Methodology teaching materials based on the integration of Canva and QR code media were declared valid by the expert team by obtaining an average score of 88.475 in the appropriate category.

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Introduction

The term 4C'S (critical thinking, collaborative, creative, and communication) is quite prominent in the current learning context as a characteristic of the 21st century. These skills are symbols of the needs of students' abilities in the learning process. Thinking critically, collaboratively, and creatively, and being able to

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communicate are demands for realizing learning outcomes this century. (Direktorat Pendidikan Tinggi Keagamaan Islam Direktorat Jenderal Pendidikan Islam, 2019)

Education gives students intelligence, knowledge, noble character, personality, and beneficial skills to them and those around them. Education itself is intended for students to have an understanding of something and make them think critically and have quality. The transfer of messages or information in the teaching and learning process using media can stimulate their attention and interest. The use of learning media will have a positive impact, building the same perception between students and educators as well as between students regarding the material presented. It will also have a positive impact on achieving learning goals and learning outcomes. Learning media is not only a tool for conveying messages in the learning process but it is hoped that the existence of learning media can increase students' interest in learning and arouse curiosity in learning. (Rahmayanti & Jaya, 2020, p. 108)

Innovative educators are needed as a facilitator to help students develop their potential to gain new knowledge and experience during the teaching and learning process. This can be achieved if teachers design interesting learning so that it is used effectively. One of the determinants of learning quality is the attractiveness of the systematic learning design. (Rahmatullah et al., 2020, p. 318)

Project Based Learning (PBL) provides opportunities for students through learning projects to develop creative thinking skills by generating ideas. (Nurhikmayati, 2020, p. 3) Achieving goals in every lesson is very important, so innovation is needed to improve the quality of lectures through developing learning models. Lecturers must also have the creativity to evolve media and create innovations for the success of the learning process. Based on this context, the development of a Project Learning model based on Canva and QR code media is an effort to improve the 4C'S of students in the PAI IAIN Curup Study Program.

Based on the results of initial observations and interviews with one of the lecturers who teaches at the Islamic Religious Education (PAI) Study Program, Mr. Mirzon Daheri, MA. Pd. He explains that the lecturers had used the PBL learning model but were still preparing papers based on mini-research and compiling teaching materials in power points and handouts. The Canva and QR code media is something new that applies to the learning process. Especially in the era of Industrial Revolution 4.0 and preparation for society era 5.0, learning demands must increase students' 4C'S. So far, lecturers have only used general learning media with little innovation. (Observasi Dan Wawancara Dosen Program Studi PAI, Mirzon Daheri, MA. Pd, 2021) Based on this condition, this paper was carried out to develop a Project-Based Learning model based on the integration of Canva and QR code media to improve the 4C'S of students in the PAI IAIN Curup Study Program.

Journal entitled Development of Project Based Learning Model Learning Tools to Improve Primary School Students' Critical Thinking Ability by Ayu Hartini (S2-Basic Education Postgraduate Program Surabaya State University) in 2017. This research shows that the project-based learning model uses learning tools that contain four

pillars of Education determined by UNESCO; learning to know, learning to do, learning to live together, and learning to be, is a choice of models that can be modified in the design of learning strategies to improve students' critical thinking abilities. (Hartini, 2017) journal entitled Development of a Project Based Learning (PBL) Learning Model Based on Local Wisdom to Prepare Prospective Cultural Educators by Nurfidianty Annafi and Sry Agustin (Chemical Education STKIP Bima, West Nusa Tenggara) in 2018. This research concludes that the PBL learning model is based on local wisdom and can be applied to sixth-semester students, namely prospective educators, in developing learning tools, the PBL learning model based on local wisdom is suitable for use for learning. Then learning using the PBL model based on local wisdom is effective in improving student knowledge and attitude learning outcomes. (Annafi & Agustina, 2018) Journal entitled Development of Project Based Learning Based on Local Wisdom Oriented to Creative Thinking Ability and Independent Learning by Lik Nurhikmayati and Aep Sunendar (Mathematics Education Study Program, Majalengka University) in 2020. This research concludes that the PjBL-KA Model has met the criteria of being valid, practical, and effective on creative thinking abilities, and there is a significant positive influence between learning independence and creative mathematical thinking abilities. (Nurhikmayati, 2020)

The research objectives are to analyze perceptions and identify needs for a project-based learning model based on the integration of Canva and QR Code media, Develop a design plan for a project-based learning model based on the integration of Canva and QR Code media to improve students' 4C'S abilities, Develop an initial design for an integration based project-based learning model Canva and QR Code media to improve students' 4C'S abilities, Analyze the results of the validity test of the project-based learning model prototype based on the integration of Canva and QR Code media to improve students' 4C'S abilities and Revise the initial product format development of the project-based learning model based on the integration of Canva and QR Code media.

Method

This type of research data includes quantitative and qualitative research data. The research and development methods in this research use the Research and Development (R & D) method. This research and development involves level 4. Research and development to produce new products in the form of PBL models based on Canva media and QR code integration teaching materials and syntax to improve students' 4C'S. Teaching material products in print and Flip PDF Professional form. After developing the teaching materials and syntax, effectiveness tests on the products were developed.

According to Borg and Gall, the procedures followed in development in the education sector have two main objectives: (1) developing products and (2) validating products. It means that the first function is development while the second is validation. (Gall, Gall, and Borg, h. 772) The development procedure in this research adapts the procedural model in 10 R & D cycles proposed by Borg & Gall: Gall, Gall,

and Borg, h. 775 Research and Information Collecting, Planning, developing a preliminary form of Product (Development of Initial Product Format), Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, and Dissemination and Implementation (Dissemination and Implementation). Primary Data Sources include questionnaire data, interviews, and observations. Secondary Data Sources include documentation data syllabi, *RPS*, and teaching materials for *PAI* Teaching Methodology courses. The instruments used in this research are as follows: A questionnaire on Lecturers' and Students' Perceptions of Teaching Materials and Syntax of Learning Models Used So Far and a Questionnaire on Analysis of Lecturers' and Students' Needs for Teaching Materials and Syntax of Project Based Learning Learning Models Based on Media Integration of Canva and QR Code. The validation Questionnaire for Feasibility Assessment of Teaching Materials, Semester Learning Plan Study Rubric (*RPS*), Validity and Reliability Test of Research Instruments, Interview Guidelines, Observation Guidelines, and Documentation Guidelines Data collection techniques are through questionnaires, observation, documentation, and interviews. The data analysis begins by reviewing all available data from various sources, questionnaires, interviews, observations, and non-tests. The data analysis techniques in this research are quantitative and qualitative. Quantitative data from perception questionnaires needs analysis, and expert validation test results were analyzed quantitatively using a percentage formula.

Results and Discussion

Results

Analysis of Perceptions and Identification of Student and Lecturer Needs for Project-Based Learning Models Based on Canva and QR Code Media Integration

Research stages and collecting initial information to obtain responses from potential users and studies of teaching materials, analysis of teaching materials by lecturers, as well as the need for teaching materials for students and lecturers. Information was collected using surveys, interviews, literature studies, documentation, questionnaires, and Focus Group Discussions. Semester Learning Plan for the *PAI* Teaching Methodology course and the project-based learning model used so far. A needs analysis questionnaire was given to lecturers and students of the IAIN Curup Islamic Religious Education (*PAI*) Study Program to obtain recommendations and suggestions regarding the lectures on the *PAI* Teaching Methodology course that have been carried out so far, the project-based learning model that will be developed, as well as discussions with Teaching Methodology lecturers *PAI* through Focus Group Discussion.

The Results of the Lecturer and Student Perception Questionnaire regarding the project-based learning model used

The Questionnaire Data on Lecturers' Perceptions of PAI Teaching Methodology PAI Study Program Faculty of Tarbiyah IAIN Curup about the Teaching Materials Used

Based on the recapitulation of the results of the perception questionnaire of lecturers in the PAI Study Program, Tarbiyah Faculty of IAIN Curup regarding the PAI Teaching Methodology teaching materials used so far in the learning process as follows: (a) The total of those who chose a scale of 5, 3, can be concluded that 4.11% of IAIN Lecturers are Curup stated that the PAI Teaching Methodology teaching materials used so far were very suitable. (b) The total that chose a scale of 4 is 6.85% of IAIN Curup lecturers stated that the PAI Teaching Methodology teaching materials used so far are appropriate. (c) The total number of people who answered on a scale of 3 was 12, which means 16.44% of IAIN Curup lecturers stated that the PAI Teaching Methodology teaching materials used so far were unsuitable. (d) The total number of people who answered on a scale of 2 was 36, or 49.32% of IAIN Curup lecturers stated that the PAI Teaching Methodology teaching materials used so far were improper. (e) The total number of people who answered scale of 1 was 17, or 23.29% of IAIN Curup lecturers stated that the PAI Teaching Methodology teaching materials used so far were very inappropriate. So, 72.61% of IAIN Curup lecturers state that the PAI Teaching Methodology teaching materials used so far were irrelevant and very inappropriate.

Student Perception Questionnaire Data from the PAI Study Program, Tarbiyah Faculty, IAIN Curup

Based on the recapitulation of the results of the perception questionnaire of students from the PAI Study Program, Tarbiyah Faculty of IAIN Curup regarding the PAI Teaching Methodology teaching materials used so far in the learning process as follows: (1) The total who chose scale 5 is 867 or 20.95% of IAIN Curup students stated that the PAI Teaching Methodology teaching materials used so far were very suitable. (2) The total who chose scale 4 was 1394 or 33.70% of IAIN Curup students stated that the PAI Teaching Methodology teaching materials used so far were appropriate. (3) The total number of people who answered on a scale of 3 was 701, which means 16.94% of IAIN Curup students stated that the PAI Teaching Methodology teaching materials used so far were unsuitable. (4) The total number of people who answered on a scale of 2 was 344, or 8.32% of IAIN Curup students stated that the PAI Teaching Methodology teaching materials used so far were inappropriate. (5) The total number of people who answered a range of 1 was 831, or 20.09% of IAIN Curup students stated that the PAI Teaching Methodology teaching materials used so far were very inappropriate. So, 28.41% of IAIN Curup students stated that the PAI Teaching Methodology teaching materials used so far were inappropriate and very inappropriate.

The Results of the Questionnaire on the Needs of Lecturers and Students for the Project-Based Learning Model Based on Canva and QR Code Media Integration to Improve Students' 4C'S Capabilities

The Questionnaire Data on the Needs of PAI Study Program Lecturers, Tarbiyah Faculty, IAIN Curup towards the Project Based Learning Model Based on Canva and QR Code Media Integration

Based on the recapitulation of the results of the questionnaire on the needs of lecturers who teach PAI Teaching Methodology courses in the PAI Study Program, Faculty of Tarbiyah IAIN Curup as follows: (1) Lecturers choose a scale of 1, is 1, then 0% of IAIN Curup lecturers stated that there is really no need for a project based learning model and teaching materials based on the integration of Canva and QR code media; (2) Lecturers chose scale 2, are 0, so 0% of IAIN Curup lecturers stated that there was no need for a project based learning model and teaching materials based on the integration of Canva and QR code media; (3) Lecturers chose a scale of 3, are 4, so 1.14% of IAIN Curup lecturers stated that there was little need for project based learning models and teaching materials based on the integration of Canva and QR code media; (4) Lecturers chose scale 4, are 121, so 46.87% of IAIN Curup lecturers stated that a project based learning model and teaching materials based on the integration of Canva and QR code media were needed; (5) Lecturers chose a scale of 5, namely 227, so 64.49% of IAIN Curup lecturers stated that a project based learning model and teaching materials based on the integration of Canva and QR code media were really needed. So, 98.87% of IAIN Curup lecturers stated that the project-based learning model and teaching materials based on the integration of Canva and QR code media were needed and needed.

The Questionnaire Data on the Needs of Students from the PAI Study Program, Tarbiyah Faculty, IAIN Curup towards the Project Based Learning Model and Teaching Materials Based on the Integration of Canva and QR Code Media

Based on the results of the analysis of the student needs questionnaire for the PAI Study Program, Tarbiyah Faculty of IAIN Curup, the following data are: 495 students chose scale 1, so 2.45% of IAIN Curup students stated that there was no need for project-based learning models and teaching materials based on the integration of Canva and QR code media. ; 1117 students chose scale 2, so 5.52% of IAIN Curup students stated that there was no need for a project-based learning model and teaching materials based on the integration of Canva and QR code media; 2258 students chose scale 3, so 11.16% of IAIN Curup students stated that there was little need for project-based learning models and teaching materials based on the integration of Canva and QR code media; 7258 students chose scale 4, so 35.86% of IAIN Curup students stated that a project-based learning model and teaching materials based on the integration of Canva and QR code media were needed; 9109 students chose a scale of 5, so 45.01% of IAIN Curup students stated that there was little need for project-based learning models and teaching materials based on the integration of Canva and QR code media.

Survey Results, Documentation, and Interviews

Surveys and documentation are on the KKNi-based curriculum, the Learning Plan for the *PAI Teaching Methodology* course, and the project-based learning model used in the lecture process for the *PAI Teaching Methodology* course. Interviews were conducted with 2 (two) lecturers who taught the *PAI Teaching Methodology* course in the *PAI Study Program*, Tarbiyah Faculty, IAIN Curup.

Based on the results of surveys and interviews with lecturers who teach *PAI Teaching Methodology* courses, IAIN Curup *PAI Study Program*, Mrs. Dr. Eka Yanuarti, M.Pd.I., and Mr. Dr. Sutarto, M.Pd. regarding lectures for *PAI Teaching Methodology* courses. It is known that the lecturer who teaches the *PAI Teaching Methodology* course has tried to develop a project-based learning model in the form of power points and handouts. However, there are no teaching materials based on the integration of Canva and QR Code media developed by *PAI Teaching Methodology* lecturers and learning materials have not been prepared based on student needs and the competencies expected in level 6 (six) of the KKNi-based curriculum. There is 1 teaching material developed by the multicultural-based *PAI Teaching Methodology* Lecturer. Teaching materials in the form of reference books used so far in the lecture process for *PAI Teaching Methodology* courses have not been written have not been prepared based on developing skills to solve problems, and have not been based on KKNi qualifications. The *PAI Teaching Methodology* learning carried out so far has attempted to integrate research results in scientific articles in the learning process. Several scientific articles in journals are used in developing the contents of papers and resumes to compile book reports. The media used is mind map to build a critical thinking framework for students.

The Results of Focus Group Discussion with Lecturers and Students

All data from the results of perceptions and analysis of lecturers' and students' needs are further discussed in the lecturer group through Focus Group Discussions. The FGD involves lecturers in *PAI Teaching Methodology*, *PAI Study Program*, Faculty of Tarbiyah, namely with lecturers who taught Education Science courses and several other Islamic Religious Education Study Program lecturers, with a total of 2 FGD participants from the lecturers and 12 students as FGD participants. Based on in-depth discussions, the results obtained were that the project-based learning model that exists and has been used so far has not been prepared according to student needs, has not been based on maximizing the development of critical thinking skills, and has not been adapted to the existing curriculum in higher education leading to the Indonesian National Qualifications Framework (KKNi). and National Higher Education Standards (SNPT) which include national education standards, national research standards, and national community service standards. For this reason, it is necessary to provide a project-based learning model based on Canva and QR Code media integration.

Design Planning for the Development of a Project-Based Learning Model Based on the Canva and QR Code Media Integration to Improve Students' 4C'S Capabilities

The results of the initial design planning for the development of a project-based learning model based on the integration of Canva and QR Code media to improve the 4C`S abilities of Islamic Religious Education Study Program students prepared according to specifications based on an analysis of the needs of lecturers and students. Based on the analysis of the needs for teaching materials for the PAI Teaching Methodology course based on the integration of Canva and QR Code media, a plan for developing a project-based learning model based on the integration of Canva and QR Code media was prepared which is expected to help improve students' 4C`S by BBL and the expected competency level. 6 in KKNi and can guide students to develop students' 4C'S abilities.

Initial Design for Development of a Project-Based Learning Model Based on Canva and QR Code Media Integration to Improve Students' 4C'S Capabilities

Based on the results of the validation analysis of the PAI Teaching Methodology RPS by a team of experts as follows: 44.4% of experts stated that the PAI Teaching Methodology RPS was by the content of the RPS components; 55.6% of experts stated that the RPS PAI Teaching Methodology was very appropriate to the content of the RPS components. The expert team provided a conclusion regarding the RPS PAI Teaching Methodology that has been developed, that the RPS is suitable for use in the learning process because it is complete and follows the content of the RPS components Article 12 Paragraph 3. Thus, all RPS components are fulfilled and can be used in research and even semester 2020/ 2021.

The results of the initial design of project-based learning model product development based on the integration of Canva and QR code media are by self-evaluation. After that, the teaching materials were sent to 4 experts for validation. Validation is to find out whether the initial design of the syntax for the project-based learning model and the resulting teaching materials were suitable for use and testing in the Islamic Religious Education Study Program at IAIN Curup. Validation of project-based learning syntax and teaching materials based on the integration of Canva and QR code media includes Content or Material Feasibility Aspects, Presentation Feasibility Aspects, Language Feasibility Aspects, and Graphic Feasibility Aspects.

Validity Test of Project-Based Learning Model Prototype Based on Canva and QR Code Media Integration to Improve Students' 4C'S Capabilities

The total score given by the content/teaching material expert is 190. Total criteria score = $1 \times 5 \times 38 = 190$. Thus the content or teaching material value based on Canva media and QR Code integration = $190/190 = 1 \times 100 = 100$. So, the value of the prototype content/material for teaching materials based on the integration of Canva and QR Code media given by the content/teaching material expert is 100. So the content or material for teaching materials based on the integration of Canva and QR Code media is in the excellent category, very feasible, and passed the test by experts with the statement that it does not need to be revised.

The total score given by experts in presenting teaching materials is 94. Total criteria scores = $1 \times 5 \times 23 = 115$. Thus the value of presenting teaching materials based on Canva and QR Code media = $94/115 = 0.817 \times 100 = 81.7$. So, the value of the prototype for presenting teaching materials based on the integration of Canva and QR Code media given by experts in presenting teaching materials is 81.7. So the presentation of teaching materials based on the integration of Canva and QR Code media is in the excellent category, very feasible, and has passed the test by experts with the statement that it does not need to be revised.

The number of scores by graphic or teaching material design experts is 37. Total criteria scores = $1 \times 5 \times 9 = 45$. Thus the value of graphic/teaching material design based on Canva media and QR Code = $37/45 = 0.822 \times 100 = 82.2$. So, the value of the teaching material design prototype based on the integration of Canva media and the QR Code given by the teaching material design expert is 82.2. So the design of teaching materials based on the integration of Canva and QR Code media is in the top, very feasible category, and has passed the test by experts with the statement that it does not need to be revised.

The number of scores given by linguistic experts on teaching materials is 36. Total criteria scores = $1 \times 5 \times 8 = 40$. Thus, the linguistic score of teaching materials based on Canva and QR Code media = $36/40 = 0.9 \times 100 = 90$. So, the value of the teaching material design prototype based on the integration of Canva and QR Code media given by the language expert on teaching materials is 90. So the language of teaching materials based on the integration of Canva and QR Code media is in the top category, very feasible, and passed the test by the expert with information no need to revise.

Discussion

Analysis of Perceptions and Identification of Student and Lecturer Needs for the Project-Based Learning Model Based on Canva and QR Code Media Integration

The need identification for teaching materials based on Canva media and QR Code Code integration starts with an analysis of perceptions of the PAI Teaching Methodology teaching materials used so far in the learning process. Based on the results of the perceptions of lecturers and students of the PAI Study Program, Faculty of Tarbiyah, IAIN Curup, it states the teaching materials used so far in the PAI Teaching Methodology learning process have not been based on an analysis of the needs of lecturers and students. However, the teaching materials used so far are materials needed for learning. It is just that the publication year of the PAI Teaching Methodology reference book used is quite old, and the design of the reference book is not as expected.

Analysis of the needs for teaching materials based on Canva media and the QR Code Code integration shows that lecturers and students need these teaching materials. Apart from updating the PAI Teaching Methodology reference sources, hope that the new teaching materials will make it easier for students to understand

the learning material. Students and lecturers hope that teaching materials based on the integration of Canva media and QR Code Code can make it easier for students to understand *PAI Teaching Methodology* learning material, build students' thinking framework, improve students' 4C'S abilities, use visual illustrations, use keywords, and cite appropriate reference sources up to date.

A needs analysis was carried out to determine the needs of lecturers and students regarding the model to be developed and the materials needed in the *PAI Teaching Methodology* course. By knowing the needs of lecturers and students, hope that teaching materials based on the integration of Canva media and QR Code Code will be developed based on needs and be useful for meeting predetermined learning outcomes. This is to the theory which explains that: "Needs analysis is directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know. Needs analysis makes sure that the course will contain relevant and useful things to learn. Good needs analysis involves asking the right questions and finding the answers most effectively." It can be understood that needs analysis is directed primarily at the objectives and learning outcomes of a course. This is done to analyze what students already know and what they need to know. Needs analysis ensures that the course will contain things that are relevant and useful to learn and follow the learning outcomes to be mastered. A good needs analysis involves asking the right questions and finding answers most effectively.

Design Planning for Development of a Project-Based Learning Model Based on Canva and QR Code Integration Media to Improve Students' 4C'S Capabilities

The planning in model development is carried out by determining model design specifications. The determination of product specifications is determined based on the problem and purpose of the product being created. Planning for the development of teaching materials based on the integration of Canva and QR Code Code media has also been carried out according to the results of an analysis of the needs of lecturers and students for teaching materials based on the integration of Canva and QR Code Code media. Model development planning with 15 chapters of *PAI Teaching Methodology* material equipped with a project-based learning model and includes Canva and QR code media integration as well as 4C'S capabilities.

Initial Design for Development of a Project-Based Learning Model Based on Canva and QR Code Media Integration to Improve Students' 4C'S Capabilities

The initial product development is in the form of teaching materials based on Canva media and QR Code Code integration by the learning outcomes prepared by lecturers. The *RPS* is validated by a team of learning design experts. Based on the *RPS* validation results, the *PAI teaching methodology* is very suitable and meets the criteria of the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia, Number 44 of 2015 Article 12, paragraph 3, Concerning National Higher Education Standards and Decree of the Director

General of Islamic Education Number 3879 of 2019 concerning Learning and Assessment Guidelines in Islamic Religious Universities.

The development of teaching materials based on the integration of Canva media and QR Code Code is chosen because the PAI teaching methodology course is a course whose discussion is almost entirely related to subsequent courses in the following semester. Hope this teaching material development effort can build and develop students' 4C'S, especially students' 4C's ability to analyze material and collaborate in learning. So the next course only enriches the scientific treasures and insights related to PAI teaching methodology. Apart from that, students can learn with models that can produce products and works. So that the learning process runs effectively and efficiently and achieves productive, innovative, and meaningful learning.

Validity Test of Project-Based Learning Model Prototype Based on Canva and QR Code Media Integration to Improve Students' 4C'S Capabilities

Teaching materials based on the integration of Canva media and QR Code Code have undergone self-evaluation and internal testing involving a team of experts. The task of the expert team is testing and validating product designs/teaching material prototypes by filling out a questionnaire assessing the suitability of teaching materials based on the integration of Canva media and QR Code Codes. The experts involved in validating teaching materials based on Canva and QR Code Code media integration are experts with Doctoral degrees in Islamic religious education material and educational psychology, Islamic educational thought, educational technology, learning design, educational psychology, and Indonesian.

Teaching materials based on Canva media and QR Code integration have been validated by experts, this is by theory, according to Borg and Gall. Educational research and development (R & D) is a process used to develop and validate educational products. According to Borg and Gall, the procedures followed in development in the educational sector have two main objectives: (1) developing products and (2) validating products. This means that the first function is development while the second function is validation. [Meredith D. Gall, Joyce P. Gall, and Walter R. Borg, Educational Research: An Introduction \(Boston: Pearson Education, Inc, 2003\), h. 772.](#)

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