Project-Based Learning: Improving Qira'ah Skills In The Independent Learning Curriculum

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Abstract

The purpose of this study was to explore and analyze the impact of implementing the Project Based Learning (PBL) model in improving students' critical and analytical reading skills at Madrasah Tsanawiyah Negeri 5 Banyuwangi. This study uses a qualitative approach with a case study at MTsN 5 Banyuwangi, using a purposive sampling technique. Data were collected through structured interviews, observations, and documentation. Data analysis follows the Miles and Huberman model, namely data reduction, data presentation, and drawing conclusions. The results are expected to contribute to the development of theories regarding strategies for creating an Arabic language environment in schools. The results of this study indicate that the Implementation of Project-Based Learning (PBL) at Madrasah Tsanawiyah Negeri 5 Banyuwangi has a positive impact on critical and analytical reading skills, as well as mastery of qiraah material according to the Merdeka Belajar Curriculum. PBL encourages students to not only understand theory, but also apply knowledge in practical projects involving complex text analysis. The use of technology enriches students' literacy, increases reading interest, and supports active learning according to the Constructivism and Multiliteracies theories. Overall, PBL accelerates material mastery and builds student competencies holistically.
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Keywords: *Project Based Learning (PBL), Qira'ah, Independent Learning, Reading Skills.*

Introduction

Literacy in Arabic language learning, especially in the aspect of maharah qiraah (reading ability), is an important challenge in the era of independent curriculum[1]. Competency-based learning requires an innovative approach to improve students' reading skills [2]. In an independent curriculum, students are required to be more active, creative, and independent. However, a global literacy survey revealed that low levels of reading comprehension, including in foreign languages, are a significant obstacle to achieving educational goals. The UNESCO report (2021) noted that around 40% of students in developing countries have difficulty understanding foreign language texts. In Indonesia, the results of the 2018 PISA (Program for International Student Assessment) study showed that the literacy skills of Indonesian students, including in foreign languages, were still below the global average [3]. Along with the increasing need for Arabic literacy in Islamic education, the development of appropriate learning methods, such as Project-Based Learning (PBL), is an indispensable step to improve students' maharah qiraah abilities [4].

Previous studies have revealed the effectiveness of Project-Based Learning (PBL) in improving cognitive skills, but its application in maharah qiraah in the context of an independent curriculum is still limited [5]. Many studies have explored PBL in various fields, such as English and STEM, but its application in Arabic language learning, especially maharah qiraah, is still minimal. For example, research by Larmer et al. (2020) states that PBL can increase student engagement in the learning process. Another study conducted by Ahmed & Hasan (2022) found that

[1] Ahmad Syagif, "Peluang Dan Tantangan Pengembangan Literasi Digital Dalam Pembelajaran Bahasa Arab Pada Jenjang Pendidikan Dasar," *FASHLUNA* 4, no. 1 (2023): 87–100.

[2] Ulul Albab, "Strategi Peningkatan Keterampilan Membaca Bahasa Arab Di Madrasah Aliyah Melalui Pendekatan Tematik," *Jurnal El-Hamra: Kependidikan Dan Kemasyarakatan* 9, no. 3 (2024): 305–12.

[3] Nur Ridzkiyah and Kiki Nia Sania Effendi, "Analisis Kemampuan Literasi Matematis Siswa Sma Dalam Menyelesaikan Soal Program for International Student Assessment (PISA)," *JIPMat* 6, no. 1 (2021): 1–13.

[4] Siti Nurilngin, "Discovery Learning Model in Learning Maharah Qira'ah in Senior High School/Model Discovery Learning Pada Pembelajaran Maharah Qira'ah Di Sekolah Menengah Atas," *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 3, no. 1 (2022): 88–106.

[5] Dewi Safitri, "Problematika Guru Dalam Menerapkan Kurikulum 2013 Pada Mata Pelajaran Bahasa Arab Di Kelas VIII MTs Al-Khairaat Wosu Kecamatan Bungku Barat Kabupaten Morowali" (Universitas Islam Negeri (UIN) Datokarama Palu, 2022).

the implementation of PBL in Arab countries tends to prioritize reading-based learning rather than focusing on reading comprehension.

According to another study conducted by Ahmed & Hasan (2022), the implementation of PBL in Arab countries focuses more on reading-based learning than reading-based learning without focusing on reading comprehension. This literature gap indicates the need for more in-depth research on the implementation of PBL in improving maharah qiraah, especially within the framework of an independent curriculum [6].

Project-Based Learning (PBL) has emerged as a widely recognized learning approach that emphasizes student engagement through real-world projects [7]. Conceptually, PBL is defined as a method in which students acquire knowledge and skills by working on a project over an extended period of time, with a focus on solving a complex question or challenge. [8]. These differences serve as examples of PBL, allowing educators to adapt the framework to a variety of contexts. In general, PBL encompasses several aspects, such as type (e.g., interdisciplinary, community-based), format (e.g., individual, group projects), and essential elements (e.g., collaboration, critical thinking) [9].

Project-Based Learning (PBL) has emerged as a widely recognized instructional approach that emphasizes student engagement through real-world projects [10]. Conceptually, PBL is defined as a method where students acquire knowledge and skills by working on a project over an extended period, focusing on solving

[6] Auladatil Ma'wa et al., "Penerapan Pembelajaran Berdiferensiasi Berbasis Proyek Dalam Implementasi Kurikulum Merdeka Pada Pembelajaran Bahasa Arab," *Al-Kalim: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 2, no. 2 (2023): 172–88.

[7] Suwasti Rahayu, Markhamah Markhamah, and Achmad Fathoni, "Analisis Keterampilan Berpikir Kritis Siswa Dalam Pembelajaran Berbasis Proyek Di Sekolah Dasar," *Metodik Didaktik* 20, no. 2 (n.d.): 122–35.

[8] Ayu Sri Wulan, Nur Risna, and Supardi Ritonga, "Implementasi Strategi Project Based Learning Dalam Pembelajaran Pendidikan Agama Islam," *Al-Mujahadah: Islamic Education Journal* 1, no. 2 (2024): 177–89.

[9] Hariyono Hariyono et al., *Perkembangan Peserta Didik: Teori Dan Implementasi Perkembangan Peserta Didik Pada Era Digital* (PT. Sonpedia Publishing Indonesia, 2024).

[10] Nadia Rehman et al., "Project-Based Learning as a Catalyst for 21st-Century Skills and Student Engagement in the Math Classroom," *Heliyon* 10, no. 23 (2024).

complex questions or challenges [11]. Definitions of PBL vary across studies, but the consensus highlights its student-centered, inquiry-driven nature. For example, These differences highlight the flexibility of PBL, allowing educators to adapt the framework to different contexts. Categorically, PBL encompasses aspects such as types (e.g., interdisciplinary, community-based), formats (e.g., individual, group projects), and 6features (e.g., collaboration, critical thinking). Studies such as Blumenfeld et al.

Project-Based Learning (PBL) has emerged as a widely recognized learning approach that emphasizes student engagement through real-world projects [12]. Conceptually, ILC is defined as an approach that prioritizes self-directed learning, allowing learners to set goals, select resources, and evaluate outcomes. While Candy (19 views ILC as intrinsic motivation-driven, Grow (1991) proposes a staged model where learners gradually achieve independence. These varied definitions reflect the diverse interpretations of autonomy within educational contexts. Categorically, ILC includes types (eg, guided, self-paced), formats (eg, online modules, open-ended tasks), and characteristics (eg, self-regulation, critical reflection).

Recent studies identify trends such as the incorporation of technology and personalized learning pathways within ILC. For example, Hartnett et al. (2011) discuss the role of digital platforms in facilitating independent learning, while Lee et al. (2020) explore personalized feedback mechanisms. Despite these innovations, critiques highlight challenges such as students' readiness for autonomy and teachers' ability to scaffold the learning process. Moreover, disparities in resource accessibility create barriers to equitable implementation, necessitating strategies to address these limitations.

Maharah Qiraah, or reading skills in Arabic, encompasses the ability to comprehend, interpret, and analyze Arabic texts. Conceptually, Maharah Qiraah is defined through linguistic, cognitive, and cultural dimensions. These perspectives

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[11] Firdausih Firdausih and Aslan Aslan, "Literature Review: The Effect of Project-Based Learning on Student Motivation and Achievement in Science," *Indonesian Journal of Education (INJOE)* 4, no. 3 (2024): 1011–22.

[12] Rahayu, Markhamah, and Fathoni, "Analisis Keterampilan Berpikir Kritis Siswa Dalam Pembelajaran Berbasis Proyek Di Sekolah Dasar."

underline the multi-faceted nature of reading skills in Arabic, which involve not just decoding but also deriving meaning in diverse contexts. Categorically, Maharah Qiraah includes aspects such as types (e.g., literal, inferential), formats (e.g., narrative, expository texts), and features (e.g., vocabulary knowledge, contextual analysis).

The literature reveals a growing emphasis on integrating Maharah Qiraah into Arabic language curricula, particularly for non-native speakers. For instance, highlights the role of scaffolding strategies, while Ahmed et al. (2021) investigate digital tools for enhancing reading comprehension. However, challenges persist, including the lack of standardized teaching frameworks and insufficient training for instructors. Studies often overlook the cultural nuances of Arabic, limiting learners' ability to engage deeply with texts. These gaps suggest the need for comprehensive approaches that incorporate linguistic, cognitive, and cultural elements. The review highlights the conceptual richness and practical challenges of Project-Based Learning, the Independent Learning Curriculum, and Maharah Qiraah. While each area shows promising trends, critical gaps remain in terms of consistency, accessibility, and cultural sensitivity. Future research should prioritize longitudinal studies, equitable resource distribution, and culturally responsive methodologies to enhance educational practices across these domains.

This study offers a new approach by systematically integrating PBL to improve maharah qiraah in the context of an independent curriculum [13]. This study is different from previous studies because it not only examines the effectiveness of PBL, but also how this model can be adapted to the context of independent education that emphasizes students' creativity and independence. Saeed & Ali's (2023) study showed that the application of PBL in language learning can be adapted to meet the needs of modern students . However, their study focused more on oral learning than reading. In this case, this study fills the gap by developing an approach that focuses on reading skills and text comprehension. By emphasizing the maharah qiraah aspect, this study provides a new contribution to the literature

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[13] Hastang Hastang, "Upaya Optimalisasi Maharah Kitabah Melalui Model Pembelajaran Berbasis Proyek Pada Materi Al-Jumlah," *Didaktika: Jurnal Kependidikan* 12, no. 1 (2019): 62–75.

on Arabic language education, while supporting the implementation of an independent curriculum [14].

The purpose of this study was to explore and analyze the impact of implementing the Project-Based Learning (PBL) model in improving students' critical and analytical reading skills at Madrasah Tsanawiyyah Negeri 5 Banyuwangi. This study also aims to identify how the use of technology in projects improves students' interest and reading skills, as well as accelerates their mastery of the Merdeka Belajar curriculum material, especially in teaching qiraah [15]. Thus, this study aims to provide an in-depth understanding of the implementation of PBL in the context of Arabic language and literacy education, as well as its contribution to more active, creative, and applicable learning [16].

Method

This study uses a Qualitative method as a research approach with the aim of a more in-depth study with findings in the form of non-numerical data, while case studies as one type of research are a way to reveal a more focused case supported by a relevant location. The location in this study, at Madrasah Tsanawiyyah Negeri 5 Banyuwangi which is located in a village, Dusun Kepatihan, Cluring, Kec. Cluring, Banyuwangi Regency, East Java The sampling technique uses nonprobability sampling, a purposive sampling type. Purposive sampling is determining sampling by determining special characteristics that are in accordance with the objectives of the study so that it is expected to answer research problems.

Approach used in this study is a project-based learning approach . Structured interviews are used as a data collection technique, if the researcher or data collector already knows for sure what information will be obtained. Therefore, in the interview, the data collector has prepared a research instrument in the form of

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[14] Fitri Masturoh and Ihwan Mahmudi, "The Implementasi Kurikulum Merdeka Belajar Dalam Pembelajaran Bahasa Arab," *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 2 (2023): 207–32.

[15] RIZKY FADLIYAH NURKHASANAH, "ANALISIS PENGGUNAAN MEDIA LAGU PADA PEMBELAJARAN BAHASA ARAB KURIKULUM MERDEKA BELAJAR KELAS I SD S ISLAM AL-FALAH 2 KOTA JAMBI" (UNIVERSITAS JAMBI, 2024).

[16] Mardia Hayati, "Kontribusi Keterampilan Belajar Abad 21 Dalam Pengembangan Pembelajaran Pendidikan Agama Islam Berbasis Multiple Intelligences" (Universitas Islam Negeri Sultan Syarif Kasim Riau, 2020).

written questions. Interviews were conducted with several informants involving the class leader, class VIII A students and homeroom teachers. Furthermore, observations were made And documentation. The target of observation is to obtain a picture of events in the field directly. Furthermore, documentation is carried out to collect information related to the case to be studied.

The data analysis used is the Miles and Huberman model including data reduction, data presentation and drawing conclusions. Reducing means summarizing, choosing the main things, and focusing on important things to find themes and patterns [17]. Reduced data will provide a clearer picture and make it easier for researchers to collect data. Next is data presentation, the last step is drawing conclusions [18].

The results of this analysis are expected to contribute to the development of theories related to strategies for creating an Arabic language environment in secondary schools. This method is expected to provide a deep and comprehensive understanding of how the strategy for developing an Arabic language environment is implemented at MTsN 5 Banyuwangi and how the program affects students' Arabic language skills. The following is a picture of the qualitative method with a case study approach and analysis of data depicting events in the field directly. As well as conducting documentation to collect information related to the case to be studied.

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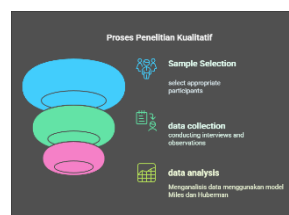
[17] Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika, Kajian Ilmiah Mata Kuliah Umum* 21, no. 1 (2021): 33–54.
[18] Fadli.

Results and Discussions

Implementation of PBL Improves Critical and Analytical Reading Skills

One of the significant positive impacts of implementing the Project Based Learning (PBL) model is the improvement of students' critical and analytical reading skills, especially at Madrasah Tsanawiyyah Negeri 5 Banyuwangi. Project-based learning encourages students to read more complex texts, such as books, articles, or journals, which require in-depth understanding. In this context, PBL not only helps students improve their reading skills, but also hones their ability to evaluate, assess, and criticize the content of the texts they read [19]. With a more active and contextual approach, students are invited to be directly involved in the learning process, not just as recipients of information. This leads to the development of more critical and analytical reading skills [20].

To dig deeper into the impact of PBL on students' critical reading skills, we conducted an interview with one of the teachers at Madrasah Tsanawiyyah Negeri 5 Banyuwangi, Mr. Ahmad, who teaches Arabic and literacy. Here is an excerpt from his interview:

"Since implementing PBL, I see students becoming more active in analyzing the texts they read. Not only understanding the content of the reading, but they are starting to be critical of the perspectives presented in the text. For example, when we worked on a project on the interpretation of classical books, they did not only look for the meaning of each word, but also tried to assess the relevance and context of the text in today's life. This shows significant development in their critical and analytical reading skills."

This interview shows that the implementation of PBL effectively develops students' critical and analytical reading skills, which in turn enriches their understanding of more complex texts. With PBL, students not only learn

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[19] MUHAMMAD ALPAREZI, Maria Botifar, and Iskandar Zelvi, "Pengaruh Model Project Based Lerning (Pjbl) Dalam Kurikulum Merdeka Terhadap Kemampuan Menulis Siswa Pada Pelajaran Bahasa Indonesia Di Kelas IV SD Muhammadiyah 05 Curup Selatan" (INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP, 2024).

[20] Bambang Hermanto and Siful Arifin, "Pengaruh Metode Student-Centered Learning Dalam Pembelajaran Bahasa Arab," *Kariman: Jurnal Pendidikan Keislaman* 11, no. 2 (2023): 265–82.

information, but are also encouraged to think more deeply and critically about the information they receive [21].

Use of Technology in Projects to Increase Reading Interest and Ability

The use of technology in project-based learning (PBL) has been proven effective in improving students' reading interest and ability [22]. At Madrasah Tsanawiyyah Negeri 5 Banyuwangi, the application of technology in the project provides wider access for students to explore various text sources through digital learning applications and online platforms. With technology, students can not only read limited textbooks, but can also access articles, journals, videos, and various other sources of information that enrich their qiraah skills [23]. Projects that use technology also increase students' interest in reading, because they can use digital devices to search for information more interactively and interestingly [24]. The use of technology in learning also allows students to present their reading results in more creative ways, such as through multimedia presentations or creating blogs and videos, which develop their digital literacy skills [25].

In an interview with Ibu Siti, an Arabic language teacher at Madrasah Tsanawiyyah Negeri 5 Banyuwangi, she shared about the influence of technology on students' reading skills. Here is an excerpt from her interview:

"We started integrating technology into project-based learning, such as using learning applications and online platforms to search for reading materials. Students are more enthusiastic when they can directly access articles, videos, or other reading materials on the internet. I see that they are more easily interested

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[21] Yusron Abda'u Ansya, "Upaya Meningkatkan Minat Dan Prestasi Belajar Siswa Kelas IV Sekolah Dasar Pada Pembelajaran IPA Menggunakan Strategi PjBL (Project-Based Learning)," *Jurnal Ilmu Manajemen Dan Pendidikan* 3, no. 1 (2023): 43–52.

[22] Berliana Alvionita Pratiwi, Sumiyadi Sumiyadi, and Rudi Adi Nugroho, "Pembelajaran Diferensiasi Berbasis Proyek Untuk Pengembangan Keterampilan Menulis Cerita Pendek Di SMP," *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 10, no. 3 (2024): 2998–3009.

[23] Muhammad Azhar et al., "Penggunaan Teknologi Dalam Pembelajaran Bahasa Arab Di Indonesia," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 6, no. 4 (2023): 3160–68.

[24] Ahmad Saiful Rizal, "Inovasi Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa Di Era Digital," *Attanwir: Jurnal Keislaman Dan Pendidikan* 14, no. 1 (2023): 11–28.

[25] Dina Ediana et al., "Pembelajaran Berbasis Proyek Melalui Aplikasi Dan Platform WEB: Kajian Literatur Terhadap Pengembangan Keterampilan Holistik Siswa," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 6, no. 3 (2023): 860–66.

in reading, because they feel more involved. In addition, with technology, they can present their findings in a more creative form, such as making interesting infographics or presentations, which certainly also enriches their understanding."

From this interview, it is clear that the use of technology in the project not only increases students' interest in reading, but also makes it easier for them to access wider sources of information. Technology also gives students the opportunity to present their reading results in a more creative way, which further enriches their qiraah skills.

Project-Based Learning Accelerates Mastery of Independent Learning Curriculum Material

Project-based learning (PBL) has proven effective in accelerating the mastery of qiraah material in accordance with the principles of the Merdeka Belajar Curriculum [26]. By using the PBL method, students at Madrasah Tsanawiyyah Negeri 5 Banyuwangi are given the opportunity to learn independently and actively through projects that involve reading more complex texts. This approach allows students to combine theory with practice, so that they can understand the material more deeply and more thoroughly [27]. The implementation of PBL is in accordance with the objectives of the Merdeka Belajar Curriculum, which emphasizes student-centered learning and holistic competency development [28].

In this context, students do not only memorize or understand the material superficially, but are also involved in the process of applying their knowledge through more interactive projects [29]. Therefore, PBL helps accelerate material mastery and encourages students to be more active in their learning process [30]. To dig deeper into the impact of PBL on material mastery, we conducted an interview

[26] M I S Junanah, "Penerapan Pendekatan Saintifik Dalam Pembelajaran Bahasa Arab Kelas VIII Di MTs N 1 Purworejo," 2020.

[27] Emira Hayatina Ramadhan and Hindun Hindun, "Penerapan Model Pembelajaran Berbasis Proyek Untuk Membantu Siswa Berpikir Kreatif," *Protasis: Jurnal Bahasa, Sastra, Budaya, Dan Pengajarannya* 2, no. 2 (2023): 43–54.

[28] Elisa Rosa et al., "Inovasi Model Dan Strategi Pembelajaran Dalam Implementasi Kurikulum Merdeka: Inovasi Model Dan Strategi Pembelajaran Dalam Implementasi Kurikulum Merdeka," *Journal of Education Research* 5, no. 3 (2024): 2608–17.

[29] Nur Asitah and Ruhil Ismafitri, *Product Based Learning* (Unusida Press, 2021).

[30] Rosa et al., "Inovasi Model Dan Strategi Pembelajaran Dalam Implementasi Kurikulum Merdeka: Inovasi Model Dan Strategi Pembelajaran Dalam Implementasi Kurikulum Merdeka."

with Mr. Sulaiman, an Arabic teacher at Madrasah Tsanawiyyah Negeri 5 Banyuwangi. Here is an excerpt from his interview:

"With the implementation of PBL, I see students mastering the qiraah material faster. In the project, they are given the freedom to read and study more texts, then apply the knowledge in their assignments. Not only learning theory, but they can also see how the theory is used in real life, which makes them understand and master the material more thoroughly. Even in the exam, I can see a significant increase in their mastery of the material."

From the interview, it can be seen that the implementation of PBL at Madrasah Tsanawiyyah Negeri 5 Banyuwangi helps accelerate students' mastery of qiraah material. By combining theoretical and practical learning through projects, students not only understand the material better, but are also able to apply it in everyday life. This approach is also in line with the principles of the Merdeka Belajar Curriculum which focuses on more holistic and student-centered learning.

As for the information that we use through observation and interview data, it has been written and arranged below:

Research Instrument

1. Structured Interview Guide

No	**Interview**	Target Questions
1.	How do you design a qiraah learning project using PBL?	Arabic Teacher
2.	What challenges do students face in this project	Students
3.	How does this project affect students' reading skills?	Head of Madrasah
4.	What are the main benefits felt by students from implementing PBL?	Students

5.	. How is the collaboration between students in this project?	Teachers and Students

2. Observation Format

Observed Aspects	Observation Indicators
Student Participation	Level of student involvement in discussions and project assignments
Collaboration Between Students	Cooperation in groups, division of tasks, and communication
Implementation of PBL Strategy	Strategy Use of PBL method in learning activities
Qiraah Skills	Ability to read Arabic texts with good understanding

Data Analysis Techniques

The data obtained from interviews and observations will be analyzed through:

1. Data Reduction: Selecting and summarizing relevant information from interview transcripts and observation notes.

2. Data Presentation: Arranging data in a systematic narrative form to facilitate understanding.

3. Conclusion Drawing: Interpreting data to draw conclusions about the effectiveness of PBL in improving students' qiraah skills.

Expected Results

This study is expected to provide insight into:

• Improving students' reading skills through the implementation of PBL.

• Challenges and obstacles faced in the implementation of PBL.

• Recommendations for the development of more effective curriculum and learning strategies.

Discussion

Implementation of PBL Improves Critical and Analytical Reading Skills

Based on the results of the interview with Mr. Sonhaji, it shows that the implementation of the Project Based Learning (PBL) model at Madrasah Tsanawiyyah Negeri 5 Banyuwangi has succeeded in improving students' critical and analytical reading skills. In the context of learning Arabic and literacy, PBL encourages students not only to understand the text, but also to evaluate, analyze, and criticize the points of view contained in the text [31]. For example, when students work on a project to interpret classical books, they not only look for the meaning of words, but also assess the relevance and context of the text in today's life. This approach leads to the development of critical thinking skills which are very important in literacy learning.

The theory underlying these findings can be seen through the concept of *higher-order thinking* in Bloom's taxonomy which emphasizes the importance of the ability to analyze, evaluate, and create information, rather than simply remember or understand it [32]. PBL provides an opportunity for students to participate in these higher-order thinking processes, which in turn enhances their understanding of more complex and contextual texts [33]. Learning that encourages students to analyze and evaluate information will lead to the development of stronger critical thinking skills [34]. By implementing PBL, students are invited to be actively

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[31] Sugiharto Didik, Dian Septi Nur Afifah, and Rahyu Setiani, "Pengembangan Video Pembelajaran Pada Model Problem Based Learning Dengan Metode Scaffolding Materi Peluang Kejadian Untuk Meningkatkan Kemampuan Berpikir Tingkat Tinggi," *Proximal: Jurnal Penelitian Matematika Dan Pendidikan Matematika* 8, no. 1 (2025): 229–43.

[32] Z Nirmala, "Analisis Soal Asesmen Sumatif Pembelajaran Fiqih Ditinjau Berdasarkan Tipe Hots Menggunakan Taksonomi Bloom," *Jurnal Penelitian Dan Evaluasi Pendidikan Indonesia* 14, no. 1 (2024): 11–20.

[33] Didik, Afifah, and Setiani, "Pengembangan Video Pembelajaran Pada Model Problem Based Learning Dengan Metode Scaffolding Materi Peluang Kejadian Untuk Meningkatkan Kemampuan Berpikir Tingkat Tinggi."

[34] Anis Fitriyah and Shefa Dwijayanti Ramadani, "Pengaruh Pembelajaran STEAM Berbasis PjBL (Project-Based Learning) Terhadap Keterampilan Berpikir Kreatif Dan Berpikir Kritis," *Inspiratif Pendidikan* 10, no. 1 (2021): 209–26.

involved, making them more than just recipients of information, but also processors and critics of the information they read. This strengthens the active role of students in a deeper and more applicable learning process.

Use of Technology in Projects to Increase Reading Interest and Ability

The results of the interview with Mrs. Siti revealed that the use of technology in project-based learning (PBL) has a significant positive impact on students' reading interests and skills at Madrasah Tsanawiyyah Negeri 5 Banyuwangi. Wider access to various text sources through digital learning applications and online platforms makes students more interested in reading, because they do not only rely on limited textbooks, but can explore articles, videos, and journals that enrich their reading material. The use of technology not only increases student engagement, but also allows them to present their learning outcomes in more creative ways, such as creating infographics or multimedia presentations [35].

The theory relevant to this finding is the *Constructivism theory* proposed by Piaget and Vygotsky, which states that effective learning occurs when students actively construct their knowledge through interactions with resources and the environment [36]. Technology in PBL provides students with broader access to construct their knowledge, which is also in line with the *Multiliteracies theory* of Cope and Kalantzis [37]. This theory emphasizes that literacy is not only limited to reading written texts, but also includes the ability to understand and use various types of digital media. By using technology, students can develop their digital literacy while enriching their qiraah skills through a wider variety of information sources [38].

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[35] Asman Jaya et al., "Transformasi Pendidikan: Meningkatkan Minat Dan Prestasi Belajar Siswa Melalui Integrasi Model Pembelajaran Berbasis Teknologi," *Edum Journal* 7, no. 1 (2024): 1–15.

[36] Fauziah Nasution et al., "Pembelajaran Dan Konstruktivis Sosial," *Madani: Jurnal Ilmiah Multidisiplin* 1, no. 12 (2024).

[37] Meria Ultra Gusteti, *Era Digital Dalam Kelas Matematika: Menggabungkan Teknologi Dengan Alat Peraga Tradisional* (Mega Press Nusantara, 2024).

[38] Muhamad Ade Suranto and Septi Gumiandari, "EFEKTIVITAS INSTAGRAM SEBAGAI MEDIA PEMBELAJARAN MUFRADAT BERBASIS LITERASI DIGITAL PADA MAHASISWA PENDIDIKAN BAHASA ARAB IAIN SYEKH NURJATI CIREBON," *ADIBA: JOURNAL OF EDUCATION* 4, no. 3 (2024): 345–70.

Project-Based Learning Accelerates Mastery of Independent Learning Curriculum Material

The findings from the interview with Mr. Sulaiman showed that the implementation of Project-Based Learning (PBL) at Madrasah Tsanawiyyah Negeri 5 Banyuwangi was very effective in accelerating the mastery of qiraah material [39]. In the PBL approach, students are not only invited to understand the theory, but are also given the opportunity to apply their knowledge through projects that involve reading more complex texts and processing information independently [40]. In this way, students are able to master the material more deeply and comprehensively, linking the knowledge they learn with real-life contexts.

The theory that is relevant to this finding is the *Constructivism theory* of Piaget and Vygotsky, which emphasizes the importance of active learning where students construct their own understanding through direct experience and social interaction [41]. PBL supports this by giving students space for exploration, reflection, and application of knowledge, so that they do not just memorize but also connect the material to real life . In addition, this finding is also in line with [42]Kolb's [43]*Experiential Learning* principles , which emphasize the importance of direct experience in the learning process . PBL accelerates mastery of the material because students learn through real experiences that give them a stronger and

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[39] Waffa Ruhul Bakah, "Pembelajaran Taḥfiẓ Al-Qur'an Di TPQ Bustanu'Usysyaqil Qur'an Desa Lesmana Kecamatan Ajibarang Kabupaten Banyumas" (Institut Agama Islam Negeri Purwokerto (Indonesia), 2021).

[40] A P Jufri et al., *Strategi Pembelajaran: Menggali Potensi Belajar Melalui Model, Pendekatan, Dan Metode Yang Efektif* (Ananta Vidya, 2023).

[41] YULIA RAKHMA SALSABILA and MUQOWIM MUQOWIM, "Korelasi Antara Teori Belajar Konstruktivisme Lev Vygotsky Dengan Model Pembelajaran Problem Based Learning (Pbl)," *LEARNING: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran* 4, no. 3 (2024): 813–27.

[42] Siti Jumaidah, "Meningkatkan Pemahaman Dan Pengamalan Nilai-Nilai Kesucian Melalui Penerapan Problem Based Learning (PBL) Dalam Pembelajaran Kontekstual Asmaul-Husna Al-Quddus Di Kelas 4 Sd Negeri No. 105373 Tualang," *Al-Murabbi Jurnal Pendidikan Islam* 1, no. 2 (2023): 823–36.

[43] Roos M S Tuerah and Jeanne M Tuerah, "Kurikulum Merdeka Dalam Perspektif Kajian Teori: Analisis Kebijakan Untuk Peningkatan Kualitas Pembelajaran Di Sekolah," *Jurnal Ilmiah Wahana Pendidikan* 9, no. 19 (2023): 979–88.

more applicable understanding of the material being taught [44]. With this approach, students become more active and more involved in their learning process.

Conclusion

From the discussion that has been done, it can be concluded that the implementation of Project-Based Learning (PBL) at Madrasah Tsanawiyyah Negeri 5 Banyuwangi has a significant positive impact on the development of critical and analytical reading skills, as well as mastery of qiraah material in accordance with the principles of the Merdeka Belajar Curriculum. PBL encourages students to not only understand the material theoretically, but also to apply their knowledge in practical projects that require them to read more complex texts, analyze, and evaluate information critically. This is in accordance with the theory of higher-order thinking in Bloom's Taxonomy which emphasizes the importance of analytical and evaluation skills in learning.

In addition, the use of technology in PBL has been shown to increase students' interest in reading and enrich their literacy skills. Access to various sources of information through online platforms and digital learning applications makes students more interested in reading and more involved in the learning process. This approach supports the Constructivism theory which emphasizes active learning and interaction with various sources of knowledge, as well as the Multiliteracies theory which introduces the concept of literacy not only in written texts but also in digital media.

Overall, PBL not only accelerates mastery of the material but also encourages students to become more independent and active learners, which is in line with the main objective of the Independent Learning Curriculum, namely building student competencies holistically through student-centered learning.

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[44] Mispullah Prihatini et al., "The Fiqh Learning Model Based on the Direct Method: A Case Study at Darur Ridwan Modern Islamic Boarding School, Banyuwangi," *Bunayya: Islamic Education and Teaching Journal* 1, no. 3 (2024): 74–91.

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