



The Influence of Project-Based Learning and TikTok-Based Digital Media on Learning Outcomes of Fardhu Kifayah Material (Praying for the Dead)

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Abstract: This study aims to examine the effect of a TikTok-based Project-Based Learning (PjBL) strategy on student learning outcomes in Fardhu Kifayah, specifically the competence of performing funeral prayers at Adhyaksa II Middle School in Medan. This research is a quantitative study with a quasi-experimental approach. The results of the analysis show that the implementation of TikTok-based PjBL strategy has a significant influence on student learning outcomes, as evidenced by a significance value of $0.000 < 0.05$ and F count of $13.844 > F$ table of 3.15. In addition, conventional learning strategies using a whiteboard also show a significant influence, with a significance value of 0.000 and F count of $112.959 > F$ table of 3.15. This proves that both innovative and traditional strategies can effectively improve learning outcomes, depending on proper implementation. However, the interaction test between the two strategies showed no significant simultaneous effect on learning outcomes (significance $0.566 > 0.05$ and Fcount $0.334 < F$ table 3.15). This finding confirms that learning success is more determined by the selection of appropriate and consistent strategies than by an undirected combination of methods.

Keyword: Project Based Learning, Project Based, Digital, Fardhu Kifayah

Abstrak: Penelitian ini bertujuan untuk mengkaji pengaruh strategi Project Based Learning (PjBL) berbasis media digital TikTok terhadap hasil belajar siswa pada materi Fardhu Kifayah, khususnya kompetensi menshalatkan jenazah di SMP Adhyaksa II Medan. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan kuasi eksperimen. Hasil analisis menunjukkan bahwa penerapan strategi PjBL berbasis TikTok memberikan pengaruh yang signifikan terhadap hasil belajar siswa, dibuktikan dengan nilai signifikansi $0,000 < 0,05$ dan Fhitung $13,844 > F$ tabel 3,15. Selain itu, strategi pembelajaran konvensional menggunakan papan tulis juga menunjukkan pengaruh signifikan, dengan nilai signifikansi 0,000 dan Fhitung $112,959 > F$ tabel 3,15. Hal ini membuktikan bahwa baik strategi inovatif maupun tradisional dapat efektif meningkatkan hasil belajar, tergantung pada implementasi yang tepat. Namun, uji interaksi antara kedua strategi menunjukkan tidak terdapat pengaruh signifikan secara simultan terhadap hasil belajar (signifikansi $0,566 > 0,05$ dan Fhitung $0,334 < F$ tabel 3,15). Temuan ini menegaskan bahwa keberhasilan pembelajaran lebih ditentukan oleh pemilihan strategi yang sesuai dan konsisten daripada penggabungan metode yang tidak terarah.

Kata kunci: Project Based Learning, Berbasis Proyek, Digital, Fardhu Kifayah

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Introduction

Islamic Religious Education at the Junior High School level has a strategic role in shaping the religious and moral character of students (Romdhoni et al., 2023; Bimas Ritonga et al., 2023; Hasan & Aziz, 2023). The material taught is not only aimed at conveying religious knowledge, but also at internalizing Islamic values that are relevant to everyday life (Basri & Rahman, 2025; Ainiyah et al., 2025). One of the important materials in the PAI curriculum is Fardhu Kifayah, especially the procedures for caring for and praying for corpses (Sahrul Sobirin & Erwin Mahrus, 2023; Umam & Hasan, 2025). This material has theological and social dimensions that emphasize the collective responsibility of Muslims.

However, initial observations at Adhyaksa II Middle School in Medan revealed a significant gap between learning objectives and student achievement. Of the 28 students observed, only three were able to correctly explain the funeral prayer procedure. This data indicates that the majority of students lacked adequate understanding, despite the material being taught in class. This indicates that the current learning approach has not adequately addressed student needs and characteristics.

One factor contributing to low student understanding is the dominance of traditional learning methods, such as lectures and written assignments. This approach provides little opportunity for students to actively engage and experience the applied learning process. The limited use of creative and interactive learning media also impacts low student participation and emotional engagement in understanding Fardhu Kifayah material.

This situation is increasingly relevant to study, given that the current generation tends to be more interested in visual, interactive, and digital technology-based learning methods. The Project-Based Learning (PjBL) model is a potential alternative, as it encourages students to learn through real-life projects (Sari et al., 2025; Ayyubi et al., 2024). Through projects such as funeral service simulations or educational videos, students can simultaneously develop cognitive, affective, and psychomotor skills.

In the context of technological developments, social media platforms like TikTok have become a phenomenon among teenagers. The platform is known for sharing creative, communicative, and visual short video content. However, utilizing TikTok in Islamic Religious Education (PAI) learning requires careful consideration, particularly regarding ethical aspects, the appropriateness of the material, and its relevance to Islamic educational values. To date, empirical

evidence regarding TikTok's effectiveness as a medium for Islamic Religious Education (PAI) learning remains limited, particularly on the topic of Fardhu Kifayah (obligatory duties).

This gap is the basis for this research. Few studies have systematically combined the PjBL model with TikTok in teaching funeral arrangements at the junior high school level. This research aimed to measure the extent to which this combination can improve students' understanding and to test its alignment with Islamic Religious Education learning principles, which emphasize moral and religious values.

Therefore, this research is expected to contribute not only to the development of innovative learning methods but also to the development of ethical guidelines for utilizing digital media for Islamic Religious Education (PAI). The results are expected to help teachers design learning that is more relevant to the characteristics of the digital generation while maintaining the integrity of the Islamic values taught.

Methods

This research was conducted at Adhyaksa II Junior High School, Medan, Jl. H.M. Said No. 23, Medan City, North Sumatra, in the odd semester of the 2025/2026 academic year (October–December 2025). The study population was all 56 students in grade VIII. The sampling technique used was purposive sampling by considering the equality of initial academic abilities. Two classes were selected as samples: one class as the experimental group (28 students) and one class as the control group (28 students). This study uses a quasi-experimental approach with a Nonequivalent Control Group Design (Sugiyono, 2019). The experimental group received project-based learning (PBL) using TikTok, while the control group underwent conventional learning using lecture and whiteboard methods. Both groups were given pre- and post-tests to measure learning outcomes.

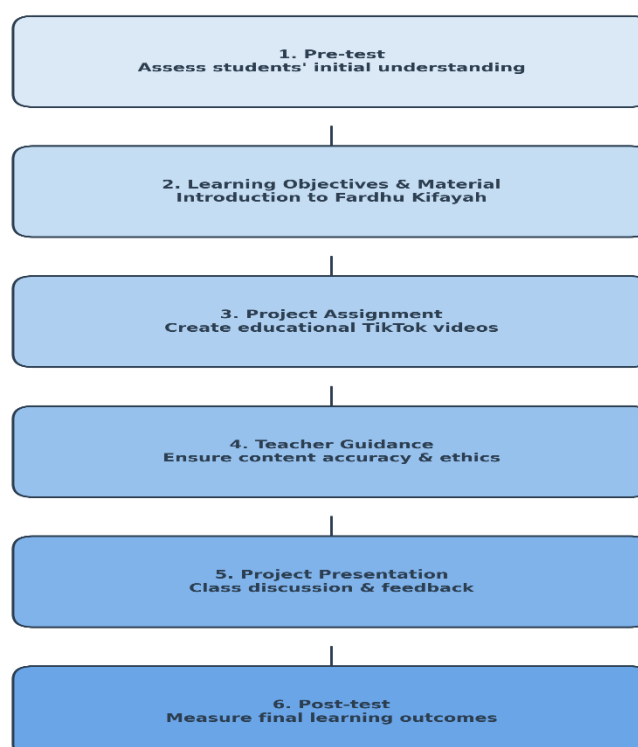
The intervention procedure was carried out in six stages: (1) pre-test to measure initial understanding, (2) delivery of learning objectives and introduction of Fardhu Kifayah material, (3) assignment of an educational TikTok video creation project containing a simulation of funeral prayer procedures, (4) teacher assistance during the content creation process to ensure the suitability of the material and ethics, (5) presentation of project results and class discussion, and (6) post-test to measure the final results. This process took place over four meetings (4 × 80 minutes). The research instruments included: (1) a learning outcome test in the form of 25 multiple-choice questions to measure students' cognitive understanding, (2) an observation sheet to assess psychomotor skills and attitudes during the practice of funeral prayers, (3) a TikTok video project assessment rubric with criteria of material content, creativity, teamwork, visual-audio quality, and

religious messages, (4) a Likert scale questionnaire to measure students' attitudes, interests, and perceptions of learning, and (5) documentation in the form of photos, activity videos, field notes, and copies of student projects.

The validity of the test instruments was tested using content validity through assessments by three Islamic Education experts. Empirical validity was calculated using Pearson's product-moment correlation, while reliability was calculated using Cronbach's alpha. The observation instruments, rubrics, and questionnaires were also tested for reliability to ensure consistency of the assessment results.

Data analysis was carried out through several stages: (1) normality test using Kolmogorov-Smirnov to ensure normal data distribution, (2) homogeneity of variance test using Levene's Test, (3) gain score test to measure the improvement in learning outcomes, and (4) two-way ANOVA test to see the effect of the learning model and its interaction with the initial level of learning outcomes, followed by the F test to test the significance of the model. All analyses were carried out using the latest version of SPSS software. Ethical considerations were crucial to this research, given that TikTok involved underage students. Therefore, written permission was obtained from the school and parents/guardians. Student-generated content was not published on TikTok's public platform but was instead uploaded to a private account accessible only to teachers and researchers for educational purposes. Student identities were kept confidential, and all activities adhered to ethical guidelines for educational research.

Research Procedure: Project Based Learning with TikTok



Results And Discussion

Research

This study used a 2x2 factorial design consisting of two learning strategies and two categories of learning outcomes. The first factor (A) was the learning strategies, namely A1 (Project-Based Learning) and A2 (conventional/lecture learning). The second factor (B) was the Islamic Religious Education (PAI) learning outcomes, namely B1 (high learning outcomes) and B2 (low learning outcomes). Thus, four treatment groups were formed, namely A1B1, A1B2, A2B1, and A2B2.

Each group received a different learning approach during several meetings, focusing on the funeral prayer. Group A1 was taught using a Project-Based Learning approach combined with TikTok as a visual, creative, and interactive tool to deliver the content. Group A2, on the other hand, was taught solely through conventional lectures without the use of digital media. After the learning process was completed, all students in each group were given a learning outcome test designed based on competency achievement indicators for the Fardhu Kifayah material.

Student learning outcomes data were collected and analyzed to determine their level of understanding and mastery of the learning material. The scores obtained were then categorized into high and low learning outcomes according to the Minimum Completion Criteria applicable at the school. Assessment was conducted objectively using standardized scoring guidelines, covering conceptual understanding of the accuracy of the recitation and movements of the funeral prayer, as well as the ability to explain the wisdom of the Fardhu Kifayah practice.

As for descriptive statistics for classes using the PjBL learning strategy and digital-based media, before conducting inferential statistical analysis, the researcher first presented data in the form of descriptive statistics to illustrate the distribution of scores in each treatment group. This data includes the average value (mean), the highest and lowest scores, the median, the mode, and the standard deviation for each group. This information is presented in tables and graphs to facilitate understanding of the differences in learning outcomes between the group taught with the TikTok-based PjBL strategy and the group taught conventionally.

Data processing was performed using SPSS version 27 software. All learning outcome test data were entered into the system and classified according to treatment groups. The initial step in the analysis was descriptive data exploration, followed by testing the assumptions of normality and homogeneity as a prerequisite for the use of two-way analysis of variance (ANOVA). The normality test was used to determine whether the data were normally distributed, while the homogeneity test was conducted to ensure equality of variance between groups.

After the data met these basic assumptions, the analysis continued with a two-way ANOVA test to determine whether there was a main effect between learning strategies and digital media on student learning outcomes, and whether there was an interaction between the two factors. The results of this test served as the basis for concluding the effectiveness of using Project-Based Learning and TikTok in improving learning outcomes on the subject of praying for the dead. The entire process was carried out carefully to ensure the validity and reliability of the study

Statistics

A1		
N	Valid	31
	Missing	32
Mean		80.16
Median		80.00
Mode		75
Std. Deviation		10.915
Minimum		60
Maximum		100

Based on the descriptive statistics in group A1 (PjBL strategy and TikTok digital media), it is known that the number of students who were valid in measuring learning outcomes was 31 people. The average (mean) value of student learning outcomes in this group was 80.16, which indicates that in general student learning outcomes were in the high category. The median value of 80.00 indicates that half of the students obtained a score above or equal to 80, reflecting a fairly balanced distribution of scores. The mode value, which is 75, indicates that this score is the most frequently appearing score in this group. This indicates that some students have learning outcomes that are close to or slightly below the average, although overall the results remain positive.

Furthermore, the standard deviation value of 10.915 indicates moderate variation in student learning outcomes in this group. The smaller the standard deviation value, the more homogeneous the student learning outcomes; in this case, a value of 10.915 indicates a reasonable degree of diversity in scores. The range of scores ranges from 60 (minimum) to 100 (maximum), indicating significant differences in achievement between individuals. Nevertheless, with a maximum score of 100, it appears that some students were able to fully understand the Fardhu Kifayah (prayer for the dead) material through a project-based learning approach and the use of TikTok digital media. This finding suggests that the

combination of PjBL strategies and TikTok media can have a positive impact on student learning outcomes in the cognitive aspect of religion.

Next, analysis prerequisite testing is performed to ensure that the data used in the study meets the necessary statistical assumptions before further analysis, such as ANOVA or other parametric tests, is conducted. Commonly tested prerequisites include normality of data distribution, homogeneity of variance, and linearity of relationships between variables.

1. Normality Test

One-Sample Kolmogorov-Smirnov Test									
		A1	A2	B1	B2	A1B1	A1B2	A2B1	A2B2
N		31	32	32	31	17	14	15	17
Normal Parameters ^{a,b}	Mean	80.16	73.13	84.84	68.06	87.94	70.71	81.33	65.88
	Std. Deviation	10.915	9.483	7.565	5.579	7.301	5.837	6.399	4.414
Most Extreme Differences	Absolute	.135	.160	.211	.216	.304	.340	.249	.295
	Positive	.135	.160	.211	.152	.304	.231	.249	.203
	Negative	-.125	-.090	-.105	-.216	-.138	-.340	-.161	-.295
Test Statistic		.135	.160	.211	.216	.304	.340	.249	.295
Asymp. Sig. (2-tailed) ^c		.157	.036	.135	.152	.141	.203	.013	.211
Monte Carlo Sig. (2-tailed) ^d	Sig.	.151	.249	.135	.152	.141	.203	.249	.211
	99% Confidence Interval	Lower Bound	.141	.028	.000	.000	.000	.009	.000
		Upper Bound	.160	.038	.002	.001	.001	.014	.001

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the results of the Kolmogorov-Smirnov normality test in this study, all data groups showed a significance value (Sig.) greater than 0.05. This means that all data, both from the group using the Project Based Learning strategy (A1) and the conventional learning strategy (A2), met the assumption of normality. In other words, the distribution of student learning outcomes in both learning strategies was in normal conditions, so the data were declared suitable for further analysis using parametric statistical tests with ANOVA.

The same thing also applies to the Islamic Religious Education learning outcomes group, both for the high (B1) and low (B2) categories, as well as for treatment combinations such as A1B1, A1B2, A2B1, and A2B2. All of these combinations show a significance value in the "Sig." column of more than 0.05, thus fulfilling the requirements for a normal distribution. By fulfilling the assumption of normality in all groups, the inferential analysis used in this study can be conducted validly and accurately using a parametric statistical approach.

2. Homogeneity Test

Based on the output table, the significance values (Sig.) obtained for all calculation methods (mean, median, median with adjusted df, and trimmed mean) were 0.202, 0.831, 0.831, and 0.261, respectively. All of these significance values were greater than the critical limit of 0.05, so it can be concluded that there was no significant difference in variance between groups. Thus, the assumption of

homogeneity of variance is met. This means that the learning outcome data from all groups in this study have uniform or equal variance, allowing further statistical analysis, such as two-way ANOVA, to be conducted legitimately and validly. Fulfilling this assumption strengthens the validity of the analysis of the interaction between learning strategies and learning outcomes on students' understanding of Fardhu Kifayah material.

3. Regression Equation Test (F Test)

The F-test results in the regression analysis showed an F-value of 67.682 with a significance value (Sig.) <0.001 . Since the significance value is much smaller than 0.05, it can be concluded that the regression model is simultaneously significant. This means that together the independent variables, namely learning strategies and learning types (which in this case refer to project-based strategies and TikTok digital media) have a significant influence on student learning outcomes in the Fardhu Kifayah (Praying for the Dead) material.

Thus, the regression model used in this study is appropriate and can be used to predict student learning outcomes. These findings also indicate that innovative learning strategies implemented in a planned and contextual manner significantly contribute to improving student understanding and achievement in Islamic Religious Education.

4. Hypothesis Testing

Tests of Between-Subjects Effects

Dependent Variable: Hasil Belajar

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4960.373 ^a	3	1653.458	44.731	$<.001$
Intercept	365825.914	1	365825.914	9896.724	$<.001$
A	511.720	1	511.720	13.844	$<.001$
B	4175.466	1	4175.466	112.959	$<.001$
A * B	12.332	1	12.332	.334	.566
Error	2180.896	59	36.964		
Total	376675.000	63			
Corrected Total	7141.270	62			

a. R Squared = .695 (Adjusted R Squared = .679)

Based on the results of the hypothesis testing conducted in this study, it can be concluded that the Project-Based Learning (PjBL) strategy using TikTok digital media significantly impacts student learning outcomes at SMP Adhyaksa II Medan. This is evidenced by a significance value well below 0.05, thus accepting the first hypothesis. This means that the use of media relevant to students' lives can

increase their engagement in the learning process and positively impact learning outcomes.

Furthermore, the second hypothesis found that conventional learning strategies using a whiteboard also significantly impacted student learning outcomes. Although this method is traditional, it remains effective in conveying material to students, especially when delivered using a systematic and structured approach. These results suggest that not all modern strategies are superior, as even conventional methods play an important role depending on the context and student characteristics.

However, the results of the third hypothesis indicate that there is no significant interaction effect between the PjBL strategy and conventional strategies on student learning outcomes. This means that each strategy works independently, without strengthening or weakening each other. The effectiveness of learning strategies appears to be more influenced by consistent and tailored application to student needs, rather than a combination of two different approaches.

Discussion

The Influence of Project-Based Learning Strategy and Digital Media on Student Learning Outcomes at Adhyasa II Middle School, Medan

This study shows that the TikTok-based PjBL strategy significantly impacts student learning outcomes on praying for the dead at SMP Adhyasa II Medan ($p < 0.001$). The PjBL group (A1) achieved an average score of 80.16, higher than the other strategy groups. This model encourages students to be actively involved in the learning process, develop creativity, and produce work relevant to their lives. TikTok, as a learning medium, facilitates the delivery of material in a visual, engaging manner and adapts to the learning styles of the digital generation.

The effectiveness of PjBL was not limited to high-ability students ($A1B1 = 87.94$), but was also seen in low-ability students ($A1B2 = 70.71$). This demonstrates the inclusive nature of this strategy, which can accommodate diverse ability levels. The use of video projects allows students to review the material independently, strengthening understanding and facilitating student-centered learning. This finding is in line with (Basri, 2023) and (Muhammad Fadil et al., 2025) which confirms that PjBL, based on direct experience, can improve students' conceptual understanding and practical skills.

In addition to cognitive aspects, this strategy contributes to the development of social skills such as cooperation, effective communication, and empathy. Collaboration in video content creation teaches students to respect others' opinions and manage group tasks responsibly. According to Santrock, collaborative learning has a positive impact on students' social-emotional development (Khansa Labibah & Marsofiyati Marsofiyati, 2024). In the context of Islamic Religious Education, this

strengthens the practice of religious values, especially the sense of brotherhood and caring.

The integration of TikTok in PjBL makes technology a core part of the learning process, not just a complement. According to Nasution dkk (2025), The success of technology integration is determined by its alignment with learning strategies and material objectives. Creating videos of the movements and recitations of the funeral prayer, for example, facilitates visualization and mastery of the steps accurately. This makes learning more applicable and relevant to real-life applications, not simply to meet exam requirements.

However, implementing digital media-based PjBL requires optimal teacher preparation, particularly in project design, time management, and technology mastery. Teachers unfamiliar with digital platforms like TikTok require specialized training to effectively facilitate the learning process. School policy support is crucial for providing facilities, training, and a supportive environment. With proper preparation, digital media-based PjBL can be a superior strategy for modern, interactive, and meaningful Islamic Religious Education (PAI) learning.

Significant Interaction Effect Between Project-Based Learning and TikTok Media with Conventional Learning on Student Learning Outcomes on the Material of Praying for the Dead

The results of the study showed no significant interaction between the TikTok-based Project-Based Learning strategy and conventional learning strategies on student learning outcomes. The F-value in the interaction test was 0.334, and its significance value was 0.566, which is greater than 0.05, so the interaction hypothesis was rejected. This indicates that the two strategies do not influence each other when combined. This means that the effectiveness of the PjBL strategy and conventional strategies work separately and independently. The PjBL strategy demonstrated high learning outcomes for high-ability students, but did not produce additional impact when combined with conventional strategies. Conversely, conventional strategies did not significantly contribute to improved learning outcomes when combined with PjBL. These findings indicate that each strategy has advantages and limitations depending on student characteristics. Research by Rahmadani et al., (2024) also states that the effectiveness of a learning method is largely determined by its suitability to the student's learning style. Therefore, teachers need to consider using specific and targeted strategies tailored to the student's needs.

The lack of evidence for this interaction effect also suggests that each learning strategy exerts a stronger influence independently than when combined. This is reinforced by intergroup comparisons, where group A1B1 (PjBL and high learning outcomes) consistently demonstrated the highest scores without the need

for combination with conventional methods. Conversely, group A2B2 (conventional and low learning outcomes) consistently demonstrated the lowest results. Tukey's test also showed that A1B1 was significantly different from all other groups, while the groups using conventional strategies did not perform better when combined. This suggests that using a mixed strategy does not offer a significant advantage over using a single, targeted strategy.

According to Izzatunnisa et al., (2025), combining learning strategies is only effective when there is alignment between goals, processes, and student characteristics. Without this, combining strategies can potentially weaken teaching effectiveness. Therefore, in this context, a single approach tailored to student needs is recommended.

Furthermore, the strategy interaction was not found to be significant due to the difference in orientation between the PjBL approach and conventional methods. PjBL focuses on experiential learning, direct involvement, and problem-solving, while conventional strategies tend to be teacher-centered and one-way. When these two very different approaches are combined, students may experience confusion in the learning flow. The differences in learning demands also make it difficult for students to adjust to the inconsistent learning rhythm. As explained by Hasanah et al, (2025), The success of a learning strategy is influenced by cohesion and consistency in its implementation. Therefore, a diversity of non-complementary approaches reduces overall effectiveness. In the context of learning Fardhu Kifayah material, which demands a practical understanding and interpretation of religious values, a stable and focused strategy is more effective. Therefore, the PjBL strategy should be implemented consistently rather than combined with the lecture method. This ensures that learning continues to flow and avoids confusion for students.

The interaction of strategies also failed to have a significant impact because the media used did not have an equally strong effect in the two different strategies. TikTok media is well-suited for the PjBL strategy, which emphasizes visualization, creativity, and collaboration. However, when used in a conventional learning context, this media is not fully integrated with the lecture method. In conventional methods, the use of media is complementary and not integrated with the core learning process. As a result, this combination does not create the synergy needed to produce improved learning outcomes. According to Wasiyah et al., (2025), Media effectiveness depends heavily on the fit between the media, learning strategies, and learning objectives. In this study, the mismatch between TikTok and conventional strategies resulted in an insignificant interaction effect. Therefore, media utilization must be tailored to the approach used. Teachers cannot rely solely on modern media as a supplement without proper integration.

Psychologically, students also experience different learning processes when using inconsistent learning strategies. When students are accustomed to the active and exploratory PjBL model and then combine it with a passive lecture method, the transition can be confusing. This can reduce student motivation because they lack clear expectations for the learning process.

According to Sunarti Rahman (2025), learning motivation is greatly influenced by the regularity and structure of the learning experiences students receive. Therefore, learning strategies that lack consistent direction can negatively impact academic achievement. In this case, using two contrasting strategies simultaneously is not only ineffective but also counterproductive. Therefore, teachers need to ensure that the strategies used provide continuity in the overall learning experience. Unstable learning experiences will reduce the quality of students' understanding of applicable religious material.

In practical learning, teachers also face challenges in managing time, teaching materials, and approaches when combining two different strategies. The PjBL strategy requires sufficient time to design projects, guide students, and evaluate the final product. Meanwhile, the conventional strategy relies more on delivering information quickly and efficiently. When the two are combined, teachers struggle to maintain a balance between the two approaches.

According to Mustofa et al (2023), unfocused lesson planning will lead to inefficiency and suboptimal learning outcomes. Therefore, teachers should choose a primary approach that aligns with the objectives and characteristics of the material. If the project is the core, other approaches should be supportive, not dominant. This ensures students don't lose direction and focus in their learning. Therefore, strategic interactions become less relevant without the support of a well-thought-out and focused learning design.

Although the interaction results were not significant, this does not mean that the combination of strategies has no potential. In some contexts, a combination of strategies can be successful if designed with strong integration and oriented to student needs. However, in this study, the best learning outcomes were still found with the PjBL strategy, which was implemented consistently and in depth. Therefore, this strategy is recommended for use as the primary approach in learning religious materials that require internalization of values and direct practice. Teachers can still incorporate conventional elements such as brief explanations as a complement, but not as the dominant method. Learning strategies should focus on achieving learning objectives holistically and be student-centered. Therefore, focusing on a proven effective approach will yield maximum learning outcomes.

The study concluded that the interaction between PjBL and conventional strategies did not significantly impact student learning outcomes. The independent use of appropriate strategies had a more positive impact than combining two approaches that were not well integrated. This underscores the importance of selecting strategies that are appropriate to student characteristics and learning objectives.

Conclusion

Based on the research results, it can be concluded that the implementation of Project Based Learning (PjBL) strategy based on digital media, especially the TikTok platform, has a significant influence on student learning outcomes in the Fardhu Kifayah material, especially in the competence of praying for the dead at SMP Adhyaksa II Medan. This is evidenced by the significance value of 0.000, which is smaller than 0.05, and the calculated F value of 13.844, which is greater than Ftable 3.15. These findings indicate that innovative and contextual learning strategies can improve students' understanding and active participation in Islamic Religious Education learning.

In addition, conventional learning strategies using whiteboard media also showed a significant influence on student learning outcomes. A significance value of $0.000 < 0.05$ and an F value of $112.959 > F_{table} 3.15$ indicate that, despite its traditional nature, this strategy remains relevant and effective when implemented with the right approach. This shows that mastery of the material is not only determined by the form of media used, but also by how teachers manage learning and build student engagement. However, the test results on the interaction between the PjBL strategy and conventional strategies showed no significant simultaneous influence on student learning outcomes. The interaction significance value of $0.566 > 0.05$ and $F = 0.334 < F_{table} 3.15$ indicates that the use of both strategies simultaneously did not provide a significant additional contribution. Therefore, the selection of appropriate and consistent learning strategies is more decisive in determining success in improving student learning outcomes than a combination of undirected strategies.

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