

CHARACTER FORMATION OF COOPERATION OF GRADE 5 STUDENTS THROUGH PROJECT-BASED PAI LEARNING AT SDIT ABU HURAIRAH SAPEKEN

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Abstract

This study aims to describe and analyze the implementation of the Project Based Learning (PjBL) model in Islamic Religious Education (IRE) to develop the cooperation character of fifth-grade students at SDIT Abu Hurairah Sapeken. The study was motivated by the low level of students' active participation and cooperation in group learning activities. A descriptive qualitative research design was employed, with data collected through observation, interviews, and documentation. The findings indicate that the implementation of PjBL in Islamic Religious Education enhances students' active engagement, fosters role distribution and responsibility within groups, strengthens communication and mutual respect, and builds collective awareness of the importance of cooperation. Nevertheless, several challenges were identified, including differences in students' levels of participation and a tendency for some students to rely on certain group members. Overall, project-based Islamic Religious Education contributes positively to the development of cooperation character among fifth-grade students at SDIT Abu Hurairah Sapeken.

Keywords: Project Based Learning, Islamic Religious Education, Cooperation Character



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INTRODUCTION

Education in Indonesia is not only oriented towards academic achievement, but also emphasizes the formation of students' character as part of the main goal of national education. This is in line with Law Number 20 of 2003 concerning the National Education System which emphasizes that education aims to develop the potential of students to become individuals who believe and fear God Almighty, have noble character, are capable, independent, and become democratic and responsible citizens. Character education aims to shape the personality of students through habituation of moral and social values in daily life.¹ Thus, character education is an important element that must be integrated in every learning process at all levels of education, including in elementary school.

In the context of Islamic Religious Education (PAI), character formation has a very strategic position because PAI not only functions as a means of transferring religious knowledge, but also as a vehicle for instilling moral and social values in daily life. In the midst of the era of globalization and digitalization marked by social changes and shifts in the value of togetherness, strengthening character is an urgent need. The Ministry of Education, Culture, Research, and Technology emphasized that strengthening character education is a national priority, especially in instilling religious values, independence, integrity, and mutual cooperation from the elementary school level. The value of mutual cooperation, one of the tangible manifestations of which is the ability to work together, is an important provision for students to interact and participate positively in the community. Strengthening the character of cooperation is in line with the policy of strengthening the Pancasila Student Profile which emphasizes the value of mutual cooperation and togetherness.²

The character of cooperation is part of social morals in Islamic education which is reflected in the attitude of helping (ta'awun), responsibility, and mutual respect between students. The formation of cooperative character in PAI learning aims to ensure that students not only understand Islamic values cognitively, but also be able to practice them in daily life through positive social interaction.³ The right learning model can help teachers integrate cognitive, affective, and social aspects in learning.⁴

¹ Zubaedi, *Desain Pendidikan Karakter* (Jakarta: Prenada Media, 2015); Thomas Lickona, *Educating for Character: How Our Schools Can Teach Respect and Responsibility*, Edisi Pertama, trans. oleh Juma Abdu Wamaungu, *Educating for Character*, ed. by Uyu Wahyudin dan Suryani (Jakarta: Bumi Aksara, 2012).

² Mery Mery dkk., "Sinergi Peserta Didik dalam Proyek Penguatan Profil Pelajar Pancasila," *Jurnal Basicedu* 6, no. 5 (Juni 2022), <https://doi.org/10.31004/basicedu.v6i5.3617>.

³ E. Mulyasa, *Manajemen Pendidikan Karakter* (Jakarta: Bumi Aksara, 2013).

⁴ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran: Isu-Isu Metodis dan Paradigmatik* (Yogyakarta: Pustaka Pelajar, 2013).

At the elementary school level, the ability to work together is a social skill that should begin to develop optimally. Students are expected to be able to work in groups, share roles, communicate effectively, and appreciate the opinions and contributions of friends. These values are in line with the learning objectives of PAI which emphasizes a helpful, Islamic ukhuwah, responsibility, and togetherness as part of the practice of Islamic teachings in daily life. Therefore, PAI learning ideally not only focuses on the cognitive aspect, but also provides space for students to internalize social values through real learning experiences. Project-based PAI learning is considered relevant in shaping students' social character, including cooperation and responsibility.⁵

However, based on the initial observations made by researchers on PAI learning in grade 5 of SDIT Abu Hurairah Sapeken, several phenomena were found that showed that the character of student cooperation had not developed optimally. In group learning activities, some students tend to be passive and hand over assignments to one or two students who are considered more capable. Interaction in group discussions has also not run effectively, characterized by a lack of communication, a lack of mutual listening, and an imbalance in the division of tasks. PAI teachers also revealed that in project activities, there is often role inequality, where only certain students are active while other group members contribute less. This condition shows that the formation of the character of student cooperation still needs attention and strengthening so that the learning goals of PAI can be achieved optimally.

The urgency of this research lies in the importance of strengthening the character of student cooperation from the elementary school level, especially in the context of Islamic Religious Education learning. In the midst of the demands of 21st century education and the strengthening of the Pancasila Student Profile, the ability to work together is an indispensable social competence so that students are able to interact harmoniously, responsibly, and respect each other in community life. If PAI learning is not appropriately designed to foster the value of cooperation, then learning has the potential to be only oriented towards academic achievement without having a real impact on the formation of students' character.

⁵ Ayu Diah Fasya, Nurhayati Nurhayati, dan Tasya Nurmadina, "Efektivitas Metode Pembelajaran Berbasis Proyek terhadap Peningkatan Nilai-Nilai Keagamaan Siswa," *Jurnal Pendidikan Tambusai* 10, no. 1 (Januari 2026), <https://doi.org/10.31004/jptam.v10i1.36186>; Najma Farah Diana Kamila dkk., "Model Pembelajaran PAI Berbasis Project-Based Learning untuk Penguatan Profil Pelajar Pancasila," *JISRev: Journal of Islamic Studies Review* 2, no. 1 (April 2026), <https://doi.org/10.69548/jisrev.2.1.74>.

One of the learning strategies that is considered relevant to answer these problems is the Project Based Learning (PjBL) model. Project Based Learning is a learning model that emphasizes students' active involvement in the completion of meaningful authentic projects.⁶ The PjBL standard emphasizes collaboration, division of roles, and shared responsibility within the group.⁷ This model places students as active subjects in the learning process through project activities that demand cooperation, communication, role sharing, and shared responsibility.

A number of studies show that project-based learning has the potential to strengthen students' character. Widadi et al.'s research found that the application of Project Based Learning in PAI learning can significantly increase student cooperation.⁸ Sumilat et al.'s research also shows that PjBL encourages students' active involvement in learning, although it still faces challenges in time management.⁹ Meanwhile, Pobela et al. developed a valid project assessment to measure the cooperative skills of elementary school students.¹⁰ These findings show that PjBL has the potential to be an effective learning approach in supporting the formation of students' character.

However, previous studies still have limitations. First, studies on the implementation of PjBL in the context of integrated Islamic schools (SDIT) are still relatively limited. Second, research that specifically focuses on the formation of cooperative character as the main aspect in PAI learning is still rarely carried out. Third, the discussion of the process of forming the character of cooperation through PjBL has not studied much of the affective aspects and authentic experiences of students in depth. Therefore, research is needed that specifically examines the formation of student cooperation character through project-based PAI learning in the context of integrated Islamic schools.

Based on this description, this study aims to examine the application of the Project Based Learning (PjBL) model in Islamic Religious Education (PAI) learning to form the character of cooperation of 5th grade students at SDIT Abu Hurairah Sapeken.

⁶ Stephanie Bell, "Project-Based Learning for the 21st Century: Skills for the Future," *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 83, no. 2 (Januari 2010), <https://doi.org/10.1080/00098650903505415>; John W. Thomas, *A Review of Research on Project-Based Learning* (San Rafael, California: The Autodesk Foundation, 2000).

⁷ John Larmer, John Mergendoller, dan Suzie Boss, *Setting the Standard for Project Based Learning* (Alexandria: ASCD, 2015).

⁸ Ahmad Setyo Widadi, Husniyatus Salamah Zainiyati, dan Hanun Asrohah, "Project-Based Learning (PjBL) Dalam Pembelajaran PAI Peluang, Tantangan, Dan Dampaknya Berdasarkan Sistematis Literature Review," *Studia Religia: Jurnal Pemikiran dan Pendidikan Islam* 9, no. 02 (Desember 2025), <https://doi.org/10.30651/sr.v9i02.26047>.

⁹ Juliana Margareta Sumilat dkk., "Analisis Implementasi Model PjBL (Project Based Learning) di Sekolah Dasar," *Jurnal Basicedu* 7, no. 6 (Desember 2023), <https://doi.org/10.31004/basicedu.v7i6.6557>.

¹⁰ Femi Pobela, Joulanda A. M. Rawis, dan Juliana Margareta Sumilat, "Assessment Pembelajaran Berbasis Proyek pada Siswa Kelas IV SD," *EDUKATIF: JURNAL ILMU PENDIDIKAN* 5, no. 2 (Juni 2023), <https://doi.org/10.31004/edukatif.v5i2.4985>.

RESEARCH METHODS

This study uses a descriptive qualitative approach to explore and deeply understand the process of forming the character of cooperation of grade 5 students through project-based Islamic Religious Education (PAI) learning at SDIT Abu Hurairah Sapeken. The qualitative approach was chosen because this study does not aim to measure learning outcomes in the form of numbers or statistics, but rather to understand the process, meaning, and dynamics of the formation of cooperation characters that occur naturally during learning.

This research involved one Islamic Religious Education (PAI) teacher and eight 5th grade students as research informants. The selection of informants was carried out using purposive sampling techniques, taking into consideration that PAI teachers are directly involved in the planning and implementation of project-based PAI learning, while students were selected based on variations in the level of learning activity (active and less active students) in order to obtain a comprehensive picture of the process of forming cooperative characters.

Data collection was carried out through triangulation techniques, which included participant observation to observe student activities, group interaction patterns, and cooperative behavior during project implementation; semi-structured interviews with PAI teachers and students to explore their experiences, views, and meanings of project-based learning; as well as documentation in the form of photos of activities, learning tools, project worksheets, and other supporting notes. In addition, questionnaires are used as a supporting instrument to obtain an overview of students' perceptions of cooperation in project activities.

The data obtained was analyzed using the Miles and Huberman interactive analysis model, which included the stages of data collection, data reduction, data presentation, as well as drawing conclusions and verification.¹¹ Data reduction is carried out by sorting and focusing data that is relevant to the formation of student cooperation character. The data is then presented in the form of a descriptive narrative description. Conclusion drawing is carried out on an ongoing basis by verifying findings through triangulation of sources and techniques to ensure the credibility of the research data.

RESULTS AND DISCUSSION

This study aims to examine the application of the Project Based Learning (PjBL) model in Islamic Religious Education (PAI) learning as well as the process of forming the cooperative character of 5th grade students at SDIT Abu Hurairah Sapeken. The research data was obtained

¹¹ Matthew B. Miles, A. Michael Huberman, dan Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2014).

through in-depth interviews with PAI teachers and grade 5 students, observations during the project-based learning process, and supporting documentation. Based on the results of qualitative data analysis, four main themes were found that describe the process of forming the character of student cooperation through project-based PAI learning, namely: (1) active involvement of students in learning, (2) division of roles and responsibilities in groups, (3) strengthening communication and mutual respect, and (4) challenges and dynamics of cooperation in project-based learning.

Based on the results of initial observations, the cooperative character of grade V students at SDIT Abu Hurairah Sapeken is still relatively low. This is characterized by the lack of involvement of some students in group work, a tendency to depend on one or two students who are considered more capable, and a lack of communication and an even division of tasks in groups. This condition is influenced by the previous learning pattern which is still dominated by lecture methods and individual assignments, so that students are not used to working collaboratively.

This initial condition is the basis for the need to implement a learning model that is able to encourage social interaction and active student cooperation, one of which is through project-based Islamic Religious Education learning.

Active Involvement of Students in Project-Based PAI Learning

The results of the study show that the application of the Project Based Learning model in PAI learning encourages an increase in students' active involvement in learning activities. Students no longer only play the role of recipients of the material, but are directly involved in the process of planning, implementing, and completing projects given by teachers. Designed PAI projects require students to discuss, work together, and complete tasks collectively.

PAI teachers said that compared to conventional learning, students seemed more enthusiastic and active when project-based learning was implemented. This can be seen from the increased participation of students in group discussions, the courage to express their opinions, and their involvement in completing project assignments. The PAI teacher stated:

"If learning uses projects, children become more active. They asked a lot of questions, discussed, and seemed more enthusiastic because they felt responsible for their group's tasks." (Ustadz Fauzan Ali)

From the student side, project-based learning is felt to be more fun and challenging. Students feel responsible for the success of their group, so they are encouraged to participate. One of the 5th grade students of SDIT Abu Hurairah said:

"Learning PAI using a project is more exciting, because we work with friends. So I don't get bored and want to help."

This increase in active involvement becomes an important basis in the formation of cooperative characters, as students begin to realize that learning is not only about understanding the material, but also about contributing in the group.

This finding is in line with Widadi et al.'s research which states that the application of Project Based Learning in PAI learning is able to improve the character of student cooperation through structured collaborative activities.¹² In addition, Septiani and Farida emphasized that PjBL encourages active student involvement because of clear group responsibilities, so that each student is encouraged to participate in the learning process. Thus, project-based learning provides a meaningful learning experience for students in developing a cooperative attitude from an early age.¹³

Sharing of Roles and Responsibilities in Groups

The second theme that emerged from the research data was the division of roles and responsibilities in the project group. In the implementation of PjBL, students are divided into several small groups, and each member of the group is given a specific task or role according to mutual agreement. This division of roles encourages students to learn to take responsibility for their respective tasks while also understanding the importance of each group member's contribution.

In the implementation of project-based Islamic Religious Education (PAI) learning, teachers design project activities that require the active involvement of students from the planning stage to evaluation. One of the projects implemented was a poster making project and commendable moral behavior practices in daily life, where students worked in groups to plan activities, divide roles, and carry out tasks related to the values of helping, honesty, and responsibility. In addition, students also carried out a group presentation project about the exemplary story of the Prophet and his companions, which began with information searching, group discussions, material preparation, and submission of project results together.

Through the implementation of the project, students not only produce learning products, but also experience firsthand the process of working together, communicating, sharing roles, and being responsible in groups. This process contributes to the formation of the character of student cooperation as part of social morals in PAI learning.

¹² Widadi, Husniyatus Salamah Zainiyati, dan Hanun Asrohah, "Project-Based Learning (PjBL) Dalam Pembelajaran PAI Peluang, Tantangan, Dan Dampaknya Berdasarkan Sistematis Literature Review."

¹³ Kemala Septiani dan Khusna Farida, "Implementasi Problem Based Learning (PBL) Untuk Meningkatkan Keaktifan Belajar Siswa Pada Pembelajaran PAI Studi Kasus Di SMP Al-Hasra," *Menara Tebuireng : Jurnal Ilmu-Ilmu Keislaman* 21, no. 1 (Oktober 2025), <https://doi.org/10.33752/menaratebuireng.v21i1.10204>.

The results of interviews with students show that they are beginning to realize that the success of the project does not depend on just one person, but the result of the cooperation of all group members. A 5th grade student of SDIT Abu Hurairah revealed:

"In my group, there are those who write, some who look for pictures, some who make presentations. If one person doesn't do it, the group's task will not be completed."

PAI teachers also emphasized that project-based learning helps reduce students' dependence on one or two students who are considered smarter. Although at first there were still passive students, gradually they began to get involved because they felt responsible for the assignment given. PAI teacher said:

"At first, there were still people who just participated, but after a while they realized that if their tasks were not done, the group would be left behind."

This division of roles not only trains responsibility, but also instills an awareness that cooperation requires the contribution of each member of the group. This process is in line with PAI's values which emphasize responsibility, trust, and cooperation in community life.

The results of this study are in line with the views of Sella and Camellia who stated that project-based learning can strengthen the character of mutual cooperation through group work habits that require active contributions from each member.¹⁴ In addition, Fauzi also emphasized that project assessments can be used to observe students' cooperative skills, including aspects of individual responsibility in groups.¹⁵ Thus, PjBL not only trains the academic aspect, but also instills the value of responsibility and social concern as part of the character of cooperation.

Strengthening Communication and Mutual Respect

The results of the study further showed that project-based PAI learning also strengthened communication skills and mutual respect between students. In the group discussion process, students are required to express their opinions, listen to the views of their peers, and make decisions deliberatively. This activity trains students to respect differences of opinion and work together harmoniously.

Observations showed that during the project process, students began to get used to discussing without dominating the conversation and trying to listen to the opinions of other group members. One student said that he learned not to impose his will and received feedback from friends:

¹⁴ Mey Sella Lara Piesesa dan Camellia Camellia, "Desain Proyek Penguatan Profil Pelajar Pancasila untuk Menanamkan Nilai Karakter Mandiri, Kreatif dan Gotong-Royong," *Jurnal Moral Kemasyarakatan* 8, no. 1 (Juni 2023), <https://doi.org/10.21067/jmk.v8i1.8260>.

¹⁵ Irman Syah, Nur Latifa Latif, dan Kasma Kasma, "Model Pembelajaran Kooperatif Dalam Pendidikan Agama Islam Untuk Meningkatkan Kerjasama Siswa," *JUPENJI: Jurnal Pendidikan Jompa Indonesia* 3, no. 4 (November 2024), <https://doi.org/10.57218/jupenji.Vol3.Iss4.1330>.

"If my opinion is not used, but I am not angry because my friend has a better idea."

PAI teachers consider that this process is very important in the formation of cooperative character, because students learn to control their ego and respect others. The PAI teacher stated:

"Children learn to be patient and respect the opinions of their peers. It is in line with the value of deliberation taught in PAI."

This mutual respect is one of the important indicators of the character of cooperation, because students not only work together, but also build positive social relationships in the group.

The results of this study reinforce the view of Sella and Camellia that project-based learning provides a wide space for students to learn to respect the opinions of others and develop mutual cooperation attitudes as part of character education.¹⁶ In the context of PAI learning, the deliberation process that occurs in group work is in line with Islamic values that emphasize the importance of togetherness, tolerance, and mutual respect. Therefore, PjBL is an effective means of internalizing social moral values contextually and applicatively.

The Challenges and Dynamics of Collaboration in Project-Based Learning

Although in general, project-based PAI learning shows a positive impact on the formation of cooperative character, this study also found several challenges in its implementation. One of the main challenges is that there are still students who are less active and tend to depend on friends who are considered more capable. In addition, differences in students' abilities and character also affect the dynamics of group work.

PAI teachers revealed that consistent mentoring and supervision are needed so that all students can be involved in a balanced manner. Teachers also need to provide direction and motivation so that passive students feel confident to participate. However, these challenges are actually part of the character learning process, as students learn to face differences, resolve minor conflicts, and adjust to group work.

This finding is in line with Hasibuan who stated that the implementation of PjBL requires consistent classroom management and teacher assistance so that all students can be optimally involved.¹⁷ However, these dynamics are actually part of the character learning process, because students learn to face differences, resolve small conflicts, and adjust to group work. With the right mentoring, this challenge can be a means of meaningful social learning for students.

¹⁶ Piesesa dan Camellia, "Desain Proyek Penguatan Profil Pelajar Pancasila untuk Menanamkan Nilai Karakter Mandiri, Kreatif dan Gotong-Royong."

¹⁷ Salma Fadhilah Hanun, Yulia Rahman, dan Husnita Husnita, "Penerapan Metode Project Based Learning Untuk Meningkatkan Minat Belajar PAI Siswa," *Educativo: Jurnal Pendidikan* 2, no. 1 (Januari 2023), <https://doi.org/10.56248/educativo.v2i1.112>.

Discussion

Islamic Religious Education (PAI) learning is not only oriented towards achieving cognitive aspects, but also has a great responsibility in shaping the character of students, especially the character of cooperation as part of social morals. In the context of elementary school, the formation of cooperative character is very important because students are in a phase of social development that requires habituation, example, and direct experience. Based on the findings of the study, the application of the Project Based Learning (PjBL) model in PAI learning has made a significant contribution to the process of forming the cooperative character of grade 5 students at SDIT Abu Hurairah Sapeken.

Project-based PAI learning encourages changes in student learning interaction patterns. Students are no longer placed as passive recipients of information, but rather as active subjects involved in the process of planning, implementing, and evaluating learning. This condition creates space for students to learn to work together in real life through group activities. Cooperation is not only understood as a theoretical concept in PAI material, but is internalized through contextual and collaborative learning experiences.

The results of the study show that through project-based learning, students begin to understand the importance of the role of the individual in the success of the group. Each member of the group has interrelated responsibilities, so the failure of one individual can affect the overall outcome of the group's work. This situation fosters a collective awareness in students that cooperation is a necessity, not just a demand for tasks. This shows that PjBL is able to be an effective means of instilling the value of responsibility and social concern as part of the character of cooperation.

However, the process of forming the character of cooperation through project-based learning does not take place without dynamics. This study found that there was a difference in the level of participation between students in group work. Some students tend to be more dominant, while other students still show a passive attitude or lack confidence. This phenomenon shows that the formation of cooperation character is not an instant process, but requires continuous assistance and management from teachers. In this case, the role of PAI teachers is very important as a facilitator who directs the dynamics of the group to run balanced and fair.

Project-based PAI learning also shows a strong social learning process through group discussions and deliberations. Students are trained to express opinions, accept differing views, and make decisions together. This process is in line with the value of deliberation in Islam which emphasizes the importance of dialogue, mutual respect, and the achievement of consensus. Thus,

PjBL not only functions as a learning model, but also as a medium for internalizing Islamic values in the practice of student life.

In addition, project-based learning encourages the development of mutual respect between students. In group work, students are faced with differences in abilities, characters, and ways of thinking. This condition requires students to learn to control their ego, appreciate the contributions of their peers, and avoid individualistic attitudes. This process is an important part of the formation of social morals, which is one of the main goals of Islamic education. Without learning that provides space for intensive social interaction, these values will be difficult to form optimally.

The findings of this study reinforce the view that project-based PAI learning has high relevance with the goal of strengthening character education. In the midst of modern educational challenges that tend to emphasize academic aspects and cognitive learning outcomes, PjBL offers a more holistic approach by integrating cognitive, affective, and social aspects. PAI learning is no longer understood as a purely normative and theoretical subject, but as a vehicle for the formation of students' personalities and characters as a whole.

From the perspective of Islamic education, cooperation (ta'awun) is a fundamental value that must be instilled from an early age. Project-based PAI learning provides students with concrete experiences to practice the value of ta'awun in the context of learning. Students learn that helping friends, sharing tasks, and being responsible for the group are part of practicing Islamic teachings in daily life. Thus, project-based PAI learning contributes to bridging the gap between Islamic normative values and the reality of educational practices in schools.

However, the success of project-based learning is highly dependent on teachers' readiness to design and manage learning. Without careful planning and consistent mentoring, project-based learning has the potential to become just ordinary group work with no meaning in character education. Therefore, PAI teachers need to have a deep understanding of the goals of PjBL and the ability to manage classroom dynamics so that learning is truly oriented towards the formation of student cooperation character.

Overall, this discussion shows that the application of Project Based Learning in Islamic Religious Education learning has great potential in shaping the cooperative character of elementary school students. Project-based learning not only increases student involvement in the learning process, but also becomes an effective means of instilling social moral values that are in line with Islamic teachings. With proper management, project-based PAI learning can be a relevant and contextual learning strategy in answering the challenges of character strengthening in today's world of education.

The implications of this study show that project-based Islamic Religious Education learning can be used as an alternative learning strategy that is effective in shaping the character of cooperation of elementary school students, especially in integrated Islamic schools. Practically, PAI teachers can utilize the Project Based Learning model to instill the values of ta'awun, responsibility, and deliberation through contextual learning activities. Theoretically, this study enriches the study of PAI learning by emphasizing the importance of integrating affective and social aspects in the learning process. In addition, this study provides a contextual contribution regarding the application of PjBL in the SDIT environment which is still relatively limited as studied in previous research.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the application of the Project Based Learning (PjBL) model in the learning of Islamic Religious Education (PAI) in grade 5 of SDIT Abu Hurairah Sapeken plays an important role in the formation of the character of student cooperation. Project-based learning can increase students' active engagement, foster individual responsibility in groups, and strengthen communication and mutual respect between students. Through project activities, students gain learning experiences that encourage the internalization of the values of cooperation as part of social morals in Islamic teachings.

Nonetheless, the implementation of project-based PAI learning still faces several challenges, such as differences in student participation levels and the tendency to depend on certain students. Therefore, it is necessary for PAI teachers to play an active role in managing group dynamics, providing assistance, and ensuring equitable student involvement. Overall, project-based PAI learning has great potential as a learning strategy that is not only oriented towards academic achievement, but also on the formation of the cooperative character of elementary school students.

ADVICE

Based on the results of the research on the formation of the character of cooperation of class V students through project-based Islamic Religious Education learning, the researcher gave the following suggestions:

For PAI teachers: Islamic Religious Education teachers are advised to continue to develop and apply the *Project Based Learning model* consistently in learning, because it has been proven to be able to foster the character of student cooperation through collaborative activities, communication, and group responsibility. Teachers also need to provide assistance and a clear division of roles so that each student is actively involved in the project being implemented.

For Schools: Schools are expected to support the implementation of project-based learning by providing facilities, time, and policies that support the strengthening of character education, especially cooperative character, as part of the school culture.

For future researchers: The next research is suggested to examine the formation of cooperative character through project-based PAI learning with different approaches and levels of education, and combine it with quantitative research methods or *mixed methods* to obtain more comprehensive results.

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Satria Ibnu Faqih, Hayumuti, Shokhibul Arifin: Character Formation of Cooperation of Grade 5 Students Through Project-Based PAI Learning at SDIT Abu Hurairah Sapeken

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