



# Developing an Ahlussunnah Wal Jamaah–Based Project-Based Learning Model to Improve Scientific Writing Skills: A Study at an Islamic University in Indonesia

Erniati Erniati<sup>1</sup>, Nurhayati Nurhayat<sup>2</sup>, Munira Hasjim<sup>3</sup>

<sup>1</sup> Faculty of Cultural Sciences, Hasanuddin University, Indonesia

<sup>2</sup> Faculty of Cultural Sciences, Hasanuddin University, Indonesia

<sup>3</sup> Faculty of Cultural Sciences, Hasanuddin University, Indonesia  
erniati24f@student.unhas.ac.id

**Abstract.** Scientific writing skills are essential competencies for university students, particularly in Islamic higher education institutions that emphasize the integration of academic achievement and moral values. However, many students continue to face difficulties in producing high-quality scientific writing, and instructional practices often lack the integration of Islamic values. This study aims to develop an Ahlussunnah Wal Jamaah–based Project-Based Learning (PjBL) model to enhance students’ scientific writing skills at Universitas Islam Makassar. This study employed a qualitative research and development approach. The development process involved needs analysis, model design, and implementation of an Ahlussunnah Wal Jamaah–based PjBL model in scientific writing courses. Data were collected through classroom observations, documentation, and analysis of students’ scientific writing products, and analyzed descriptively. The results indicate that the developed learning model improves student engagement, collaboration, and responsibility in the scientific writing process. Students showed notable improvements in structuring scientific papers, developing coherent arguments, using academic references appropriately, and adhering to academic ethics. The integration of Ahlussunnah Wal Jamaah values *tawassuth*, *tawazun*, *tasamuh*, and *i’tidal* contributed positively to students’ academic integrity and ethical awareness. These findings support constructivist and experiential learning theories, suggesting that learning models integrating active engagement and value-based principles can enhance both cognitive and affective learning outcomes in scientific writing. This study concludes that the Ahlussunnah Wal Jamaah–based Project-Based Learning model is effective and contextually relevant for improving students’ scientific writing skills in Islamic higher education institutions. The model offers a holistic approach by integrating academic competence with ethical and moral development.

**Keywords:** Project-Based Learning; Ahlussunnah Wal Jamaah; Scientific Writing Skills; Islamic Higher Education; Learning Model Development.

## 1 INTRODUCTION

Higher education plays a strategic role in producing superior, critical, and competitive human resources through the development of students' academic competencies [1]. One of the main indicators of successful learning in higher education is students' ability to produce high-quality scientific writing. Scientific writing not only serves as a means of intellectual development for students but also functions as a primary medium for the systematic and responsible dissemination of knowledge [2], [3]. Therefore, scientific writing skills constitute an essential competence that must be mastered by university students [4]. These skills reflect mastery of scientific methodology, critical thinking ability, and the capacity to communicate ideas logically and coherently.

Various studies indicate that students' scientific writing skills remain relatively low, particularly in terms of writing structure, scientific argumentation, use of references, and adherence to academic conventions [5], [6]. This condition is often influenced by learning processes that are still conventional, lecturer-centered, and lack meaningful learning experiences for students. Learning models that emphasize theoretical delivery tend to make students passive and less involved in the process of knowledge construction [7]. As a result, students experience difficulties in expressing ideas, developing scientific arguments, and producing systematic and high-quality scientific papers.

In response to the demands of twenty-first-century education, higher education institutions are required to develop learning models that promote active student engagement, collaboration, creativity, and higher-order thinking skills [8], [9]. One learning model considered relevant to these demands is Project-Based Learning (PjBL). This model positions students as active subjects of learning through structured, contextual, and product-oriented project activities [10]. Through PjBL, students not only understand concepts theoretically but also apply them to real-world problem solving, thereby making learning more meaningful and applicable [11], [12].

Project-Based Learning provides opportunities for students to experience authentic learning processes, ranging from planning and implementation to independent and collaborative project evaluation. In the context of teaching scientific writing, PjBL enables students to be directly involved in determining research topics, collecting and analyzing data, and composing scientific reports [13], [14]. This process encourages students to think critically, systematically, and reflectively [15]. Moreover, PjBL fosters academic responsibility and scientific ethics in producing original and high-quality scientific work [16].

Nevertheless the implementation of Project-Based Learning in higher education, particularly in Islamic higher education institutions, cannot be separated from Islamic values that serve as the philosophical and ideological foundation of the institution [17]. Islamic universities bear responsibility not only for developing academic competencies but also for instilling moderate, tolerant, and ethical Islamic values. In this context, Ahlussunnah Wal Jamaah (Aswaja) serves as an important foundation for Islamic education that emphasizes balance between intellectual, spiritual, and social aspects [18], [19]. Therefore, the integration of Aswaja values into learning models is a necessity that cannot be ignored.

Ahlussunnah Wal Jamaah, as a framework of thought and attitude, emphasizes the principles of *tawassuth* (moderation), *tawazun* (balance), *tasamuh* (tolerance), and *i'tidal* (justice). These values are highly relevant to be integrated into academic learning, including the process of scientific writing [20], [21]. The integration of Aswaja values is expected to shape students' academic character, enabling them to be not only intellectually competent but also to possess integrity, ethical awareness, and moral responsibility [22]. Consequently, the scientific writing produced is expected not only to meet methodological standards but also to reflect civilized scholarly values [23].

However, in practice, the teaching of scientific writing in Islamic higher education institutions still tends to separate the development of academic skills from the internalization of Islamic values [24], [25]. The learning models employed often do not systematically integrate Aswaja values into the learning process [26]. As a result, scientific writing instruction has not fully succeeded in shaping students' academic character holistically [27]. This situation indicates a gap between the ideals of Islamic education and the reality of classroom learning practices.

Universitas Islam Indonesia, as one of the Islamic higher education institutions, faces similar challenges in improving students' scientific writing skills. Although various learning strategies have been implemented, the outcomes have not yet been fully optimal [28]. Students continue to experience difficulties in producing scientific writing that meets academic standards, both in terms of substance and technical aspects of writing [29], [30]. This condition indicates the need for innovative learning models that are not only pedagogically effective but also aligned with the institutional values and characteristics [31].

The development of a Project-Based Learning model based on Ahlussunnah Wal Jamaah is viewed as an alternative solution to address these challenges [32]. This model integrates a project-based learning approach with Aswaja values as the philosophical and ethical foundation of the learning process [33], [34]. Through this approach, students are expected not only to improve their scientific writing skills but also to internalize Islamic values in every academic activity they undertake [35].

The development of a contextual and value-based learning model has the potential to enhance students' learning motivation [36], [37]. When students perceive that the learning process aligns with the values they believe in, their engagement in learning activities tends to increase. This increased engagement has a positive impact on learning outcomes, including the mastery of scientific writing skills [38], [31]. Therefore, the development of an Ahlussunnah Wal Jamaah–based Project-Based Learning model needs to be conducted systematically and rigorously to ensure its effective implementation [36].

This study focuses on developing an Ahlussunnah Wal Jamaah–based Project-Based Learning model specifically designed to improve students' scientific writing skills. The model development considers student characteristics, academic demands, and Aswaja values as the institutional identity [39]. This study is expected to contribute theoretically to the development of innovative learning models grounded in Islamic values, as

well as practically by providing an applicable learning model for Islamic higher education institutions.

## 2 METHODOLOGY

### 2.1 Type and Research Approach

This study employs a qualitative approach using developmental research [40]. This approach is selected because the study focuses on the process of designing and implementing a Project-Based Learning model grounded in Ahlussunnah Wal Jamaah values within scientific writing instruction, as well as on gaining an in-depth understanding of learning dynamics in Islamic higher education contexts. A qualitative approach enables the researcher to explore the integration of Ahlussunnah Wal Jamaah values into learning activities in a contextual, reflective, and holistic manner [41].

### 2.2 Research Development Model

The research adopts the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation [42]. The ADDIE model is chosen due to its systematic and flexible framework for instructional model development. In this study, ADDIE serves as a conceptual guideline to develop a Project-Based Learning model based on Ahlussunnah Wal Jamaah principles that aligns with the needs of scientific writing instruction in Islamic higher education.

### 2.3 Analysis Stage

The analysis stage aims to identify learning needs, student characteristics, and challenges encountered in scientific writing instruction. This stage is conducted through classroom observations, document analysis of the Semester Learning Plan, and interviews with course instructors [43]. The findings reveal that scientific writing instruction remains largely product-oriented and has not systematically integrated Ahlussunnah Wal Jamaah values as ethical and academic foundations of the learning process.

### 2.4 Design and Development Stage

The design and development stages are conducted in an integrated manner to construct the Project-Based Learning model based on Ahlussunnah Wal Jamaah. At this stage, learning objectives, Project-Based Learning syntax, the roles of lecturers and students, and scientific writing project formats are designed. The integration of Ahlussunnah Wal Jamaah values such as *tawassuth* (moderation), *tawazun* (balance), *tasamuh* (tolerance), and *i'tidal* (justice) is explicitly embedded at each stage of the learning process. The developed products include a learning model guide, project examples, and qualitative assessment rubrics, which are subsequently reviewed by experts in instructional design and Islamic education to obtain constructive feedback for refinement.

## 2.5 Implementation and Evaluation Stage

The implementation and evaluation stages are conducted on a limited scale within the context of scientific writing courses at Universitas Islam Indonesia. Implementation focuses on observing learning processes, student engagement, and the execution of writing projects. Evaluation is carried out formatively through observations, interviews, and document analysis of students' scientific writing outputs. The collected data are analyzed using descriptive qualitative techniques, supported by source and method triangulation to ensure the trustworthiness of the research findings.

## 3 RESULTS AND DISCUSSION

### 3.1 Development of an Ahlussunnah Wal Jamaah–Based Project-Based Learning Model

The development of an Ahlussunnah Wal Jamaah–based Project-Based Learning (PjBL) model represents a strategic effort to enhance students' scientific writing skills at Universitas Islam Makassar (UIM). This study is directed at addressing the question of how an effective Ahlussunnah Wal Jamaah–based Project-Based Learning model can be developed to improve students' scientific writing skills within the context of Islamic higher education.

The findings indicate that the development of the learning model does not merely focus on the technical aspects of project-based instruction, but also emphasizes the integration of Ahlussunnah Wal Jamaah values as the philosophical and ethical foundation of the learning process. The developed model positions students as active learners who are directly involved in scientific writing projects while simultaneously internalizing Islamic values that emphasize moderation, balance, and ethical scholarly conduct.

The development of the Ahlussunnah Wal Jamaah–based PjBL model at Universitas Islam Makassar was systematically designed by considering student characteristics, academic demands in scientific writing, and the institutional vision and mission as an Islamic higher education institution. The model integrates academic activities with character formation through the internalization of the values of *tawassuth* (moderation), *tawazun* (balance), *tasamuh* (tolerance), and *i'tidal* (justice) at each stage of the learning process. Consequently, scientific writing activities are oriented not only toward academic achievement but also toward the development of integrity and responsible scholarly attitudes.

Furthermore, the model emphasizes the importance of contextual and meaningful learning through scientific writing projects that are relevant to students' academic disciplines. Through a project-based approach, students at Universitas Islam Makassar are encouraged to develop critical, analytical, and reflective thinking skills in composing scientific papers. This learning process enables students to understand scientific writing as an integrated scholarly practice that combines mastery of research methodology, academic writing skills, and the internalization of Ahlussunnah Wal Jamaah values.

#### 3.1.1. Structure and Syntax of the Developed Learning Model

The Ahlussunnah Wal Jamaah–based Project-Based Learning model developed in this study consists of a series of structured and sequential stages adapted from the core principles of Project-Based Learning. These stages include problem identification, project planning, project implementation, presentation of results, and reflective evaluation. Each stage is deliberately designed to facilitate students' scientific writing processes, starting from the formulation of research topics to the production of coherent, systematic, and academically accountable scientific papers.

At the problem identification stage, students are guided to explore relevant and contextual academic issues that can be developed into research topics. At this stage, the value of *tawassuth* (moderation) plays a central role in directing students to select research problems that are neither extreme nor speculative, but rather grounded in academic relevance and societal needs. This approach encourages students to formulate research problems that are realistic, balanced, and ethically responsible, forming a strong foundation for scientific writing.

The project planning stage focuses on designing research frameworks, including determining research objectives, selecting appropriate methodologies, and preparing outlines for scientific papers. The value of *tawazun* (balance) is emphasized at this stage to ensure equilibrium between theoretical foundations and empirical investigation. Students are encouraged to critically engage with relevant literature while simultaneously planning data collection and analysis strategies, preventing an overreliance on either theoretical discussion or empirical description.

During the project implementation stage, students conduct their research activities and begin drafting their scientific papers. At this stage, *i'tidal* (justice) is integrated as a guiding principle in maintaining academic integrity, particularly in data analysis, interpretation of findings, and citation practices. Students are consistently reminded of the importance of honesty, objectivity, and fairness in producing scientific work. This stage reinforces the understanding that scientific writing is not only a technical process but also a moral and ethical scholarly responsibility.

The final stages, consisting of the presentation of results and reflective evaluation, emphasize collaborative learning and self-reflection. The value of *tasamuh* (tolerance) is embedded through peer presentation and peer review activities, where students are encouraged to respect diverse perspectives and provide constructive feedback. Reflection activities allow students to evaluate both the quality of their scientific writing and their adherence to academic and ethical values throughout the learning process. These stages strengthen students' awareness of scientific writing as an iterative, reflective, and value-oriented academic practice. To provide a clearer overview, the structure and integration of Ahlussunnah Wal Jamaah values within the learning model are summarized in Table 1

**Table 1.** Structure and Syntax of the Ahlussunnah Wal Jamaah–Based Project-Based Learning Model

| Learning Stage                 | Core Activities                                  | Integrated Aswaja Values      | Expected Outcomes                               |
|--------------------------------|--------------------------------------------------|-------------------------------|-------------------------------------------------|
| <b>Problem Identification</b>  | Identifying and formulating research problems    | <i>Tawassuth</i> (Moderation) | Relevant and balanced research topics           |
| <b>Project Planning</b>        | Designing research framework and writing outline | <i>Tawazun</i> (Balance)      | Coherent research plan and structure            |
| <b>Project Implementation</b>  | Data collection, analysis, and drafting          | <i>I'tidal</i> (Justice)      | Ethical and systematic scientific writing       |
| <b>Presentation of Results</b> | Presenting research findings                     | <i>Tasamuh</i> (Tolerance)    | Constructive academic communication             |
| <b>Reflective Evaluation</b>   | Reflection and revision                          | Integration of all values     | Improved writing quality and academic integrity |

### 3.2 Learning Process and Student Engagement

The implementation of the Ahlussunnah Wal Jamaah–based Project-Based Learning model demonstrated positive changes in the learning process, particularly in terms of student engagement and participation at Universitas Islam Makassar. Students were no longer positioned as passive recipients of instructional content but became actively involved in all stages of learning, including initial discussions, project planning, research implementation, and the drafting and revision of scientific papers. This condition indicates that the developed learning model was able to create a more meaningful, participatory, and student-centered learning experience.

Student engagement was clearly evident during group discussions and project planning activities related to scientific writing. Students actively contributed ideas, formulated research problems, and collaboratively developed writing outlines with their group members. This process encouraged students to take academic responsibility for their respective roles within the group while simultaneously enhancing their awareness of the importance of collaboration in completing complex academic tasks. Consequently, learning was oriented not only toward final outcomes but also toward the collaborative processes experienced by students throughout the project.

The value of *tasamuh* (tolerance) was strongly reflected in collaborative activities and peer review processes. Students were trained to provide constructive feedback on

their peers’ scientific writing while respecting differences in perspectives, methodological approaches, and writing styles. This practice helped students develop openness to academic criticism as well as the ability to communicate feedback politely and ethically within an academic environment, which is essential for scientific discourse.

In addition to *tasamuh*, the values of *tawazun* (balance) and *i’tidal* (justice) were also evident in the learning process. Students learned to balance individual and group responsibilities while maintaining fairness in task distribution and the evaluation of each member’s contribution. This process fostered academic responsibility and integrity, particularly in the preparation of scientific papers that require honesty, accuracy, and consistency in the use of academic sources.

The implementation of the Ahlussunnah Wal Jamaah–based Project-Based Learning model created a conducive, collaborative, and value-oriented learning environment. High levels of student engagement at each stage of the learning process contributed positively to the improvement of students’ scientific writing skills. Students not only developed technical writing competencies but also cultivated ethical, reflective, and responsible academic attitudes in accordance with the values of Ahlussunnah Wal Jamaah. To further clarify the relationship between the learning process and student engagement, a summary of the findings is presented in Table 2

**Table 2.** Learning Process and Forms of Student Engagement

| Learning Stage         | Forms of Student Engagement               | Reflected Aswaja Values | Impact on Learning           |
|------------------------|-------------------------------------------|-------------------------|------------------------------|
| Initial Discussion     | Active participation in topic formulation | <i>Tawassuth</i>        | Relevant research topics     |
| Project Planning       | Collaborative outline development         | <i>Tawazun</i>          | Systematic writing structure |
| Project Implementation | Teamwork and shared responsibility        | <i>I’tidal</i>          | Academic integrity           |
| Peer Review            | Constructive feedback provision           | <i>Tasamuh</i>          | Improved writing quality     |
| Reflection             | Self-evaluation and revision              | Value integration       | Reflective learning          |

**3.3 Improvement of Scientific Writing Skills**

The analysis of students’ scientific writing documents indicates a clear improvement in writing quality across several key aspects following the implementation of the Ahlussunnah Wal Jamaah–based Project-Based Learning model. Students demonstrated a stronger ability to formulate research backgrounds in a clear and contextual manner, as well as to identify research gaps relevant to their fields of study. In addition, the overall structure of scientific papers became more systematic, encompassing coherent introductions, literature reviews, methodologies, discussions, and conclusions in accordance with established academic writing standards.



Improvements were also evident in students' ability to construct logical and coherent scientific arguments. Rather than presenting personal opinions alone, students were able to support their arguments with relevant theoretical frameworks and findings from previous studies. This indicates that students began to understand the importance of evidence-based reasoning and critical analysis in scientific writing. As a result, their writing shifted from being merely descriptive to becoming more analytical and reflective in nature.

Beyond content and structure, notable improvements were observed in the use of academic references and adherence to academic ethics. Students demonstrated greater awareness in citing sources accurately and consistently, as well as in avoiding plagiarism. The values of Ahlussunnah Wal Jamaah, particularly *i'tidal* (justice) and academic responsibility, played a significant role in shaping students' attitudes toward honesty and integrity throughout the writing process. This finding confirms that the developed learning model fosters not only technical writing skills but also ethical academic behavior.

The improvement in students' scientific writing skills suggests that the Ahlussunnah Wal Jamaah–based Project-Based Learning model effectively facilitates students' understanding of scientific writing as a continuous and reflective academic process. Writing was no longer perceived merely as a final assignment but as a scholarly activity requiring accuracy, consistency, discipline, and academic accountability. Therefore, this model contributes significantly to enhancing the academic quality of students at Universitas Islam Makassar, both in terms of scientific writing competence and the development of ethical scholarly attitudes.

#### 3.1.4. Integration of Ahlussunnah Wal Jamaah Values in Scientific Writing Instruction

The primary strength of the Ahlussunnah Wal Jamaah–based Project-Based Learning model developed in this study lies in the systematic integration of Islamic values into scientific writing instruction. This integration is not merely symbolic but is concretely implemented throughout each stage of the learning process. The value of *i'tidal* (justice) is reflected in students' attitudes toward academic honesty, particularly in the use of references, citation practices, and the avoidance of plagiarism. Students demonstrated a heightened awareness that integrity constitutes a fundamental principle in the production of responsible and credible scientific work.

In addition to *i'tidal*, the value of *tawassuth* (moderation) was internalized during the scientific writing process. Students were guided to adopt a moderate stance when engaging with diverse theories, research findings, and scholarly perspectives. This attitude was evident in their ability to present arguments proportionally, avoid extreme or biased interpretations, and remain open to alternative academic viewpoints. Consequently, the scientific papers produced reflect balanced reasoning and academic maturity.

The value of *tawazun* (balance) was manifested in students' ability to integrate theoretical frameworks and empirical data harmoniously within their scientific writing. Students no longer focused solely on theoretical discussions but were able to connect conceptual foundations with empirical evidence obtained through research activities.

This balance indicates that students began to understand scientific writing as an integrative process that links theory, data, analysis, and conclusions in a coherent and logical manner.

Furthermore, the value of *tasamuh* (tolerance) emerged prominently during collaborative activities and academic discussions throughout the project implementation. Students learned to respect differences in opinions, writing styles, and methodological approaches among group members. During peer review and group discussions, students demonstrated respectful communication and the ability to provide constructive feedback. Such an academic climate supports the development of a healthy, inclusive, and ethical scholarly culture in scientific writing instruction.

The integration of Ahlussunnah Wal Jamaah values encourages students to perceive scientific writing not merely as an academic requirement, but as a moral responsibility and a form of scholarly contribution to society. This perspective aligns with the objectives of Islamic higher education, which emphasize the integration of intellectual competence, ethical conduct, and character development. Therefore, the developed learning model contributes not only to the enhancement of students' scientific writing skills but also to the formation of academically competent and ethically grounded scholars at Universitas Islam Makassar.

The findings of this study are consistent with constructivist theory, which emphasizes that knowledge is not passively transmitted from lecturers to students, but is actively constructed through meaningful learning experiences. According to Piaget and Vygotsky, effective learning occurs when learners are directly involved in activities that require exploration, social interaction, and reflection. The Project-Based Learning model provides students with opportunities to construct knowledge through inquiry activities, discussions, and real-world problem solving in the context of scientific writing. Thus, students not only understand the concepts of scientific writing theoretically but also internalize them through direct practice.

The findings of this study are also relevant to experiential learning theory proposed by Kolb. This theory emphasizes that learning is a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. Scientific writing projects within the PjBL model function as authentic learning experiences that allow students to directly engage in all stages of research and academic writing. The reflective stage integrated into the learning process helps students evaluate not only cognitive aspects but also the academic attitudes and ethical values demonstrated throughout the learning activities.

The integration of Ahlussunnah Wal Jamaah values enriches constructivist and experiential approaches by incorporating affective and moral dimensions. From the perspective of Islamic education, learning is not solely aimed at developing intellectual competence but also at shaping students' character and moral conduct. Aswaja values such as *tawassuth* (moderation), *tawazun* (balance), *tasamuh* (tolerance), and *i'tidal* (justice) serve as normative foundations that guide the knowledge construction process within ethical and moral boundaries. Consequently, the developed learning model reflects a holistic approach that integrates cognitive, affective, and psychomotor aspects.

The findings of this study are consistent with the research conducted Tuhfa (2024) [44], which states that Project-Based Learning is effective in enhancing student engagement and higher-order thinking skills, including academic writing ability. The study emphasizes that project-based learning encourages students to actively manage their own learning processes through continuous exploration, collaboration, and reflection.

Another study by Susilawati (2025) [45] also demonstrates that Project-Based Learning improves the quality of 21st-century learning, particularly in the development of communication skills, problem-solving abilities, and academic literacy. In the context of scientific writing, a project-based approach enables students to understand writing as a complex and ongoing scholarly process rather than merely a final product.

However, several studies report findings that differ from the results of this research. A study conducted by Khoiriyah (2024) [46] argues that project-based and inquiry-based learning may impose a high cognitive load, particularly on learners with low prior knowledge. In the context of scientific writing, this condition has the potential to cause confusion and reduce learning effectiveness if it is not accompanied by adequate scaffolding and guidance from instructors.

## 4 CONCLUSION

Project-Based Learning (PBL), grounded in Ahlussunnah wal Jamaah (the Sunni tradition), is an effective and contextually relevant approach to improving students' scientific writing skills at the Islamic University of Makassar. Integrating Project-Based Learning principles with Ahlussunnah wal Jamaah values allows the learning process to transcend a purely technical orientation toward a more holistic academic experience that emphasizes intellectual competence and ethical responsibility.

Findings indicate that the developed learning model positively impacts student engagement, collaboration, and active participation in the scientific writing process. Through structured project activities, students demonstrated improved abilities in formulating research problems, systematically organizing academic texts, developing coherent scientific arguments, and applying appropriate academic references in accordance with scientific conventions. This improvement demonstrates that scientific writing is more effectively understood by students as a continuous and reflective academic process, rather than simply a final assignment.

The integration of Ahlussunnah Wal Jamaah values *tawassuth* (modesty), *tawazun* (balance), *tasamuh* (tolerance), and *i'tidal* (justice) contributes significantly to the development of students' academic integrity and ethical awareness. Students demonstrate greater responsibility for academic honesty, respect for diverse perspectives, and adherence to ethical standards in scientific writing. These findings highlight the importance of embedding value-based principles in learning models, particularly in Islamic higher education institutions.

The Project-Based Learning model, grounded in Ahlussunnah Wal Jamaah, offers a holistic framework that integrates the cognitive, affective, and moral dimensions of learning. This model can serve as an alternative learning strategy for lecturers in Islamic higher education who want to improve their scientific writing skills while fostering

character development. Further research is recommended to examine the implementation of this model across various disciplines and institutional contexts, and to explore its long-term impact on development

**Acknowledgments.** The author would like to express sincere gratitude to Universitas Islam Makassar for the academic support and research environment that enabled the completion of this study. Appreciation is also extended to the lecturers and students who participated in the research and provided valuable contributions during the implementation of the learning model. Furthermore, the author acknowledges all scholars whose works were referenced in this study, as their contributions greatly enriched the theoretical and empirical foundations of the research.

Project-Based Learning (PBL), grounded in Ahlussunnah wal Jamaah (the Sunni tradition), is an effective and contextually relevant approach to improving students' scientific writing skills at the Islamic University of Makassar. Integrating Project-Based Learning principles with Ahlussunnah wal Jamaah values allows the learning process to transcend a purely technical orientation toward a more holistic academic experience that emphasizes intellectual competence and ethical responsibility.

Findings indicate that the developed learning model positively impacts student engagement, collaboration, and active participation in the scientific writing process. Through structured project activities, students demonstrated improved abilities in formulating research problems, systematically organizing academic texts, developing coherent scientific arguments, and applying appropriate academic references in accordance with scientific conventions. This improvement demonstrates that scientific writing is more effectively understood by students as a continuous and reflective academic process, rather than simply a final assignment.

The integration of Ahlussunnah Wal Jamaah values (*tawassuth* (modesty), *tawazun* (balance), *tasamuh* (tolerance), and *i'tidal* (justice))—contributes significantly to the development of students' academic integrity and ethical awareness. Students demonstrate greater responsibility for academic honesty, respect for diverse perspectives, and adherence to ethical standards in scientific writing. These findings highlight the importance of embedding value-based principles in learning models, particularly in Islamic higher education institutions.

The Project-Based Learning model, grounded in Ahlussunnah Wal Jamaah, offers a holistic framework that integrates the cognitive, affective, and moral dimensions of learning. This model can serve as an alternative learning strategy for lecturers in Islamic higher education who want to improve their scientific writing skills while fostering character development. Further research is recommended to examine the implementation of this model across various disciplines and institutional contexts, and to explore its long-term impact on development.

**Authors' contributions.** The author solely contributed to all stages of this research. The author was responsible for conceptualizing the study, designing the research methodology, developing the Ahlussunnah Wal Jamaah-based Project-Based Learning model, collecting and analyzing the data, and interpreting the results. In addition, the author prepared the original draft of the manuscript, revised it critically for important intellectual content, and approved the final version for publication.

## References

1. L. E. Pradita, M. Ulyan, and R. Sotlikova, "The Implementation of Project-Based Learning in Higher Education: A Case Study in the Indonesian Context," vol. 12, no. 1, pp. 475–486, 2024, doi: <https://doi.org/10.33394/joltt.v12i1.8976>.
2. P. Guo, N. Saab, L. S. Post, and W. Admiraal, "A review of project-based learning in higher education : Student outcomes and measures," *Int. J. Educ. Res.*, vol. 102, no. November 2019, p. 101586, 2020, doi: 10.1016/j.ijer.2020.101586.
3. P. Qalbina, D. Melta, and S. Diliarosta, "Model Pembelajaran Project Based Learning ( PjBL ) untuk Meningkatkan Kemampuan dan Motivasi Siswa," *Nat. J. Ilm. Pendidik. IPA Pengguna.*, vol. 10, no. 1, pp. 30–35, 2023, doi: 10.30738/natural.v10i1.14037.
4. A. Syarifudin, A. Suriansyah, and W. R. Rafianti, "Meningkatan Hasil Belajar Siswa Menggunakan Penerapan Model Pembelajaran Berbasis Proyek (Project Based Learning)," *MARAS J. Penelit. Multidisiplin*, vol. 2, no. 4, pp. 2306–2318, 2024, doi: 10.60126/maras.v2i4.638.
5. G. Afriani, "Implementing Project-Based Learning to Enhance 21st Century Skills Among Senior High School Students," vol. 3, pp. 463–471, 2025, doi: 10.59525/gej.v3i2.716.
6. S. Subiyantoro, *Buku Problem and Project-Based Learning*. 2025.
7. [N. D. Napitupulu, J. Hutahaean, A. Nur, and L. Fauziyyah, "Trends Research Project Based Learning ( PjBL ) Model to Improve Science Process Skills in Students ' Science Learning ( 2015-2024 ): A Systematic Review," vol. 10, no. 7, pp. 488–497, 2024, doi: 10.29303/jppipa.v10i7.8577.
8. A. T. Lidyasari, "Project-Based Learning ( PjBL ) Learning Model in Improving Critical Thinking Abilities in Elementary Schools to Support 21 st Century Learning," vol. 9, no. 11, pp. 1165–1170, 2023, doi: 10.29303/jppipa.v9i11.4776.
9. I. V. I. Tynja, "Project-based learning in post-secondary education – theory , practice and rubber sling shots," pp. 287–314, 2006, doi: 10.1007/s10734-004-6386-5.
10. A. Ikhsan *et al.*, "The New Concept Of Aswaja An-Nahdliyah Values : An Investigation Of Religious Moderation And Citizenship Teaching In Pesantren-Integrated Schools," vol. 8, no. 2, 2024.
11. N. Rehman, X. Huang, A. Mahmood, and M. A. M. Algerafi, "Heliyon Project-based learning as a catalyst for 21st-Century skills and student engagement in the math classroom," *Heliyon*, vol. 10, no. 23, p. e39988, 2024, doi: 10.1016/j.heliyon.2024.e39988.
12. R. Wijayanti, "Penerapan Model Project Based Learning (PjBL) dalam Meningkatkan Keterampilan Menulis pada Pembelajaran Bahasa Indonesia," no. 57, 2024.
13. A. Baihaqi *et al.*, "Modernization of Nahdlatul Ulama Education Curriculum: Integrating Ahlussunnah," vol. 10, no. 2, pp. 309–327, 2025.
14. M. Samuel, R. R. Lumbangaol, R. Gema, and N. Hutabarat, "Enhancing Student Learning Motivation Through the Implementation of Project-Based Learning ( PJBL ) with Interactive Digital Books," vol. 8, no. September, pp. 495–503, 2024.
15. Z. Arifin, I. M. Tegeh, and A. I. W. I. Yuda Sukmana, "Independent Learning through Interactive Multimedia Based on Problem Based Learning," *J. Edutech Undiksha*, vol. 9, no. 2, p. 244, 2021, doi: 10.23887/jeu.v9i2.41292.
16. Sapirah *et al.*, "Peran Dan Fungsi Bahasa Indonesia Dalam Membangun the Role and Function of the Indonesian Language in," *JlIC J. Intelek Insa. Cendikia*, vol. 1, no. 10, pp. 6781–6791, 2024.
17. M. Yunus, "A Critical Study of Character Education from the Perspective of Aswaja Values," *An Nahdhoh J. Kaji. Islam Aswaja | 11 J. Kaji. Islam Aswaja*, vol. 1, no. 1, pp. 11–

- 23, 2021, [Online]. Available: <http://jim.unisma.ac.id/index.php/nahdloh/article/view/10725>
18. S. S. Syarifah Marwiyah, "Internalization and Actualization of Aswaja Character Education Values in Students in the 4.0 Era," *JIEP J. Islam. Educ. Pedagog. Pedagog.*, vol. Vol.1, no. No. 1, p. hlm.69-71, 2024, [Online]. Available: <https://ejournal.uas.ac.id/index.php/jieep/article/view/1603>
19. E. Humaini, "The Role of Islamic Religious Education in the Formation of Adolescent Character," vol. 01, pp. 226–233, 2021.
20. M. Muntholib and S. Ghozali, "Strengthening Sufism Values as a Strategy to Maintain Spiritual and Social Balance for Undergraduate Students of the Faculty of Civil Engineering," 2025.
21. S. A. Mukassayafah, P. A. Azahra, M. H. Santosa, and G. A. Bayu Rewa, "Building Student'S Character Through the Value of Tasamuh in English Language Learning," *HUNafa J. Stud. Islam.*, vol. 21, no. 2, pp. 139–152, 2025, doi: 10.24239/jsi.v21i2.801.139-152.
22. S. Z. Miskiyyah, P. I. Puspita, T. B. T. Dewi, R. Mu'izzah, A. A. Febriyanti, and Sutrisno, "Integrasi Pembelajaran Berbasis Budaya dan Kearifan Lokal dalam Kurikulum Madrasah Ibtidaiyah: Analisis Literatur Tentang Model dan Implementasinya," *J. Manaj. Pendidik.*, vol. 10, no. 2, pp. 618–632, 2025.
23. R. Septiani, *Psikologi Pendidikan: Teori dan Praktik dalam Pembelajaran*, no. September. 2020.
24. A. E. Kasmianti, *Pembelajaran Pendidikan Agama Islam dalam Menghadapi Tantangan Abad 21*. 2021.
25. Y. R. Salsabila and Muqowim, "Korelasi Antara Teori Belajar Konstruktivisme Lev Vygotsky Dengan Model Pembelajaran Problem Based Learning (Pbl)," *J. PAI*, vol. 4, no. 3, pp. 813–827, 2024.
26. S. Al Asadullah and Nurhalin, "The Role of Character Education in Shaping the Critical Thinking Skills of Indonesia's Young Generation," *J. Pendidik. dan Pembelajaran*, vol. 1, no. 1, pp. 12–24, 2021.
27. R. Yusuf, W. Suastra, A. Wikrama, T. Atmaja, and N. Tika, "Pendekatan Filsafat Pendidikan dan Teori Belajar Humanistik dalam Meningkatkan Kualitas Pendidikan Holistik di Era Digital," *J. Sci. Mandalika e-ISSN*, vol. 6, no. 2, pp. 291–295, 2025.
28. M. Habibi, "Revitalisasi nilai ekoteologi dalam pendidikan agama Islam di era disruptif: Kajian integratif tasawuf dan STEM," *J. Stud. Edukasi Integr.*, vol. 2, no. 1, pp. 19–30, 2025, [Online]. Available: <https://pustaka.biz.id/journal/jsei/article/view/51>
29. A. P. Agus Santoso and N. Ahmad, "Model Pendidikan Terpadu Aswaja Nusantara sebagai Inovasi Pendidikan Multikultural untuk Membentuk Generasi Toleran," *NAHNU J. Nahdlatul Ulama Contemp. Islam. Stud.*, vol. 3, no. 1, pp. 495–510, 2025, doi: 10.63875/nahnu.v3i1.65.
30. E. E. Saputra, A. Suziman, and I. Artikel, "Integrasi Pendekatan Teori Belajar Konstruktivisme Melalui Model Project-Based Learning pada Pembelajaran," *Sulawesi Tenggara Educ. J.*, vol. 5, no. 1, pp. 469–475, 2025, [Online]. Available: <http://jurnal-unsultra.ac.id/index.php/seduj/article/view/1215>
31. M. A. Ikhsan, F. K. Anam, Y. Hanafi, A. Adzim, and Z. Muzdalifah, "Implementasi model pembelajaran aswaja untuk membentuk muslim berkarakter religius-nasionalis," *J. Inov. Has. Pengabd. Masy.*, vol. 4, no. 3, p. 391, 2021, doi: 10.33474/jipemas.v4i3.11036.
32. N. Rizqien and G. Mujiyanto, "Eksplorasi Model Project-Based Learning Berbasis Media Sosial dalam Pembelajaran Keterampilan Argumentatif Bahasa Indonesia," vol. 10, no. 1, pp. 107–121, 2025.

33. R. Selvianti, P. Studi, P. Agama, K. Merdeka, P. Islam, and N. Moderat, "Integration of Aswaja Values in the Islamic Education Curriculum in the Independent Curriculum Era," vol. 01, no. 01, pp. 1–14, 2025.
34. W. Kristanto, T. A. Efendi, and N. Khotimah, "Integrating project-based learning and video exposé to enhance English language teaching in higher education : a case study of student empowerment," *Cogent Educ.*, vol. 12, no. 1, p., 2025, doi: 10.1080/2331186X.2025.2578371.
35. S. I. Lubis and S. Prihartini, "Project-based Learning Integrated Padlet and Motivation on Students ' Writing Skill," vol. 7, no. 1, pp. 48–53, 2024.
36. E. Nurdiansyah, Arismunandar, and H. Upu, "Analysis Of The Needs For A Project-Based Learning (PJBL) Model With Aswaja Characteristics In Mathematics Courses For Elementary School Teacher Education Students," no. 1, pp. 974–992, 2025.
37. M. Rifa'i, N. Ahid, and N. Ayad, "Aswaja-Based Local Curriculum Management Strategies in Maintaining Islamic Identity in the Globalization Era (A Case Study at MA Ma'arif Pare)," *Int. J. Relig. Soc. Community*, vol. 3, no. 1, pp. 69–86, 2025, doi: 10.30762/ijoresco.v3i1.3588.
38. D. N. Arif, "Project-Based Learning to Improve Students ' Writing Skills in Narrative Story," vol. 3, no. 12, pp. 2737–2746, 2024, doi: DOI: <https://doi.org/10.55927/fjsr.v3i12.13076>.
39. A. Hamzah, I. Soraya, and M. Kurjum, "Desain Bahan Ajar Bermuatan Nilai-Nilai Islam Melalui Model Pembelajaran Berbasis Proyek: Kajian Teoritis Dan Praktis," *TAJID J. Pemikir. Keislam. dan Kemanus.*, vol. 9, no. 1, pp. 227–245, 2025, doi: 10.52266/tajid.v9i1.4302.
40. A. Rijali, "Analisis Data Kualitatif," *Alhadharah J. Ilmu Dakwah*, vol. 17, no. 33, p. 81, Jan. 2019, doi: 10.18592/alhadharah.v17i33.2374.
41. Muri Yusuf, "Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan," p. 64, 2020.
42. A. A. Mekarisce, "Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat," *J. Ilm. Kesehat. Masy. Media Komun. Komunitas Kesehat. Masy.*, vol. 12, no. 3, pp. 145–151, 2020, doi: 10.52022/jikm.v12i3.102.
43. P. M. Zaini et al., *Metodologi Penelitian Kualitatif*, no. May. 2023.
44. E. F. Tuhfa and E. Rahayu, "Implementasi model pembelajaran berbasis proyek dalam meningkatkan kosakata bahasa indonesia siswa muslim satun wittaya school di Thailand," *SCHOULID Indones. J. Sch. Couns.*, vol. 9, no. 1, p. 18, 2024, doi: 10.23916/083756011.
45. S. Susilawati et al., "Educational Technology-Based Strategies for The Internationalization of Islamic Higher Education in Indonesia and Brunei Darussalam," *Nazhruna J. Pendidik. Islam*, vol. 8, no. 2, pp. 414–431, 2025, doi: 10.31538/nzh.v8i2.63.
46. N. Khoiriyah and H. T. Adri, "Konsistensi Minat Belajar Siswa Pada Pembelajaran Tematik Saat Pandemi Melalui Mix Metode," *J. Ilmu Kependidikan*, vol. Vol. 1 No., 2024, [Online]. Available: <https://didaktikglobal.web.id/index.php/adri>

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

