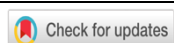# The Effectiveness of the Aswaja Character-Based Project-Based Learning Model in Improving the Narrative Writing Ability of Students at Universitas Islam Makassar

Erniati[1]*
[1]Universitas Islam Makassar, Makassar, Indonesia

ABSTRACT

Objective: This study aimed to examine the effectiveness of the Project-Based Learning (PjBL) model integrated with Aswaja character values in improving students' narrative writing skills. Specifically, it sought to determine whether students taught using the PjBL-Aswaja model show significantly higher writing performance compared to conventional instruction. **Method:** A quantitative quasi-experimental design with a pretest–posttest control group was employed. The study involved 64 students from two classes of the Indonesian Language Education program, selected through purposive sampling. The experimental group received the PjBL-Aswaja intervention, while the control group received conventional instruction. Narrative writing ability was measured using a performance-based writing test before and after the intervention. Data were analyzed using descriptive statistics, paired sample t-tests, independent sample t-tests, ANCOVA, and effect size calculations (Cohen's d and partial η^2). **Results:** The findings indicate that both groups improved after instruction; however, the experimental group demonstrated a significantly greater increase in narrative writing performance (gain score = 11.90) compared to the control group (gain score = 5.06), with large effect sizes (Cohen's d = 1.02; partial η^2 = 0.30, p < 0.001). ANCOVA results confirmed that the PjBL-Aswaja model significantly enhanced students' posttest scores even after controlling for pretest performance. **Novelty:** This study highlights the integration of character values from Aswaja within a project-based learning approach as an effective method to foster both cognitive and moral development in higher education writing courses. The findings provide practical and theoretical implications for character-based instructional design in narrative writing pedagogy.

INTRODUCTION

Writing skills are a fundamental aspect of language education because writing serves as a means for knowledge formation, the maturation of thought structures, and the enhancement of the ability to articulate ideas in an organized manner (Setyawati et al., 2025). Effective writing allows students not only to communicate their understanding but also to reflect critically on concepts, synthesize information from various sources, and develop intellectual rigor (Muslihatun, 2024; Salsabilah et al., 2024). At the higher education level, students are expected to produce texts that are logical, systematic, and reflect analytical depth, demonstrating both clarity of thought and coherence in argumentation (Dela Anisa Puspita Dewi, 2024). Among various types of writing skills, narrative writing presents unique complexities because it requires the ability to construct a coherent plot, choose precise diction, maintain inter-sentence coherence, and create a communicative style that engages readers while conveying meaningful insights (Fitriyani & Umam, 2025). Furthermore, narrative writing challenges students to integrate creativity with structure, enabling them to transform abstract ideas, personal experiences, or social phenomena into compelling stories that have academic value (Amelya & Baa, 2022; Hidayatullah, 2022). Increasing academic demands are not always matched by students' ability to effectively express ideas

through narrative forms, and many struggle with organizing content, maintaining stylistic consistency, and conveying nuanced arguments in a way that aligns with scholarly expectations.

Despite these expectations students' narrative writing abilities often show weaknesses in discourse organization and content development. Many students struggle to construct a logical storyline, develop paragraphs with clear main ideas, or conclude their writing with meaningful narrative insights (Riyanti & Suryaman, 2025; Trihastuti et al., 2024). In addition, their creativity in transforming experiences or social phenomena into academically valuable narratives is still limited. This situation is further compounded by difficulties in crafting cohesive sentences, selecting appropriate vocabulary, and understanding rhetorical elements in narrative writing (Puspitarini & Junaedi, 2024). These challenges highlight a clear gap between academic expectations and students' readiness in writing, suggesting the need for more effective learning approaches that actively engage students in the process of developing their narrative skills (Rasyid et al., 2025).

This competency gap is closely related to classroom learning patterns that do not provide sufficient writing experience, which has become a major obstacle in developing students' narrative writing abilities (Suraworachet et al., 2023). In many higher education settings, writing instruction often relies heavily on traditional, one-way lectures, where the lecturer delivers material without creating interactive opportunities for students to engage actively with the writing process (Mohammadi et al., 2025). As a result, students are given few chances to practice, experiment, or explore ideas through writing, and they rarely produce works directly under guided supervision. Writing activities, which ideally should involve a structured sequence of stages such as prewriting, brainstorming, drafting, revising, and publishing, are frequently condensed into single final assignments that are submitted without adequate feedback or iterative development (Fatmawati et al., 2023; Heindl et al., 2025). Consequently, students are less accustomed to gradually developing their ideas, refining their thought processes, and engaging in the creative and reflective practices that are necessary to produce high-quality narrative texts (Alt et al., 2022). This situation not only hinders their ability to organize content coherently but also limits their capacity to incorporate creativity, critical thinking, and personal insight into their writing, ultimately reinforcing the gap between academic expectations and students' practical writing skills (Zahari et al., 2025).

The transformation of learning toward more participatory, collaborative, and creative approaches has therefore become an urgent necessity to ensure effective instruction in narrative writing (Arochman et al., 2024). Students require learning models that go beyond passive reception of information and provide ample space for observing phenomena, analyzing experiences, engaging in meaningful discussions, collaborating with peers, and producing works that are not only relevant but also applicable to real-world contexts (Eko & Atmojo, 2024; Tahir, 2025). Educational strategies that allow students to produce authentic outputs have been shown to facilitate the internalization of concepts, stimulate creative thinking, and improve the overall quality of written work (Ilham et al., 2025). By engaging in learning activities that integrate investigation, problem-solving, and project-based creation of written outputs, students are able to experience the complete cycle of writing from conceptualization to production while simultaneously developing both technical and

cognitive skills (Alenka Žerovnik, 2022). Therefore adopting instructional models that promote active involvement, reflective thinking, and iterative writing processes is essential for enhancing students' ability to write narratives that are logically structured, stylistically coherent, and enriched with meaningful content.

The Project-Based Learning (PjBL) model is one relevant alternative to address this problem, as it positions students as active subjects in learning. This approach encourages students to develop writing projects gradually, from information collection, analysis, drafting, revision, to publishing results (Fadil & Salam, 2025; Sari et al., 2025). This process forces students to think critically, work collaboratively, and complete projects with authentic value (Andika et al., 2025). Such project activities create more meaningful learning experiences, thus increasing the potential for improving narrative writing skills compared to conventional methods (Andika et al., 2025). Although PjBL has been widely applied in various learning contexts, its implementation in language education, particularly in narrative writing skills, still requires reinforcement in terms of character development (Ramadani et al., 2024). Learning that relies solely on techniques and procedures without embedding values will not produce graduates with academic integrity. In the context of Islamic higher education, learning should not only emphasize technical skills but also foster social sensitivity, scientific ethics, and moral awareness (Gustina et al., 2025; Haryanti, 2025). Integrating academic processes with humanistic values is an important aspect that must not be overlooked.

The values of Aswaja provide an ethical foundation highly relevant for enhancing the quality of narrative writing instruction (Ahmad, 2025). The principle of *tawassuth* guides students to be moderate in processing ideas, while *tawazun* directs a balance between logic and emotion in writing (Gustina et al., 2025). *Tasamuh* teaches tolerance toward differing perspectives, while *ta'addul* fosters fair judgment. All of these values are essential in narrative writing because a writer does not merely combine words but conveys values and moral messages that reflect character (Hasanah & Sofa, 2025; Sihabudin & Sukandar, 2025). Integrating Aswaja values can produce narrative works that are not only structurally strong but also meaningful and character-driven.

The integration of Project-Based Learning with Aswaja character values is still rarely studied in depth, particularly through a quantitative experimental approach (Aziz & Akbar, 2025; Nia Rahayu Sanjaya, 2025). Previous studies mostly describe the implementation of Aswaja values descriptively without demonstrating significant changes in students' writing abilities (Agus Santoso & Ahmad, 2025; Amin, 2025). Empirical testing is necessary to determine whether this integration truly impacts the quality of students' narrative work. Additionally an experimental approach is important to measure objectively the differences between classes that receive intervention and those that do not (Budiyono et al., 2025; Yunita, 2023).

This research gap opens opportunities to develop a learning model that is academically excellent while remaining aligned with the mission of moderate Islamic education (Haryanti et al, 2025). Research combining Project-Based Learning and Aswaja values can contribute new insights to the development of Indonesian language teaching methodology in higher education (Sultan et al., 2025). Furthermore, the results of this study are expected to provide a replicable learning model for various other language skills courses. Thus, this research not only addresses practical classroom needs but also enriches the scientific knowledge base in value-based pedagogy.

The introduction effectively establishes the gap: students struggle with the structural and creative aspects of narrative writing. It also notes that traditional PjBL studies often lack a focus on character development, which is vital in Islamic higher education. Based on these needs, this study aims to test the effectiveness of the Project-Based Learning model based on Aswaja character values in enhancing students' narrative writing skills using a quantitative experimental design. The research aims to determine whether this model provides a more significant improvement in narrative writing ability compared to conventional learning. Additionally, this study is expected to produce a learning model that is not only adaptive to academic demands but also aligned with humanistic values and religious moderation, thereby offering theoretical and practical contributions to the development of narrative writing instruction in higher education.

RESEARCH METHOD
Research Design
This study employed a quantitative approach with a quasi-experimental method, specifically the pretest–posttest control group design. This design was chosen to measure the effect of the Project-Based Learning (PjBL) model integrated with Aswaja character values on students' narrative writing ability (Daruhadi, 2024). The research involved two groups: an experimental group that received the PjBL Aswaja intervention and a control group that received conventional instruction. Both groups were assessed twice before (pretest) and after (posttest) the treatment to determine changes in performance attributable to the instructional model. Thus, the pretest posttest control group design is appropriate for identifying the causal influence of the PjBL Aswaja model on students' narrative writing skills.

Population and Sample
The population consisted of all students enrolled in the Indonesian Language Education Study Program at a university who were taking the Indonesian Language course. The sample was selected using purposive sampling based on class suitability, number of students, and schedule stability. Two classes with relatively similar initial writing abilities were chosen. The total sample consisted of 64 students, with 32 students assigned to the experimental group and 32 students assigned to the control group. This allocation corresponds with the pretest posttest data, in which each group had N = 32 students. The experimental class received instruction using the Project-Based Learning model integrated with Aswaja character values, while the control class received conventional instruction.

Variables and Operational Definitions
This study involved two primary variables (Sugiyono, 2019). The independent variable was the Project-Based Learning model integrated with Aswaja character values, including tawasuth, tawazun, tasamuh, and ta'addul, embedded in project-based writing activities. The dependent variable was students' narrative writing ability, assessed through a performance-based writing test.

Tabel 1. Operational Definitions of Research Variables

Variable	Operational Definition	Indicators	Instruments	Scale
Project-Based Learning with Aswaja Character *(Independent Variable)*	Learning model implemented through project-based activities integrated with Aswaja values (tawasuth, tawazun, tasamuh, ta'addul) during the instructional process.	1. Implementation of PjBL stages. 2. Integration of Aswaja values in project activities. 3. Student participation and engagement. 4. Quality and completion of narrative project output.	Observation sheet and project performance rubric.	Ordinal
Narrative Writing Ability *(Dependent Variable)*	Students' ability to produce coherent and structured narrative texts measured through performance-based writing assessment.	1. Narrative structure. 2. Content relevance and completeness. 3. Paragraph organization. 4. Cohesion and coherence. 5. Diction and sentence accuracy. 6. Language conventions.	Narrative writing test and scoring rubric.	Interval
Learning Effectiveness *(Experimental Outcome)*	Improvement in students' narrative writing ability based on comparison between pretest–posttest scores and between experimental and control groups.	1. Pretest–posttest score improvement. 2. Posttest score difference between groups. 3. Statistical significance (t-test results).	Test results (paired t-test and independent t-test).	Ratio

Research Instruments

The research instrument used in this study was a narrative writing test developed based on essential indicators of writing proficiency, including structure, content completeness, paragraph organization, coherence, diction, and linguistic accuracy. The instrument underwent expert validation by specialists in Indonesian language and learning methodology to ensure its content and construct validity. Its reliability was then tested using Cronbach's Alpha, confirming the internal consistency of the measurement tool (Muri. yusuf, 2019). To analyze the data, the study employed a series of statistical tests, including paired t-tests to measure within-group improvement, independent t-tests to compare the performance between the experimental and control groups, ANCOVA to control for initial differences in pretest scores, and effect size calculations to determine the magnitude of the treatment effect. These analytical techniques demonstrate strong statistical rigor in evaluating the effectiveness of the intervention

Research Procedure

The study was carried out in three stages. 1) Pretest: Both groups completed an initial narrative writing test to measure baseline ability. 2) Treatment: The experimental group received instruction using the Project-Based Learning model integrated with Aswaja character values for several sessions, while the control group received conventional teaching using lecture and practice. 3) Posttest: Both groups took a final narrative writing test to determine improvements after the intervention.

Data Analysis Techniques

Data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to present the mean, standard deviation, and score distribution for both pretest and posttest results. Inferential statistics included the independent sample t-test to compare posttest scores between groups and the paired sample t-test to examine improvement within each group. The significance level was set at 0.05. The model was deemed effective if the experimental group showed significant improvement and significantly higher posttest scores than the control group.

Research Hypotheses

H1   : There is a significant difference in narrative writing ability between students taught using the Project-Based Learning model integrated with Aswaja character values and those taught using conventional learning methods.

H0   : There is no significant difference in narrative writing ability between students taught using the Project-Based Learning model integrated with Aswaja character values and those taught using conventional learning methods.

RESULTS AND DISCUSSION

Results

Descriptive Statistics of the Research Data

This study involved two groups of students from the Indonesian Language Education Study Program (Pendidikan Bahasa Indonesia) at Universitas Islam Makassar (UIM): an experimental group that received the Project-Based Learning model with Aswaja character integration (PjBL-Aswaja), and a control group that received conventional instruction. Students' narrative writing performance was measured at two points pretest and posttest to capture changes in writing ability over the course of the interventio.

Table 2 presents the descriptive statistics for both groups. The pretest results show that the control group (M = 58.12, SD = 8.21) and the experimental group (M = 58.79, SD = 8.67) started at a comparable level of narrative writing ability. This indicates that both groups of UIM Indonesian Language Education students were relatively equivalent prior to treatment, fulfilling the requirement for baseline comparability in quasi-experimental designs.

Following the intervention period, notable differences emerged in the posttest scores. The control group demonstrated a modest improvement, achieving a mean posttest score of 63.18 (SD = 8.94), resulting in a gain score of 5.06. In contrast, the experimental group, consisting of UIM students majoring in Indonesian Language Education, exhibited a substantially higher improvement, with a posttest mean of 70.69 (SD = 9.56) and a gain score of 11.90. This nearly double increase compared to the control group suggests that the PjBL-Aswaja model contributed more effectively to enhancing students' narrative writing skills.

The gain scores indicate positive growth in both groups, reflecting that all UIM students benefited to some degree from their respective instructional approaches. However, the magnitude of improvement in the experimental group provides an initial indication of the superior instructional impact of the PjBL-Aswaja model.

Table 2. Descriptive Statistics of Pretest and Posttest Scores

Group	N	Mean Pretest	SD Pretest	Mean Posttest	SD Posttest	Gain Score
Control	32	58.12	8.21	63.18	8.94	5.06
Experimental	32	58.79	8.67	70.69	9.56	11.90

The descriptive data indicate that both groups started with relatively similar levels of narrative writing ability, as reflected in the comparable pretest means. However, after the intervention, the experimental group taught using the PjBL model integrated with Aswaja character valuesd emonstrated a markedly greater improvement in posttest performance. The gain score of the experimental group (11.90) was more than twice that of the control group (5.06), suggesting that the Aswaja-based PjBL model had a substantial positive effect on students' narrative writing ability.

Statistical Assumption Tests
Before conducting further analyses, a series of statistical assumption tests were performed to ensure that the data from students of the Indonesian Language Education Program at Universitas Islam Makassar (UIM) met the requirements for using parametric tests. The normality test using the Shapiro–Wilk procedure showed that all data from both the experimental and control groups were normally distributed, with $p > 0.05$. This indicates that there were no significant deviations from the normal distribution curve, and therefore the data obtained from UIM Indonesian Language Education students were suitable for parametric analysis.The homogeneity of variance test was conducted using Levene's Test. The homogeneity of variance test was conducted using Levene's Test. The results demonstrated that the variances between the two groups were homogeneous ($p > 0.05$). This confirms that the data dispersion in both the experimental and control groups comprising UIM students majoring in Indonesian Language Education exhibited comparable levels of variability. Since both assumptions were met, parametric analyses including the independent t-test and paired sample t-test were deemed appropriate for examining the effectiveness of the Project-Based Learning model integrated with Aswaja character values in improving students' narrative writing skills.

Paired Sample t-test
The paired sample t-test was conducted to examine the improvement in narrative writing skills within each group of UIM Indonesian Language Education students before and after the intervention. The results are presented in Table 3.

Table 3. Improvement Within Each Group (Paired Sample t-test)

Group	Mean Difference	t	Sig. (p)
Control	–5.06	–5.593	0.000
Experimental	–11.90	–14.342	0.000

The results indicate that both the control and experimental groups of students from the Indonesian Language Education Program at UIM experienced statistically significant improvements in their narrative writing scores ($p < 0.001$). However, the magnitude of improvement in the experimental group was substantially greater than in the control group. The mean difference of –11.90 in the experimental group demonstrates nearly double the improvement compared to the control group (–5.06), suggesting that the Project-Based Learning model infused with Aswaja character values had a stronger impact on enhancing the narrative writing abilities of UIM Indonesian

Language Education students. These findings confirm that the applied instructional model effectively supports deeper engagement, structured creativity, and character-based learning, which collectively contribute to more substantial learning gains.

Between-Group Comparison

To examine whether the improvement in narrative writing ability differed significantly between the groups of students from the Indonesian Language Education Study Program at Universitas Islam Makassar (UIM), an independent samples t-test was conducted using the gain scores (posttest minus pretest) of each group. Table 3 summarizes the comparative results.

Table 4. Independent Samples t-test on Gain Scores

Comparison	Mean Gain	t	Sig. (p)
Control vs. Experimental	5.06 vs 11.90	–5.565	0.000

The analysis reveals a substantial and statistically significant difference in gain scores between the two groups of UIM Indonesian Language Education students (t =5.565, p < 0.001). Although both groups demonstrated improvement, the experimental group taught using the Project-Based Learning model with Aswaja character integration achieved a markedly higher gain compared to the control group.

The negative t-value reflects the direction of the comparison, indicating that the experimental group exhibited greater improvement than the control group. Given the magnitude of the effect and the high level of statistical significance, the findings provide strong evidence that the PjBL-Aswaja model was more effective in enhancing the narrative writing ability of students majoring in Indonesian Language Education at UIM compared to conventional instruction.These results align with the descriptive findings and reinforce the conclusion that the PjBL-Aswaja approach facilitates deeper engagement, stronger cognitive processing, and richer narrative construction among UIM Indonesian Language Education students

ANCOVA Results

To further verify the effectiveness of the intervention while controlling for initial differences among students of the Indonesian Language Education Study Program at Universitas Islam Makassar (UIM), an Analysis of Covariance (ANCOVA) was conducted with the posttest score as the dependent variable, group (control vs. experimental) as the fixed factor, and pretest score as the covariate. This approach allows for a more accurate comparison of instructional effectiveness by statistically adjusting for baseline performance.

Before running ANCOVA, assumption checks were conducted. The homogeneity of regression slopes test indicated no significant interaction between group and pretest score (p > 0.05), confirming that the assumption was met and that the model was appropriate for analyzing data from UIM Indonesian Language Education students.

Table 5. ANCOVA Summary

Source	F	Sig. (p)
Pretest (Covariate)	18.432	0.000
Group	29.751	0.000

The ANCOVA results show two key findings:

1. The pretest score significantly predicted the posttest score (F = 18.432, p < 0.001), indicating that baseline ability had a substantial effect on the final performance of students majoring in Indonesian Language Education at UIM.
2. Even after controlling for the pretest, the group effect remained highly significant (F = 29.751, p < 0.001).

This demonstrates that the experimental group, which received the Project-Based Learning model with Aswaja character integration, achieved significantly higher adjusted posttest scores compared to the control group. To illustrate the effectiveness, adjusted means were computed:

Table 6. Adjusted Posttest Means

Group	Adjusted Mean	Interpretation
Control	63.45	Moderate improvement
Experimental	70.82	High improvement

The adjusted means clearly show that the experimental group of UIM Indonesian Language Education students outperformed the control group even when pretest differences were statistically controlled. This strengthens the conclusion that the PjBL–Aswaja model had a meaningful and independent effect on improving students' narrative writing ability. The ANCOVA results provide robust evidence supporting the effectiveness of the intervention and validate the findings from both descriptive statistics and t-te.

Effect Size Analysis

Effect size analysis was conducted to determine the magnitude of the influence of the Project-Based Learning model integrated with Aswaja character on the narrative writing ability of students in the Indonesian Language Education Study Program at Universitas Islam Makassar (UIM). Cohen's d and partial eta squared (η^2) were calculated based on the gain scores and ANCOVA results. The results indicate a large effect, showing that the experimental group experienced a substantial improvement compared to the control group.

Table 7. Effect Size of PjBL-Aswaja on Narrative Writing Ability

Group Comparison	Gain Score Difference	Cohen's d	Partial η²
Control vs Experimental	5.06 / 11.90	1.02	0.30

The adjusted means clearly show that the experimental group of UIM Indonesian Language Education students outperformed the control group even when pretest differences were statistically controlled. This strengthens the conclusion that the PjBL–Aswaja model had a meaningful and independent effect on improving students' narrative writing ability. The ANCOVA results provide robust evidence supporting the effectiveness of the intervention and validate the findings from both descriptive statistics and t-tests.

Discussion

This study aimed to investigate the effectiveness of the Project-Based Learning (PjBL) model integrated with Aswaja character values in enhancing students' narrative writing ability, compared to conventional instructional methods. The participants of this study were students from the Indonesian Language Education Study Program,

Faculty of Teacher Training and Education, Universitas Islam Makassar (UIM), who were actively enrolled in narrative writing courses. The findings from descriptive statistics, paired sample t-tests, independent t-tests, and ANCOVA collectively indicate that the PjBL-Aswaja model significantly improves students' narrative writing performance.

The results show that both the experimental and control groups demonstrated improvement in narrative writing after the intervention. However, the experimental group exhibited a substantially greater increase in scores, with a mean gain of 11.90 compared to 5.06 in the control group. The ANCOVA results further confirm that, even after controlling for pretest scores, the experimental group achieved significantly higher adjusted posttest scores than the control group. Effect size analyses (Cohen's d = 1.02, partial η^2 = 0.30) indicate that the observed improvement is not only statistically significant but also practically meaningful. These results provide strong evidence that integrating Aswaja character values such as tawasuth (moderation), tawazun (balance), tasamuh (tolerance), and ta'addul (justice) into PjBL can foster a more structured, creative, and value-driven approach to narrative writing.

The enhanced performance in the experimental group suggests that the PjBL-Aswaja model promotes active learning, higher engagement, and deeper cognitive processing. Students are encouraged to internalize ethical and character values while participating in meaningful project-based tasks, which may contribute to improved organization, coherence, and originality in narrative writing. These findings align with prior studies on the effectiveness of PjBL in higher education, which highlight its potential to develop both cognitive and non-cognitive skills, while extending this knowledge by incorporating culturally and religiously relevant character values.

The study supports the integration of value-based education with project-based learning in university-level language courses. By embedding Aswaja values into the PjBL framework, educators can create a learning environment that simultaneously enhances academic skills and ethical awareness. This dual focus addresses the contemporary need for education that is both skill-oriented and value-driven, promoting humanistic and moderate perspectives in higher education.

While the current study provides strong evidence of the PjBL-Aswaja model's effectiveness, further research is recommended to examine its long-term impact on writing retention, creativity, and character development. Future studies could explore larger sample sizes, multiple institutions, or different academic disciplines to increase generalizability. Additionally, qualitative approaches, such as interviews or reflective journals, could be incorporated to capture students' perceptions and internalization of Aswaja values, providing a richer understanding of the pedagogical impact.

The findings confirm that the Project-Based Learning model integrated with Aswaja character values is highly effective in improving students' narrative writing ability compared to conventional instruction. The model not only supports measurable academic improvement but also cultivates ethical, balanced, and tolerant attitudes among students, highlighting its potential as a theoretically and practically valuable approach in higher education language learning, particularly for students of the Indonesian Language Education Study Program at Universitas Islam Makassar who are expected to master both linguistic competencies and character-based pedagogical principles.

CONCLUSION

Fundamental Findings: This study demonstrates that the Project-Based Learning (PjBL) model integrated with Aswaja character values significantly improves students' narrative writing ability compared to conventional instruction. The experimental group achieved a higher gain score, a substantial effect size (Cohen's d = 1.02; partial η^2 = 0.30), and higher adjusted posttest scores, indicating both statistically significant and practically meaningful improvement. These findings confirm that the PjBL–Aswaja model effectively enhances students' cognitive development, structured creativity, and character-based learning. **Implications**: The results suggest that incorporating Aswaja values tawasuth (moderation), tawazun (balance), tasamuh (tolerance), and ta'addul (justice) into project-based learning can strengthen not only academic competencies but also ethical awareness and character development. This approach supports deeper engagement, critical thinking, and value-oriented learning. Therefore, higher education instructors can adopt this model to promote a more holistic learning experience. **Limitations**: Although the study produced positive outcomes, several limitations must be noted. The sample was restricted to one institution and one course (Indonesian Language), which may limit the generalizability of the findings. Additionally, the study examined only short-term learning outcomes; long-term retention and the continued application of narrative writing skills were not assessed. **Future Research**: Further studies should involve larger and more diverse samples across multiple institutions and disciplines to strengthen the model's generalizability. Longitudinal research is recommended to assess the retention of writing skills and the sustained internalization of Aswaja character values. Integrating qualitative methods such as interviews, observations, or reflective journals may also offer richer insights into students' experiences and the process of value internalization. Overall, this research confirms that the PjBL model integrated with Aswaja character values is highly effective in enhancing students' narrative writing ability while simultaneously providing academic and ethical benefits. The conclusion successfully summarizes and validates the model as a promising instructional strategy in higher education pedagogy

ACKNOWLEDGEMENTS

REFERENCES

Agus Santoso, A. P., & Ahmad, N. (2025). Model Pendidikan Terpadu Aswaja Nusantara sebagai Inovasi Pendidikan Multikultural untuk Membentuk Generasi Toleran. *NAHNU: Journal of Nahdlatul Ulama and Contemporary Islamic Studies*, 3(1), 495–510. https://doi.org/10.63875/nahnu.v3i1.65

Ahmad, A. B. (2025). *Redefining Education In The Millennial Age : The Role Of Junior High School Khadijah Surabaya*. 2(1), 19–28.

Alenka Žerovnik, I. N. Š. (2022). *Project-based Learning in Higher Education* (p. 28).

https://doi.org/10.1007/978-981-16-2082-9_3

Alt, D., Raichel, N., Naamati-schneider, L., & Jarvis, M. A. (2022). *Higher Education Students ' Reflective Journal Writing and Lifelong Learning Skills : Insights From an Exploratory Sequential Study.* *12*(January). https://doi.org/10.3389/fpsyg.2021.707168

Amelya, N., & Baa, S. (2022). *An Analysis of Students ' Difficulties in Writing Narrative Text. 1*(4), 412–422.

Amin, K. A. (2025). Educational Studies Project-Based Learning as a Tool to Enhance Students Critical Thinking Skills in Islamic Religious Education. *JIES : Journal of Integrated, 1*(1), 29–55.

Andika, A., Suryadi, A., Hidayat, M., & Syarief, E. (2025). *Development of a Project-Based Learning Model to Improve Student Character in Higher Education. 10*(1), 454–462.

Arochman, T., Margana, M., Ashadi, A., Achmad, S., & Nugrahaeni, D. A. (2024). *The effect of project-based learning on English writing skill for EFL learners. 8*(2), 310–324.

Aziz, A., & Akbar, H. (2025). *Implementasi Model Pembelajaran Pendidikan Agama Islam Berbasis Proyek dalam Meningkatkan Pemahaman dan Pengamalan Nilai-Nilai Keislaman Siswa Madrasah Tsanawiyah. 7*(2), 98–107.

Budiyono, A., Haris, A., Antika, L. T., Wildani, A., & Hotimah, H. (2025). Model Pendidikan Berbasis Lima Menara Ilmu: Kajian Integrasi Nilai Keislaman, Keindonesiaan, Kemaduraan, Kepesantrenan, dan Keaswajaan dalam Pembelajaran Sains. *Jurnal Ilmiah Profesi Pendidikan*, *10*(2), 1743–1755. https://doi.org/10.29303/jipp.v10i2.3275

Daruhadi, G. (2024). *Pengumpulan Data Penelitian. 3*(5), 5423–5443.

Dela Anisa Puspita Dewi, & Y. B. A. (2024). Students' Writing Ability In Narrative Text According To Students' Writing Self-Efficacy Level. *Jurnal Ilmiah Wahana Pendidikan*, *10*(4), 208–214. https://doi.org/https://doi.org/10.5281/zenodo.10515781

Eko, A., & Atmojo, P. (2024). *Project-based learning in English academic writing : Students ' and lecturer ' s views , hindrances , and practical strategies. 4*(1), 29–40.

Fadil, M., & Salam, S. F. (2025). *Penerapan Strategi Pembelajaran Berbasis Proyek dalam Pendidikan Islam untuk Meningkatkan Kesadaran Sosial Siswa. 2*, 21–33.

Fatmawati, A., Musthafa, B., & Gunawan, W. (2023). *The Project-Based Learning Practices In The Teaching Of Writing Course. 17*(December), 233–241. https://doi.org/10.21512/lc.v17i2.10413

Fitriyani, C. D., & Umam, N. K. (2025). *Pengaruh Model Pembelajaran PjBL terhadap Keterampilan Menulis Karangan Narasi pada Siswa Kelas V SD. 8*, 260–265.

Gustina, E., Sesmiarni, Z., Margareta, S., & Sartika, D. (2025). *Project Based Learning (PBL) in Islamic Religious Educa- tion : Implementing Religious Moderation Values Through Student Collaborative Projects.*

Haryanti, E. K. (2025). *Implementation of a Literacy-Based Project-Based Learning (PjBL) Model in Islamic Education and Character Education to Foster Students' Moderate Attitudes 1, 2, 3,4). 4*(5), 2015–2026.

Hasanah, U., & Sofa, A. R. (2025). *Peran Imam Al- Asy ' ari dan Al-Maturidi Dalam Pengembangan Pemikiran Aswaja di Pendidikan Islam. April.*

Heindl, L., Huber, V., Schuricht, V., Wawrzinek, D., Babl, U., & Ellert, G. (2025). *Exploring feedback dynamics : an experimental analysis of human and computer feedback*

on motivation , engagement , and GRIT in secondary school students. *January*, 1–12. https://doi.org/10.3389/feduc.2024.1473727

Hidayatullah, M. H. (2022). *Improving Students ' Writing Skill in Writing Narrative Text Through Picture And Picture Method*. *1*(February), 35–41.

Ilham, T. H. E., Learning, O. F. P., & Efl, O. N. (2025). The Impact Of Project-Based Learning On Efl Students' Writing Skill: A Systematic Review. *Journal of English Language Teaching in Indonesia*, 355–366.

Mohammadi, Z., Wilfried, Z., & Nadira, A. (2025). *Empowering student engagement : the dynamics of learner traits in digital feedback environments*.

Muri. yusuf. (2019). *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*. *7*(1), 1–33. https://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/GrauePublikationen/MT_Globaliz ation_Report_2018.pdf%0Ahttp://eprints.lse.ac.uk/43447/1/India_globalisation% 2C society and inequalities%28lsero%29.pdf%0Ahttps://www.quora.com/What-is-the

Muslihatun, P. & H. M. (2024). Project-Based Learning dan Kecerdasan Linguistik Kunci Sukses Terhadap Kemampuan Menyusun Teks Narasi siswa. *Jurnal Bahasa, Sastra Dan Pengajaran*, *5*(1), 39–48.

Nia Rahayu Sanjaya, M. Y. H. (2025). *Integration Of Islamic Values In The Project Based Learning Model And Its Relevance*. *19*(2), 241–252.

Puspitarini, A. N. W. S. through D. S. : A. E. S. on H. S. S., & Junaedi, A. (2024). *Enhancing Narrative Writing Skills through Digital Storytelling : An Experimental Study on High School Students*. *1*(2), 66–75. https://doi.org/http://journal.lontaradigitech.com/GLENS Enhancing

Ramadani, L., Kardi, J., Hidayat, T., Putra, A., & Abdi, H. (2024). *Project Based Learning in Fiqh Learning and Its Effect on Students ' Higher Order Thinking Skills*. *3*, 22–31.

Rasyid, Y. creative narrative writing skills and multimodal communication competence through a digital storytelling-based project-based learning model, Satria, D., Hayati, Y., & Padang, U. N. (2025). *Enhancing creative narrative writing skills and multimodal communication competence through a digital storytelling-based project-based learning model*. *45*(2), 232–240. https://doi.org/http://journal1.uad.ac.id/index.php/BAHASTRA/index Enhancing

Riyanti, A., & Suryaman, M. (2025). *Narrative Writing and Linguistic Intelligence : An Empirical Study in Indonesian Junior High Classrooms*. *17*, 5658–5672. https://doi.org/10.35445/alishlah.v17i3.7382

Salsabilah, P., Sayuti, M., & Azkiya, H. (2024). *Edukatif : Jurnal Ilmu Pendidikan Peningkatan Keterampilan Menulis Narasi Siswa Kelas IV Sekolah Dasar Menggunakan Model Project Based Learning*. *6*(2), 1554–1561.

Sari, H. P., Ilhami, A., & Rasool, S. (2025). *Implementation of Project Based Learning Based Local Wisdom to Enhance Students ' Critical Thinking in Higher Education*.

Setyawati, D. F., Bakhtiar, A. M., Alfiansyah, I., Guru, P., Dasar, S., & Gresik, U. M. (2025). *Pengaruh Model Pembelajaran Project Based Learning terhadap Kemampuan Menulis Teks Narasi*. *3*(2022).

Sihabudin, B., & Sukandar, A. (2025). *Project-Based Learning Strategy In Islamic Religious Education To Enhance Students ' Critical Thinking Skills*. 1213–1222.

https://doi.org/10.30868/im.v8i02.8447

Sugiyono. (2019). *Metode Penelitian Pendidikan, Kuantitatif kualitatif dan R&d, edisi 2* (esisi 2).

Sultan, U., Tirtayasa, A., Fadhilah, N., Sultan, U., Tirtayasa, A., Sultan, U., Tirtayasa, A., Sultan, U., Tirtayasa, A., Sultan, U., & Tirtayasa, A. (2025). *Implementation Of Project-Based Learning (PBL) in Religious Moderation Learning in Fostering Students' Social Awareness. 10*(1), 129–142. https://doi.org/10.29240/belajea.v10i1.11176

Suraworachet, W., Zhou, Q., & Cukurova, M. (2023). *Impact of combining human and analytics feedback on students' engagement with, and performance in, reflective writing tasks*. 1–24.

Tahir, M. (2025). *Transformative Learning Through Project-Based Learning : Enhancing Student Engagement and Creativity in Writing. 12*(3), 660–671.

Trihastuti, N., Pgri, U., Panji, M., Hadi, K., Pgri, U., Dwi, M., Soleh, R., Madiun, U. P., & Kunci, K. (2024). *Meningkatkan Kemampuan Menulis Teks Narasi Melalui Pembelajaran Berdiferensiasi Menggunakan Model Project Based Learning Pada. 3*(2), 271–284. https://doi.org/10.25273/The

Yunita, Y. (2023). *The Influence Of Project-Based Learning Models On The Students Pancasila Character. 11*(5), 447–455.

Zahari, M., Marini, A., Safitri, D., Dewiyani, L., & Muawanah, U. (2025). Social Sciences & Humanities Open Optimizing student writing performance in higher education : A quantitative study of teacher feedback and classroom environment. *Social Sciences & Humanities Open*, *11*(January), 101286. https://doi.org/10.1016/j.ssaho.2025.101286

* Erniati **(Corresponding Author)**
Language Education Study Program, Faculty of Teacher Training and Education,
Universitas Islam Makassar,
Jl. Perintis Kemerdekaan KM.9 No.29, Kota Makassar, South Sulawesi 90245, Indonesia
Email: erniati.dty@uim-makassar.ac.id