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INTEGRATING ISLAMIC VALUES IN PROJECT-BASED LEARNING TO ENHANCE STUDENT CREATIVITY THROUGH MARKET DAY

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Abstract : *Madrasahs have a responsibility to integrate ethical and academic values through active and contextual learning approaches. However, current learning practices are often limited to delivering material, thus under-developing students' creativity and initiative. The purpose of this study was to understand how Islamic values are integrated into Project-Based Learning (PjBL) through market day activities. This study used a qualitative approach with a case study type. The collected data were analyzed using data analysis techniques from Miles, Huberman, and Saldana. The results show that Market Day-based PjBL is structured through structured planning, implementation, and evaluation stages. Islamic values such as honesty, responsibility, cooperation, and justice are also embedded in students' social and transactional activities. Furthermore, the learning process allows students to engage in reflective activities, task organization, and idea generation; this indicates increased creativity and independent learning. The results indicate that Market Day-based PjBL functions as an integrative learning model that connects experiential learning with internalization of values. This helps build broader competencies in education.*

Keywords : *PjBL; Market Day; Creativity; Independent Learning; Islamic Values.*

Abstrak : *Madrasah memiliki tanggung jawab untuk mengintegrasikan nilai-nilai etika dan akademik melalui pendekatan pembelajaran yang aktif dan kontekstual. Namun, seringkali praktik pembelajaran saat ini masih terbatas pada penyampaian materi sehingga kreativitas dan inisiatif siswa belum berkembang optimal. Tujuan penelitian ini adalah untuk memahami bagaimana integrasi nilai-nilai Islam dalam Pembelajaran Berbasis Proyek (PjBL) melalui kegiatan market day. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus. Data yang telah terkumpul dianalisis dengan menggunakan teknik analisis data Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa PjBL berbasis Hari Pasar disusun melalui tahapan perencanaan, implementasi, dan evaluasi yang terstruktur. Nilai-nilai Islam seperti kejujuran, tanggung jawab, kerja sama, dan keadilan juga tertanam dalam aktivitas sosial dan transaksional siswa. Selain itu, proses pembelajaran memungkinkan siswa untuk terlibat dalam aktivitas reflektif, pengorganisasian tugas, dan penciptaan ide; ini menunjukkan peningkatan kreativitas dan pembelajaran mandiri. Hasilnya menunjukkan bahwa PjBL berbasis Hari Pasar berfungsi sebagai model pembelajaran integratif yang menghubungkan pembelajaran pengalaman dengan internalisasi nilai. Ini membantu membangun kompetensi yang lebih luas dalam pendidikan.*

Kata Kunci : *PjBL; Market Day; Kreativitas; Kemandirian Belajar; Nilai Keislaman.*

INTRODUCTION

The focus of education in the twenty-first century is increasingly placing emphasis on developing high-level competencies that enable students to address complex global challenges (Zahra, 2017; Toshmali et al., 2020). Self-directed learning and creative capacity are two of these competencies considered crucial (Muali et al., 2018; Mundiri et al., 2021; Ndibalema, 2022). These competencies help students manage their own learning processes in dynamic environments, adapt to change, and develop innovative ideas (Bahri et al., 2024; Ismantara et al., 2025). Educational systems, particularly values-based institutions such as madrasahs, are expected to foster cognitive development and moral awareness and ethical responsibility (Beghetto, 2010; Henriksen et al., 2021). These demands demonstrate a shift in education, where character development and intellectual abilities need to be integrated into a coherent learning process. However, classroom practice still tends to focus on delivering material and procedural activities, limiting students' active involvement in constructing knowledge and managing their own learning (Guntur & Purnomo, 2024; Mahayanti et al., 2023). Consequently, initiative in exploring new ideas and the ability to manage tasks independently have not developed optimally.

Madrasahs have a responsibility to instill ethical and Islamic values and focus on academic achievement (Gunawan et al., 2025; Munastiwi, 2023). Consequently, this issue becomes increasingly complex. Values integration is not always integrated into structured and innovative learning approaches (Nasruddin et al., 2022). Consequently, it is often separated from the main classroom activities. This situation suggests that effective learning strategies must actively engage students in the learning process, help them improve their thinking skills, and internalize educational principles in a continuous and contextual manner throughout the learning process.

Project-Based Learning (PjBL) is considered a method that can overcome the limitations of conventional learning because it encourages active student engagement, improves their problem-solving abilities, and develops various skills through contextual and real-life learning experiences (Alfarisy & Iswandi, 2025; Hidayat, 2024; Nurpita et al., 2025). By implementing it, students not only receive information but also directly engage in the process of exploration, collaboration, and decision-making, which results in products that are relevant and useful for their lives (Peel et al., 2024; Yukl et al., 2009). According to a number of empirical studies, this technique encourages creativity and independent learning. Furthermore, research on values-based education demonstrates the importance of incorporating ethical aspects into learning design to ensure that learning outcomes go beyond cognitive achievement and lead to character development. However, most of this research has been conducted on individual students, rather than within a broader framework.

Many studies have examined the effectiveness of Project-Based Learning (PjBL), but they typically focus on general education settings and address the development of creativity or learning autonomy separately. Few studies explicitly investigate the simultaneous

strengthening of these competencies within an integrated pedagogical design (Hanafi & Murtadho, 2025). Furthermore, the incorporation of Islamic values as a key component in project-based learning has yet to be systematically conceptualized as a pedagogical model, particularly in the context of madrasah education (Mahfud & Zahriyah, 2025; Umrotin et al., 2024). This suggests a clear gap between education and the real world in how the application of values in experiential learning can shape character and competency.

This study displays an integrated viewpoint by presenting values-based project learning as a pedagogical strategy that successfully balances ethical development with skill development. The Market Day concept was launched as a creative platform that provides a realistic learning environment through contextual project activities that enable students to directly engage in economic practices and social interactions based on Islamic values. This method emphasizes not only achieving creative outcomes and independence but also fostering social awareness, responsibility, and integrity, which are inherent in every stage of the activity.

Based on the description, this study aims to analyze the implementation of Project-Based Learning through Market Day activities in the madrasa environment, with an emphasis on how the learning process is designed and implemented systematically to support competency development while strengthening the internalization of values. Specifically, this research seeks to examine: 1) the implementation of project-based instruction through Market Day activities; 2) the processes through which Islamic values are embedded within these activities; and 3) the extent to which such an approach contributes to the development of learners' creative capacity and self-regulated learning. Through these objectives, the study intends to provide both theoretical and practical contributions to the development of integrative, value-oriented pedagogical models in contemporary education.

METHOD

This research uses a qualitative design with a case study approach to in-depth examine the implementation of Market Day-based Project-Based Learning (PjBL) as a strategy to strengthen creativity and independent learning, while simultaneously internalizing Islamic values among students at Islamic junior high schools (madrasah tsanawiyah). The case study approach was chosen because it allows for comprehensive exploration of the phenomenon within a real-world, bounded system, namely project-based learning practices integrated with Market Day activities within the madrasah environment (Jannati et al., 2023; Creswell, 2014; Miles et al., 2014). Through this approach, research not only focuses on describing the implementation of learning, but also examines in depth the pedagogical dynamics, the process of instilling values, and students' learning experiences in a real and contextual context.

This research was conducted at a junior high school (MTs) in Indonesia that consistently integrates Market Day activities into project-based learning. Participants included the school principal, teachers implementing PjBL, and students directly involved in the series of activities, allowing for the creation of diverse data from complementary perspectives. Informants were selected using a purposive sampling technique based on their level of involvement and understanding of the learning implementation. To deepen the data, a snowball sampling technique was also used to reach additional relevant informants, particularly students who played an active role in project planning and implementation. Participant selection criteria included experience in implementing Project-Based Learning (PjBL), involvement in Market Day activities, and direct interaction in the values-based learning process.

Data collection was conducted through participant observation, in-depth interviews, and documentation studies. Observations focused on learning activities during the planning, implementation, and evaluation of Market Day, including interactions between students, decision-making, and the practice of Islamic values in simple economic activities. Semi-structured interviews were conducted to explore the experiences, perceptions, and strategies used by teachers in integrating Islamic values into project-based learning, as well as how students interpreted these experiences in developing creativity and independence. Documentation included learning tools, project activity plans, student work, activity reports, and visual archives documenting the learning process. All data were collected in the form of field notes, interview transcripts, and digital documents, forming a unified data corpus.

Data analysis was conducted using an interactive analysis model that encompasses data reduction, data presentation, and simultaneous conclusion drawing. In the initial stage, researchers conducted an in-depth reading of all data to understand the context and general patterns that emerged. An open coding process was then conducted to identify units of meaning related to the research focus, such as creative practices, forms of independent learning, project-based learning strategies, and the internalization of Islamic values in Market Day activitiesThe identified codes were then classified into several categories, then developed into main themes that represent the research findings. The analysis process in research is not carried out in one go, but rather through several stages (gradually), repeated to ensure accuracy (repetitively), and accompanied by in-depth reflection or continuous evaluation (reflective). In this way, researchers can ensure that the data obtained in the field (empirical data) is truly aligned and strongly connected to the concepts or theories used in the research (conceptual construction). Simply put, the analysis is conducted carefully and continuously checked to ensure the results are valid and in line with the theoretical framework.

To ensure data validity, this study conducted triangulation by comparing the results of observations, interviews, and documentation. Furthermore, member checking was conducted by confirming initial findings with informants to ensure that the researcher's

interpretations aligned with the participants' experiences. Furthermore, discussions with colleagues were used to improve the analysis and reduce the possibility of subjective bias. Furthermore, the entire research process was well documented through an audit trail, ensuring transparency and traceability of the process.

This study prioritizes informed consent, confidentiality, and protection of participant identity from an ethical perspective. All informants were provided with an explanation of the research objectives and procedures prior to data collection and were given the freedom to consent or decline their participation. The identities of individuals and institutions are disguised using codes or pseudonyms to maintain privacy. The data obtained is used for limited academic purposes. With this methodological approach, the research is expected to yield a deep and contextual understanding of the implementation of Market Day-based PjBL as an integrative learning model that connects the development of 21st-century competencies with the internalization of Islamic values.

RESULT AND DISCUSSION

This study examines how the implementation of Market Day-based Project-Based Learning (PjBL) in Islamic schools enhances students' creativity and independence and helps internalize Islamic values in learning. Research shows that well-designed project-based activities not only engage students more in lessons but also provide them with contextual experiences that link the development of 21st-century skills to character building. Through direct involvement in Market Day activities, students have the opportunity to develop new ideas, manage their own learning, and practice socio-economic values such as cooperation, honesty, and responsibility. The results indicate that Market Day-based PjBL is effective as an integrative learning strategy and pedagogical approach. This approach integrates affective, cognitive, and value elements in an integrated learning experience. The following section presents key findings on the implementation of the learning, the integration of values, and how it helps enhance students' creativity and independence in learning.

1. Implementation of Project-Based Learning through Market Day Activities

This section presents empirical findings obtained from field data related to the implementation of Project-Based Learning (PjBL) through Market Day activities in madrasas. The presentation of the results focuses on the main patterns that emerged systematically based on the research focus, namely the implementation of project-based learning, the process of integrating Islamic values, and student engagement in learning activities. Data is presented descriptively to show field events without explanation, providing an overview of the learning practices taking place.

Field data shows that the implementation of Project-Based Learning (PjBL) through Market Day activities proceeded systematically through three main stages: planning, implementation, and evaluation. During the planning stage, students not only received direction but were actively involved in formulating product ideas, developing work steps, and assigning roles according to group agreements. This process was evident in the discussions within each group, where they considered the type of product to be made, readily available materials, and the sales strategy to be used. The six groups display a variety of products, including food and drink, as well as simple arts and crafts. The kids' capacity to relate abstract concepts to concrete situations was on full display here.

A broad introduction was supposedly the first part of the class, according to the teachers. Afterward, students were given the space to make choices and make decisions independently within their groups. The product type, sales tactics, and student assignments are decided by mutual agreement. Market Day activities are conducted within the madrasah environment and involve all group members. Students perform various tasks, such as production, booth setup, promotion, and sales transactions. Each group has a different task structure, including marketing, production, and financial record keeping. The use of simple media, such as price tags and product packaging created by students, is also demonstrated in the activity evidence. According to student records, the products sold are the result of group work that was planned and marketed directly during the activity. Students and the school community engage in organized buying and selling transactions. During the evaluation phase, a group of people discuss the results of the work, including sales results and any problems encountered. Several groups keep simple notes on their experiences and sales results. Each group discusses their experiences and findings through class discussions.

Table 1: Stages of Market Day-based PjBL Implementation Based on Field Data

Stage	Main Activities	Student Involvement
Planning	Determining product ideas, assigning roles, organizing work plans	Group discussion, decision-making
Implementation	Production, selling, interaction with buyers	Producing, promoting, transaction activities
Evaluation	Reflection on activities, reporting outcomes	Discussion, sharing experiences

Table 1 shows that the Market Day activities were systematically structured into three main stages, such as; planning, implementation, and evaluation, each of which demonstrated distinct yet interconnected characteristics of activities and forms of student

involvement. This pattern illustrates the flow of activities that developed in an organized manner, from the preparation stage to the final reflection, with each phase presenting a specific type of action within the context of group work.

In the planning stage, students engaged in a fairly dynamic initial process, such as formulating product ideas, developing work steps, and dividing responsibilities among members. Group discussions served as the primary avenue for decision-making, including determining the type of product to be developed, considering material availability, and devising simple strategies for implementation. Roles within the group are consciously defined, with each member taking on specific responsibilities, such as production, procurement, and coordination. This demonstrates an initial effort to work collaboratively before the activity begins.

As students implement their strategies, they will engage directly with others throughout the sales and production processes. Every group possesses a distinct task that must be accomplished. Tasks including the preparation of items, the creation of appealing displays, and assisting clients with fundamental transactions are responsibilities that each group must do. The pleasant items and the many ways they are presented show how these concepts are applied by each organization. Social contact rises during the process, particularly as students engage with customers and gain knowledge of the sales procedure. These exercises are carried out concurrently by all groups, resulting in a structured and lively environment. This enables students to engage actively in an authentic learning environment.

The activity shifts to sharing results and reflecting on what they learned during the evaluation process. Students discuss the actions they took from the beginning of the activity to the end, including the sales results. This typically occurs in class, with each group discussing their work and writing a short report, either orally or in writing. This phase also provides an opportunity for students to reflect on their learning by discussing the problems they encountered and how they solved them. Thus, the data in the table indicates that Market Day activities are conducted through structured stages that involve continuous student participation. Each stage involves different types of participation but complements each other within a project-based learning framework.

2. Embedding Islamic Values in Market Day-Based Learning

Islamic values are incorporated into Market Day-based learning. This demonstrates that ethical principles are integrated into students' real-world learning activities. Student behavior during project activities demonstrates the application of value-based practices, particularly in social and economic interactions. Data show that learning activities extend beyond completing tasks; they also encompass the application

of values such as honesty, responsibility, cooperation, and fairness in everyday life. These values emerge in various forms of interaction, such as communication between students, group work, and product purchases. Fieldwork indicates that observable behavioral patterns during the procedures are related to value-based activities.

Table 2: Data on the Integration of Islamic Values in Market Day Activities

Field Data	Description	Conceptual Code
Students provide correct information about product price and quality	Transparent communication in selling activities	Honesty (*Ṣidq*)
Group members complete assigned tasks according to agreed roles	Fulfillment of responsibilities within group work	Responsibility (*Mas'ūliyyah*)
Students cooperate in preparing products and managing sales	Collective work and mutual support among group members	Cooperation (*Ta'āwun*)
Students apply fair pricing and avoid misleading buyers	Ethical consideration in economic transactions	Fairness (*ʿAdl*)

Table 2 shows four types of value integration that occurred during Market Day activities. This indicates that Islamic ideals are not merely comprehended conceptually but are also manifested in pupils' behaviors during instruction. Data trends indicate that these values manifest in diverse circumstances, including the management of group activities and social interactions among students, as follows;

First, when dealing with clients, students demonstrate honesty by being forthright and honest about product features like pricing, materials, and condition. Clear and unaltered information is exchanged throughout the purchasing and selling transaction. Not only do certain people in the group exhibit this mentality, but it eventually becomes second nature to everyone.

Second, each member demonstrates responsibility by actively participating in completing their assigned tasks. Students record their own income and expenses, serve customers, and prepare everything. This pattern allows everyone to help keep the group running smoothly, as tasks can be divided practically rather than formally.

Third, the exchanges that took place during planning and execution showed that people were cooperating. Students worked together to plan assignments, set up sales locations, and produce goods. In addition to exhibiting a common dedication to accomplishing group objectives, this group participation improved the interpersonal relationships among participants.

Fourth, students set fair trade rules that don't hurt anyone else. An agreement that takes into account costs, product value, and the environment around the product is used

to set the price. The transaction process is open and fair, so that all buyers get the same service according to the agreed-upon terms. Students also followed these rules consistently throughout the activity. This shows that you have a fundamental understanding of how important honesty, justice, and accountability are for creating simple, healthy, and mutually beneficial economic relationships.

The table's data shows that Islamic principles are naturally built into Market Day activities through how people talk to each other, how they do their jobs, how they work together, and how they make decisions. These values not only emerge as discourse, but are also manifested in students' concrete actions throughout the project-based learning process.

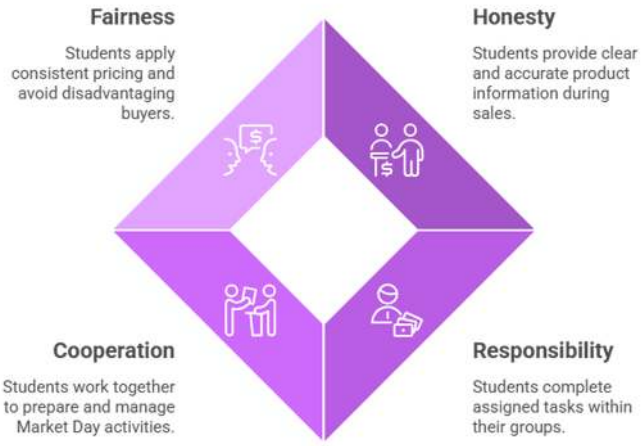

Figure 1: Foundations of Islamic Values in Market Day

Based on the data and visualizations above, the research findings indicate that the implementation of Islamic values in Market Day activities is clearly realized through the integration of four main pillars: honesty, responsibility, cooperation, and fairness in project-based learning activities. The value of honesty is evident in students' direct interactions when conveying product information accurately and providing appropriate change without close supervision, indicating self-awareness in honest behavior. Meanwhile, responsibility is reflected in students' active involvement in carrying out their respective roles, such as managing finances, maintaining product quality, and completing assignments independently, indicating a growing sense of ownership in the activities. The value of cooperation is evident in the group dynamics that are mutually supportive and responsive to situations, for example when students help each other when faced with many buyers, thus creating effective collaboration. The value of justice is achieved through equal treatment of buyers and proportional profit sharing through deliberation. Overall, Market Day provides students with learning opportunities in

various contexts. Students learn both practical economic skills and Islamic precepts through this practice. Students' character development and the learning experience are both aided by this.

Students collaborated to plan and execute Market Day activities. Through effective role allocation and coordination, interactions among group members facilitated smoother operations. Orderly transaction and pricing processes that ensured fairness demonstrated fairness. These four components are interconnected and form an integrated value practice integrated into the learning activities. Consequently, this combination of values demonstrates that Market Day is not only a project activity but also a place where students can apply the values embedded in their education.

3. Contribution to Students' Creativity and Self-Regulated Learning

Throughout the curriculum, project-based learning through Market Day made an important contribution to the development of students' creativity and independent learning. It was clear that students were actively involved in various group activities, such as developing ideas, organizing tasks, and managing the program independently. All stages demonstrated this pattern of involvement, especially during the planning, production, and reporting stages. This demonstrates that students not only followed the program flow but also helped direct the process. The different behaviors displayed throughout the curriculum represented the growth of creative thinking processes and the ability to manage learning independently.

Table 3: Data on Students' Creativity and Self-Regulated Learning in Market Day Activities

Field Data	Description	Conceptual Code
Students generate different product ideas across groups	Variation in ideas and product design	Creative Thinking
Students modify product presentation and packaging	Adaptation and improvement of product appearance	Innovation Practice
Students manage task distribution within groups	Organization of roles and responsibilities	Self-Management
Student complete tasks without continuous teacher direction	Independent task execution	Learning Autonomy
Students report activity results and reflect on processes	Monitoring and evaluation of learning activities	Self-Evaluation

The table above demonstrates that five types of student activities connected to creativity and independent learning constantly came up during Market Day-based learning. This shows that the learning was more relevant and exciting. Referring to the

data as in table 3 above, the findings of this study show that; *First*, the variety of product ideas was clear when each group was able to provide buyers distinct ideas about the type of product, the materials to use, and how to show the product. This shows that the pupils weren't just copying what they saw. They were starting to think about what they could do based on what they had seen and done; *Second*, the students changed how they showed off their items; each group made packaging, labeling, and booth displays that were right for their products. This shows that you are creative and care about how things look when you buy and sell; *Third*, flexible and structured groups were used to divide up tasks including production, marketing, and financial management. This shows that members can connect with each other in ways that include not only coordination but also the ability to lead a work team on their own and in a responsible way, and; *Fourth*, pupils showed that they could do the exercise on their own from start to finish without any help from the teacher. This shows that the prior plan was carried out correctly. In the last step, students wrote a short report and comment on what they learned and how the activity went. This makes it possible to evaluate the process and hold people accountable.

The research demonstrates that Market Day activities have changed from only being about making money. They have turned into places where students may study and share different ideas, work together on tasks, and think about what they learned while doing project-based learning.

Figure 3: Structure of Creativity and Self-Regulated Learning Development

The data and visualizations above show that research shows that Market Day activities help people become more creative and learn on their own by building on five primary layers; creative thinking, innovation practice, self-management, learning

autonomy, and self-evaluation. Each of these elements represents a form of student activity that emerges during the project-based learning process. The primary foundation lies in creative thinking, as evidenced by students' ability to generate diverse product ideas and independently determine activity concepts within groups.

Furthermore, innovation practice demonstrates the adaptation and development of ideas through product modifications, such as packaging design and presentation methods. This process demonstrates variations in work outcomes across groups that emerge from the development of initial ideas. In the next stage, self-management is evident in the organization of tasks and roles within the group, where students manage activities based on an agreed-upon division of responsibilities.

Learning autonomy is reflected in the continuous execution of tasks without direct direction, where students carry out activities according to a pre-developed plan. Meanwhile, self-evaluation emerges at the final stage of the activity through reporting results and sharing experiences gained throughout the process. All of these elements are interrelated and form a unified process that demonstrates student involvement in managing, implementing, and reflecting on learning activities. Thus, the combination of these various layers demonstrates that Market Day activities facilitate the emergence of activities related to the development of creativity and independent learning in a structured manner within the context of project-based learning.

The first finding indicates that the implementation of Project-Based Learning (PjBL) through Market Day is carried out through three interconnected stages, namely planning, implementation, and evaluation, with students consistently involved in each phase. Students don't just receive information; they are also involved in the whole process, from organizing projects and working together in groups to showing off their work. This participation shows that learning happens slowly and over time, with each step building on the last to create a complete learning experience. The different tasks are organized in a systematic and ongoing way from start to finish.

A closer look at the pattern shows that each stage has a different role in molding how pupils learn. The process is organized, first with coming up with ideas, then putting them into action, and finally thinking about and evaluating them (Al-Kfairy et al., 2024). This pattern is different from siloed learning because it makes it apparent to students what their roles and responsibilities are at each step. This organized setup makes things less confusing and makes it easier for group members to work together. In this context, the design of the learning stage acts as a framework for how things should work, guiding the flow of activities and keeping students interested throughout time (Yusri et al., 2024).

These findings align with constructivist learning theory, which emphasizes that knowledge is actively constructed through engagement in meaningful and contextual activities. Furthermore, the principle of experiential learning is evident in the planning,

implementation, and reflection cycle, which is an integral part of the implementation of Project-Based Learning through Market Day activities. In this cycle, students not only carry out activities but also participate in the decision-making process and evaluate the results. Thus, learning occurs through direct engagement in real-world situations, resulting in deeper and more meaningful knowledge than simply passively receiving information. This demonstrates that structured project activities can be a concrete manifestation of the application of theoretical concepts in classroom learning practices.

These results are interesting because Project-Based Learning (PjBL) can be implemented in values-oriented educational environments using a structured, context-based activity model. Previous studies have shown that PjBL is effective in general education settings. However, this study demonstrates that this method can be systematically applied in madrasahs, where learning is integrated with broader social values and practices beyond a focus on skills development. Using Market Day as a structured project medium provides a practical example of how this pedagogical model can be applied in context without compromising its fundamentals.

These findings demonstrate the importance of creating structured, student-centered learning activities. Teachers are involved in every step of the process; this includes assisting in developing ideas during the planning stage, ensuring coordination during implementation, and encouraging reflection during evaluation (Alijoyo, 2024). This structured approach should be incorporated into the curriculum at the institutional level. This encompasses offering flexibility, resources, and time for project-oriented endeavors.

This organized framework is the driving force behind the continuing debate on how to incorporate project-based learning into classrooms. There are a lot of moving parts in project-based learning (PjBL), including the nature of the project and the methods used to plan and execute it. This discussion shows that student involvement may be enhanced through well-designed learning spaces, particularly those that prioritize values-based education. This bridges the gap between more conventional forms of schooling and more contemporary approaches to education. It's crucial to keep in mind that these findings may not be as applicable in other contexts because they are based on a particular implementation scenario. What is effective in one context could not be in another. Numerous factors, including institutional culture, teacher readiness, and resource availability, influence this. Furthermore, whether this organized method is appropriate and helpful in project-based learning is not addressed in this study. As a result, more study is required in various settings and during various time periods.

The second section demonstrates that Islamic principles, such as honesty, responsibility, cooperation, and justice, are not merely ideas. These aspects are clearly evident in students' behavior on Market Day, particularly in transactions and social interactions (Mujahid & Madum, 2025). Various student behaviors demonstrate this. This includes speaking directly with shoppers, performing tasks related to their jobs, and

collaborating to make decisions in specific situations. This method demonstrates that these values are understood philosophically and applied in real-life situations. This enhances students' understanding of how moral rules apply in everyday life.

This study demonstrates that internalization of values occurs not only through abstract representations, but also through direct involvement in real-life events. In decision-making, transactional, and collaborative situations, students intrinsically consider ethics. Therefore, values are not communicated in isolation; they develop concurrently with the actions taken. This example demonstrates that experiential learning can facilitate cognitive, social, and moral development simultaneously. The values-based education paradigm emphasizes the importance of direct experience and social interaction in moral development (Rosita et al., 2025; Shahzad et al., 2024). This also relates to social learning theory, which posits that interaction with others and involvement in communal activities influence individual behavior. In this regard, the Market Day event provides a social environment in which students can learn through observation, participation, and peer experience. Individuals not only have an understanding of the values, but they also live by them.

This discovery is distinctive as Islamic ideals are incorporated into project-based learning instead of being taught in isolation. Every phase of the activity, from planning to evaluation, encapsulates these ideals, guaranteeing that the learning process emphasizes not alone outcomes but also character development. This study illustrates that structured project experiences can implement values, especially regarding economic activities and social interactions, which are intricately connected to students' lives. These findings show how important it is for teachers to make learning spaces where students may use these ideas. Learning that incorporates interaction, collaboration, and decision-making is typically more effective than approaches that emphasize only theoretical learning. So, real-world, relevant activities should be the main focus of education. These kinds of activities will help pupils learn by doing.

The findings provide support for the idea that competency-based learning can be enhanced by including ethical concepts, which could lead to more dialogue surrounding character education (Alamri et al., 2021). In addition, they show that traditional religious practices and cultural values may coexist with contemporary educational methods to provide a well-rounded education. The findings have limited applicability due to the fact that they are principle- and environment-specific. Hence, similar concepts need to be modified for use in different settings. In addition, additional studies are required to assess their appropriateness in various educational settings.

The third finding indicates that students are actively involved in various activities related to creativity and independent learning, such as idea development, product adjustment, task management, and reporting on results. This engagement occurs throughout the entire project, not just during one specific phase. This demonstrates that students engage in the process from beginning to end. Field data indicates that students have the ability to develop diverse ideas, transform them into more tangible products, and

adapt strategies according to the task. Furthermore, students' ability to organize tasks and communicate results demonstrates that they are not just implementers but also managers of their own learning process. These results demonstrate that project-based learning provides ample space for students to participate in activities that encourage creativity and independent learning. Students actively manage all aspects of their learning, as demonstrated by the diverse ideas, organized role allocation, and self-reporting activities. Through this process, they are able to not only follow instructions but also take responsibility for determining steps, modifying methods, and evaluating results. Thus, learning becomes an experience that demands full student participation and is no longer focused on a single direction.

The findings align with creative learning theory, which emphasizes the importance of active involvement in generating ideas and innovation (Briones et al., 2022; Liu et al., 2024; Wahyudi et al., 2022). Furthermore, these findings relate to the concept of self-directed learning, which places planning, monitoring, and evaluation as essential components of the learning process. In this context, students not only create products but also go through stages of thinking involving decision-making, time management, and reflection on the process, enabling both aspects to develop simultaneously within a cohesive learning experience. The uniqueness of these findings lies in the integration of creativity and self-directed learning within a contextual, project-based learning framework.

Instead of growing as unique skills, they develop collectively through planned, experience-based activities. This demonstrates how kids naturally develop the capacity to think creatively and keep an eye on their own learning when they are given the chance to engage in activities that are relevant to their everyday life. These findings highlight how crucial it is for educators to design learning exercises that let students organize their work, analyze concepts, and think critically. The real world can benefit from this knowledge. A learning environment that allows students to take an active role in determining and implementing the learning process can strengthen their ability to innovate and build independence. By empowering students to manage their own activities, learning becomes more meaningful and oriented towards long-term competency development.

The findings are relevant to the demands of 21st-century skills, which emphasize the importance of creativity and independent learning as part of readiness for change (Imjai et al., 2024; Roy et al., 2020; Yong et al., 2024). This study demonstrates that both competencies can be effectively developed through an activity-based learning approach rooted in real-world contexts. However, these findings are limited by the observational focus on short-term activities, which has prevented comprehensive identification of the long-term development of creativity and independence. Therefore, further research is needed to assess the sustainable impact of this approach over a longer period and in more diverse contexts.

CONCLUSION

This study demonstrates that the implementation of Market Day-based Project-Based Learning (PjBL) in madrasah generates an integrated learning transformation that connects structured learning processes, the embedding of Islamic values, and the development of students' creativity and self-regulated learning. This transformation does not merely focus on the application of project activities, but reconstructs learning practices through systematic stages of planning, implementation, and evaluation, while simultaneously embedding values such as honesty, responsibility, cooperation, and fairness within authentic student activities. Several findings indicate that the effectiveness of this learning model is influenced by the presence of authentic learning experiences, the connection of values to everyday life contexts, and an appropriately structured learning design. Under these conditions, students' creativity and independent learning develop through a systematic and ongoing process. This development does not occur randomly, but rather is the result of a contextually designed and purposeful learning environment.

This research also formulated a conceptual framework that integrates 21st-century skills, a project-based learning approach, and the internalization of Islamic values. The implementation of activities such as Market Day demonstrates that values are not merely positioned as normative material but are actualized through simple social practices and economic activities. This approach opens up space for the development of creativity while encouraging students' independent learning. The resulting framework provides theoretical and practical contributions, particularly for educational institutions such as madrasahs (Islamic schools), in developing learning designs that are contextual, values-based, and relevant to students' needs.

To gain a more comprehensive understanding, further research using a longitudinal approach and mixed methods is needed to examine the long-term impact on academic achievement, character development, and students' independent learning. This study provides initial indications that values integration is a crucial component in developing innovative pedagogies. The Market Day-based PjBL model represents contextual learning that enables the integration of knowledge, skills, and values into a more holistic and sustainable process.

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