

Analysis of Project-Based Learning in IPAS Subjects at Madrasah Ibtidaiyah: A Progressivism Perspective

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Abstract:

Education is one of the most essential parts of advancing a nation. To realize quality education, it is necessary to have guidelines for planning and implementing quality learning. This study aims to analyze the extent to which the implementation of project-based learning in IPAS (Integrated Natural and Social Sciences) subjects in Madrasah Ibtidaiyah aligns with the philosophical principles of progressivism. This research adopts a qualitative approach grounded in progressivist philosophy. The methodology employed is library research, drawing on data from various sources, including books and research articles published in the last decade (2015-2024), conference proceedings, and other materials pertinent to the research topic. Upon collecting all relevant data, the analysis was conducted systematically, involving data reduction, data display, and the drawing of conclusions. The study's findings indicate that the application of project-based learning in IPAS subjects is consistent with the principles of progressivism. Specifically, this approach promotes student-centred learning with teachers as facilitators, guides, and mentors. It encourages active student participation and fosters a collaborative learning environment where everyone is engaged and part of the educational process, focusing on material comprehension and problem-solving. The implications of this research suggest that it could enhance the quality of education by fostering more innovative and creative learning experiences. However, the study does acknowledge certain limitations, particularly concerning the range of research sources utilized and the implementation of the research. Therefore, it is recommended that future researchers expand upon this work by incorporating field research methodologies.

Keywords:

IPAS; Madrasah Ibtidaiyah; Progressivism; Project-Based Learning

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Introduction

The decline in students' interest and learning ability due to the impact of the pandemic is a challenge for the world of education, so the government, schools, and teachers continue to strive and work together to overcome it ([Utami et al., 2023](#)). Since 2021, Indonesia has undertaken a significant initiative to revolutionize its education system by introducing the "Kurikulum Merdeka" or independent curriculum ([Handayani & Muchtar, 2024](#)), a policy spearheaded by the Minister of Education Nadiem Makarim. Implementing the independent curriculum emphasizes an educational approach that allows students to develop their knowledge, potential, interests, and talents ([Mutmainnah, 2020](#)). Alongside their skills by integrating various technologies and digitalization into the learning process ([Fathurohim, 2023](#)). In addition, the independent curriculum provides opportunities for teachers to realize learning processes that are interactive, collaborative, and adapted to student conditions ([Idawati et al., 2024](#)). The existence of curriculum reform is an essential element for enhancing the quality of education ([Masykur, 2019](#)). The curriculum is one of the essential aspects of implementing an organized and consistent pivotal in the structured and consistent delivery of the educational process, fostering progressive outcomes and producing superior and competent graduates ([Ibad et al., 2023](#)). It acts as a vehicle for attaining educational objectives and provides a framework for implementing learning ([Almuzani, 2021](#)); the effectiveness of the learning process within educational institutions is profoundly influenced by the curriculum in place within the country ([Meliniasari et al., 2023](#); [Widiastuti, 2017](#)).

Learning is education's fundamental process ([Kaharuddin & Hajeniati, 2020](#)). It involves activities in which individuals acquire knowledge, skills, and positive values by utilizing various learning resources ([Harefa et al., 2021](#); [Kaharuddin & Hajeniati, 2020](#); [Kristin, 2017](#)). Ideally, The learning process should occur in an environment that is joyful, cheerful, and inspiring ([Kurniawan, 2019](#)) and fosters creativity, creativity, and innovation ([Sani, 2013](#)). Conventional learning designs heavily emphasize the teacher's role and offer limited opportunities for students to engage in learning actively ([Bahar et al., 2020](#)). Teachers often use this approach in classroom activities, starting by explaining concepts, providing examples of problems, and finally assigning practice problems to the students ([Mahmuzah, 2015](#)). However, various interactions and learning experiences are crucial in the learning process, as they significantly contribute to developing students' activities, skills, and creativity ([Adeliana et al., 2021](#)). Implementing an independent curriculum that provides renewal and opportunities for schools, teachers, and students to innovate and learn independently and creatively will help implement a higher-quality learning process ([Rahmadayanti & Hartoyo, 2022](#)).

The independent curriculum development, as an effort to improve the quality of education ([Agustina et al., 2022](#)), introduces several new innovations compared to previous curricula. For instance, elementary schools, natural science (IPA) is now integrated with social science (IPS) to form IPAS (Integrated Natural and Social Sciences) ([Budi Wijaya et al., 2024](#); [Islamiyah et al., 2024](#); [Nurdiana Sari et al., 2023](#); [Ramadhan & Santosa, 2023](#); [Sugih et al., 2023](#); [Syamsudin & Fitriani, 2024](#); [Wijayanti, 2023](#)). The potential of IPAS learning is immense, aiming to develop students' interest, curiosity, engagement, and inquiry skills, enabling them to understand themselves and their environment while deepening their comprehension of scientific concepts ([Agustina et al., 2022](#); [Sugih et al., 2023](#); [Susanto & Airlanda, 2023](#)). Integrating these two disciplines also aims to make learning more relevant to real-world contexts and to enhance the development of skills crucial in the era of globalization, such as critical thinking, communication, collaboration, and innovation ([Fitriana et al., 2024](#)). However, current IPAS learning remains largely conventional ([Sudewiputri & Dharma, 2021](#)), characterized by a static approach that

heavily relies on textbooks ([Fitriana et al., 2024](#)). Whiteboards, packaged books, limited use of learning media, and inadequate infrastructure contribute to a less engaging and effective learning environment ([Ummah & Mustika, 2024](#)). This conventional approach often results in passive students and diminishes the overall appeal of the learning experience ([Sudewiputri & Dharma, 2021](#)).

This approach has limitations, sharply contrasting with [Sri et al., \(2019\)](#) argument that science learning cannot be effectively achieved through memorization or passive listening alone; instead, students must engage in experiments, observations, and active exploration (Therefore, the design and implementation of learning should be as engaging as possible, employing various appropriate strategies to facilitate students' understanding of the material ([Widyaiswara et al., 2019](#)). Moreover, teachers must create learning environments that encourage student participation in problem-solving and provide opportunities for creativity ([Hekmah, 2022](#)). To achieve the desired learning outcomes, it is essential to adopt learning methods that are simple, active, and innovative. Project-based learning is one such approach that teachers can effectively apply to realize these educational goals.

Project-based learning is a non-traditional educational process emphasizing active, student-centred learning ([Husna et al., 2024](#); [Ling et al., 2024](#); [Mones et al., 2023](#); [Taylor et al., 2024](#)). This approach begins with a project relevant to students' everyday lives ([Wijnia et al., 2024](#)), offering practical experience in designing, developing, and solving problems ([Deepa et al., 2024](#)). In addition, project-based learning focuses on contextual learning through complex activities, such as allowing students the autonomy to explore and plan their learning activities, engage in collaborative projects, and produce tangible outcomes ([Lu et al., 2022](#)). Teachers act as guides and mentors in this learning environment, necessitating solid pedagogical skills and the ability to manage challenging learning scenarios. Teachers must model exemplary behaviours, such as continuous learning, collaboration, and exploration ([Mones et al., 2023](#)). His method is expected to improve teachers' professional competence as facilitators of learning and enhance student performance, particularly in developing skills, knowledge, and soft skills ([Santoso et al., 2024](#)).

Progressivism is a philosophical movement advocating progress and change ([Mustaghfiroh, 2020](#)). It rejects authoritarianism and absolutism across all areas of life, including social politics, religion, morality, and science. Progressivism emphasizes humanism in educational practices ([Mones et al., 2023](#)). According to the progressivist philosophy, students are the main actors in the world of education ([Faiz & Kurniawaty, 2020](#)). Progressivism also promotes modernization and democratization to transform various skills, disciplines, social sensitivity, and personality ([Agil & Karim, 2021](#)). In addition, it prioritizes interactive and collaborative learning, focusing on the development of students as active, creative, and independent learners ([Kai et al., 2021](#)). Given these principles, progressivism can significantly influence the development and implementation of project-based learning. Progressivism's emphasis on independence aligns well with project-based learning, which allows students to plan and execute their activities. Independence in project-based learning is particularly evident when students engage in practical activities to achieve a predetermined outcome. The progressivist approach is expected to foster meaningful experiences and actively involve teachers and students in executing and completing project stages.

Several previous studies have explored the intersection of progressivism and education. These include the development of an independent curriculum in elementary schools from a progressivist (H. et al., 2023), independent learning viewed through the lens of progressivism ([Adisel & Suryati, 2022](#)), project-based learning as understood through progressivism and constructivism ([Mones et al., 2023](#)), the role of progressivist philosophy in science education within the independent curriculum

(Meliniasari et al., 2023), differentiated learning in IPAS subjects from a progressivist standpoint (Santoso et al., 2024) and the project of strengthening the Pancasila student profile (P5) within the independent curriculum, again through a progressivist perspective (Ningsih et al., 2023). Much of the existing literature discusses the independent curriculum and project-based learning from a progressivist perspective, and this study explicitly analyzes how project-based learning is implemented in IPAS subjects through the lens of progressivism. The researchers aim to determine whether implementing project-based learning in IPAS subjects aligns with the core principles of progressivism, expecting the results to provide new insights that can be applied in the field to achieve higher-quality learning.

Research Method

This study employs a qualitative research design grounded in a progressivist approach. The research method used is library research, which involves gathering information on specific topics or variables through various sources such as notes, books, papers, articles, journals, and other relevant materials (Sari, 2021). Data for this research is collected from various sources, including books, research articles published within the last decade (2015-2024), conference proceedings, and other pertinent references. The literature review method is used to identify how the implementation of project-based learning in IPAS (Integrated natural and social Sciences) subjects in Madrasah Ibtidaiyah is viewed through the perspective of progressivism. The aim is to assess how much this educational approach aligns with the principles or concepts of progressivism. The research process begins with collecting references relevant to the research topic, which include the concept of progressivism philosophy in education, IPAS learning and project-based learning in Madrasah Ibtidaiyah, and various other references that support and are relevant to the research topic. Once the data has been gathered, it undergoes analysis to obtain information pertinent to the research objectives (Arma & Ismail, 2024). Next, we analyze the data that has been collected using techniques like content analysis. We conducted the research process using the following steps:

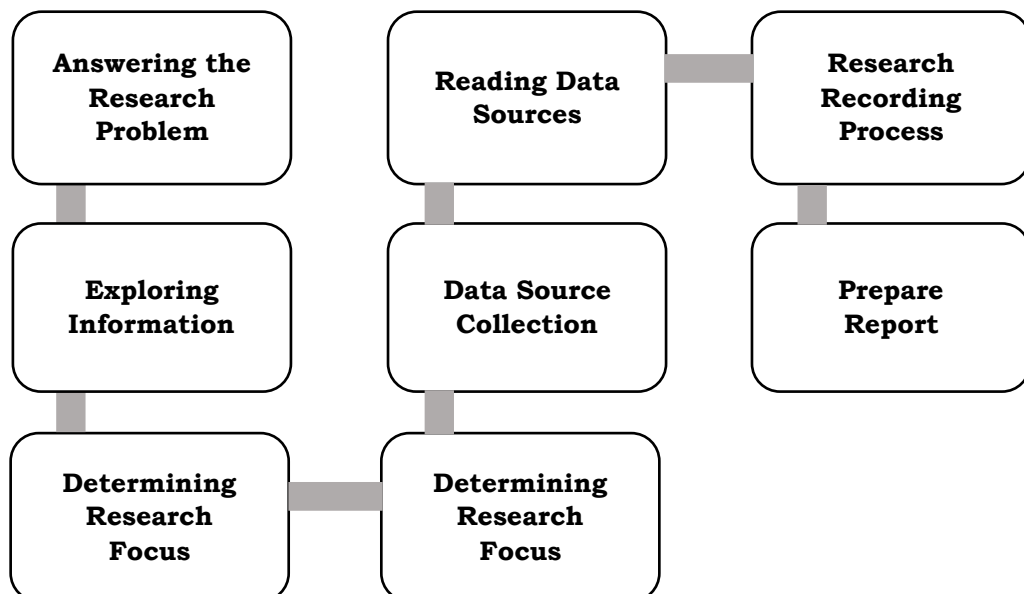


Figure 1: Data Analysis Procedure

Figure 1 outlines the research procedure for data analysis in library research. The figure shows that the data analysis process is done deductively, inductively, interpretively, comparatively, and historically. (1) deductive reasoning: in this reasoning, the researcher will analyze general facts and then draw specific conclusions. (2) inductive reasoning, researchers will conclude concrete situations to abstract things; and (3) Interpretative reasoning, the process carried out to interpret the meaning to be normative. Furthermore, researchers will compare research objects with a reference point in comparative analysis. Meanwhile, in historical analysis, researchers will analyze past events to find out why and how these events occurred (Amalia & Suharto, 2024).

This study employs content analysis, aiming to explore and uncover the essence of project-based learning theory within the context of IPAS learning process in madrasah ibtidaiyah or elementary school from a progressivism perspective. The theoretical findings are the progressivism's core principles. Progressivism emphasises several key in the learning process (Fadlillah, 2017; Ramadani & Desyandri, 2022; Sopacua & Fadli, 2022) outlined below.

Table 1. Principles of the Philosophy of Progressivism

No.	Principles of Progressivism Philosophy
1.	Students as the centre of the learning process (initiates and concluded by students)
2.	Students act as active participants, not passive recipients
3.	Teachers function as facilitators, guiding and directing learning
4.	Educational institutions strive to create a collaborative and democratic environment
5.	The learning process should focus on problem-solving rather than merely understanding the subject matter

Table 1 shows the principles of progressivism philosophy that will serve as indicators for exploring understanding and identifying theories concerning implementing project-based learning in IPAS subjects within madrasah ibtidaiyah. These principles emphasise an educational process where (1) students are at the centre of learning (initiates and concluded by students), (2) students actively engage as participants rather than passive recipients, (3) teachers are expected to act as facilitators, providing guidance and direction, (4) educational institutions should foster a collaborative and democratic environment, with (5) the learning process focusing on problem-solving rather than solely on subject matter comprehension.

Results and Discussion

Education in the Perspective of Progressivism

The emergence of progressivism in education is fundamentally rooted in dissatisfaction with the traditional and authoritarian educational processes that primarily positioned students as mere objects of learning. Gutek noted that this ideology is deeply intertwined with the spirit of social reform that emerged in the early 20th century, particularly in connection with the American political reform movement and educational reforms in Western Europe (Santoso et al., 2024). Another view suggests that progressivism originated in the 19th century, although it only witnessed significant development at the beginning of the 20th century, especially in the United States, where American educational thought positively impacted educational transformation in Europe (Sari, 2023). Despite slight variations in these viewpoints, there is a consensus that the rapid expansion of progressivism philosophy occurred during the 20th century (Santoso et al., 2024). Progressivism is one of the most prominent schools of thought in the philosophy of education, with John Dewey as its central leading figure. This school of thought strongly advocates

for education that prioritizes individual development, focusing on students' needs, interests, and experiences to ensure students are actively engaged in learning ([Laksana et al., 2023](#)).

John Dewey, a pioneer of progressivism and often known as the "father" of the progressivism movement, also had thoughts on freedom of education that prioritized humanism. The teacher cannot generalize students' abilities because this will make students depressed and learn not according to their wishes ([Risky, 2023](#)). Progressivism also tries to respond positively to influences from science and technology ([Fitra, 2022](#)). Progressivism supports student-centred education, while this progressive approach focuses on how students can cope with future situations that may differ from current conditions ([H.M & Ismail, 2023](#)). In practice, the student-centred learning process can be carried out by students with independent efforts in increasing their creativity according to their fields of interest, while teachers who act as facilitators are expected to be able to provide guidance and encouragement to students in exploring their world, contemplating, discovering knowledge, and thinking critically, not just delivering information. The student-centred learning process of progressivism opposes the old learning system, which includes authoritarian teachers, textbook-focused learning, passive learning by memory, fear in students, and punishment. Therefore, creativity can only be achieved by students if they are given the space and opportunity to develop their independence and potential, which can be done by providing opportunities for students to learn individually and in groups, learning through experience, providing motivation, and including students in every aspect of activities that are the basic needs of children ([Fitra, 2022](#)).

Progressivism is characterized by a future-oriented view, focusing on progress and using the past to see the positive and negative sides ([Santoso et al., 2024](#)). According to the progressive viewpoint, education serves as a tool to equip students with various abilities and skills that are indispensable in facing the various obstacles necessary to navigate the increasingly complex challenges of life. According to progressivism, the educational process adheres to pragmatic principles that provide practical student problem-solving benefits. Gutek in [Fadlillah, \(2017\)](#) highlights several key aspects of progressive education, which include (1) preserving the freedom to encourage students' natural development through a variety of activities that seek to stimulate initiative, creativity, and self-expression; (2) tailoring teaching to align with children's interests and their connection to the real world; (3) positioning teachers as facilitators of education who guide and direct activities, rather than merely assignments tasks; (4) evaluating student progress in terms of mental, physical, morally, and social development; (5) prioritizing the importance of collaboration among teachers, schools, households, and families to meet students' development needs; and 6) serving as a laboratory for creative and innovative educational ideas and practices.

In line with these principles, other sources indicate that progressivism prioritizes several critical principles in the learning process, including (1) placing students as the centre of the learning process, where learning begins and ends with them; (2) ensuring that students act as active participants rather than passive recipients; (3) having teacher act as facilitators, who provide guidance and direction; (4) fostering a collaborative and democratic environment within educational institutions and (5) focusing the learning process on problem-solving, rather than merely understanding subject matter ([Fadlillah, 2017](#); [Ramadani & Desyandri, 2022](#); [Sopacua & Fadli, 2022](#)). The philosophy of progressivism is to develop students' cognitive abilities and problem-solving skills to cultivate their character ([H.M & Ismail, 2023](#)). In addition, progressivism aims to bring about positive changes in education, transforming the traditional educational model into a more advanced and

democratic approach ([Sari, 2023](#)). This approach seeks to give students independence and freedom, enabling them to fully develop their potential ([Sopacua & Fadli, 2022](#)). To achieve this, the philosophy of progressivism requires its adherents to constantly move forward (progress) by acting constructively, innovatively, reformatively, proactively, and dynamically. Humans constantly seek change, driven by their nature to desire more than just acceptance of certain conditions; they want their lives to be different from before ([H.M & Ismail, 2023](#)).

The traditional education system that does not recognize student freedom requires change to achieve progress. The progressivism approach in education emphasizes students as the centre of learning and teachers as facilitators, guides, and directors in learning. In addition, a progressivist philosophy emphasizes the importance of freedom and independence for students to develop their talents and potential without being hampered by official rules that sometimes limit their creativity and capacity to think. However, there are times when traditional learning models are still maintained in some educational contexts, such as the delivery of information that is difficult to obtain elsewhere or the learning style of students who primarily like to listen. On the other hand, applying the principles of progressivism in education is also challenging, as it requires cooperation and balance between the government, education units, principals, teachers and students to make changes to achieve progress.

Progressivism in education emphasizes the psychological and sociological dimensions. From a psychological perspective, teachers are encouraged to align with their teaching students' abilities or natural talents, utilizing psychological theories such as behaviourism and pragmatism. Sociologically, teachers must understand how to channel students' energy effectively. Progressivism views education as a developmental process that requires teacher adaptation and flexibility in modifying methods and strategies following the latest scientific knowledge and social changes. John Dewey, a prominent pioneer of progressivism in education, recognized the significance of science and technology from the outset. Furthermore, progressivism holds an optimistic view of growth and development, es believing in human potential. This philosophy underpins educational practice, guiding the development of the curriculum and shaping the educational process, goals, and objectives ([Susilawati, 2021](#)). In addition, Dewey's thinking also emphasizes real education to provide benefits and progress as the concept of independent learning in the context of progressivism has similar goals and ideas, namely encouraging significant changes in educational practice. The Merdeka Belajar approach, which emphasizes independence and freedom in learning, is considered in line with the Educational Principles of Progressivism ([Sari, 2023](#)).

Progressivism has profoundly impacted education, leading to a paradigm shift towards broader and more relevant engagement and openness for students. It significantly emphasizes developing critical thinking, creativity, and problem-solving skills, essential in preparing students for the real world. The philosophy of progressivism also encourages teachers to understand the unique needs of each student better and to adapt teaching methods to accommodate diverse learning styles. Progressivism has been instrumental in enhancing student participation and academic achievement while promoting more holistic personal development ([Laksana et al., 2023](#)).

Project-Based Learning in IPAS Subject

IPAS, a subject within the Independent Curriculum, is a testament to the innovative spirit of education. It requires the use of learning methods that encompass both Natural Science and Social Science. According to the Ministry of Education, Culture, Research and Technology (2021), the integration of Natural Science and

Social Science in the Independent Curriculum aims to develop a more holistic, multidisciplinary, and contextual educational experience. This integration is not just about teaching these subjects separately, but about connecting them in a way that enables students to understand the relationship between natural and social aspects of their daily lives. [Wijayanti, \(2023\)](#) assert that this integration enhances the relevance of education to real-world contexts and helps develop essential skills needed for the globalized era: critical thinking, communication, collaboration, and innovation.

The IPAS curriculum, as currently implemented in the Independent Curriculum, is problem-solving-oriented and thus requires appropriate teaching methodologies. Project-based learning is one such method which effectively integrates science and fosters the development of skills necessary for the globalized era. Project-based learning is a non-traditional educational approach that engages students in active student-centred learning ([Husna et al., 2024](#); [Ling et al., 2024](#); [Mones et al., 2023](#); [Taylor et al., 2024](#)). This approach begins with a project relevant to the students' everyday lives ([Wijnia et al., 2024](#)), providing practical experience in designing, developing, and solving problems ([Deepa et al., 2024](#)). In addition, project-based learning emphasizes contextual learning through complex activities, allowing students to explore and plan learning activities, engage in collaborative projects, and produce tangible products ([Lu et al., 2022](#)).

In the context of project-based learning, the role of the teacher is crucial as a guide and mentor throughout the learning process. This approach demands that teachers possess strong pedagogical skills and the ability to manage challenging learning environments. Teachers must also exhibit attitudes and behaviours that students can emulate, such as commitment to learning, reading, collaboration, and exploration ([Mones et al., 2023](#)). Project-based learning is expected to improve teacher performance, particularly regarding professional competence as learning facilitators, and improve student outcomes, including developing various skills, knowledge, and soft skills. As previously noted, the project-based learning model is an innovative educational process that places students at the centre of learning, with the teacher acting as a motivator and facilitator who guides and directs students. In this process, both teachers and students work autonomously, fostering a collaborative and self-directed learning environment ([Hekmah, 2022](#)).

An example of the implementation of project-based learning in the IPAS lesson of class VA at SDN Bendungan on "Water Cycle" was carried out in groups. In practice, all VA students were divided into five groups, with one group comprising 5-6 students. Then, the steps of project-based learning used are as described by the Ministry of Education and Culture, which include (1) determining the fundamental question, (2) designing or compiling project planning, (3) preparing a schedule, (4) monitoring the activity and development of the project, (5) testing the results, and (6) evaluating the experience. After a series of steps are implemented, it can be concluded that students in the learning process become active subjects; this can be seen in the process of project planning design, where each group plans a project to solve the problem by making a diorama of the water cycle. The teacher acts as a facilitator who guides and directs students to correctly understand the steps of making projects and products of the water cycle diorama. In addition, the teacher also monitors the development of projects that students are making, the activeness of each group member when doing work to do projects, and facilitates students by guiding them if anyone is having difficulty and making observations about the development of skills. After the finished product, each group presents the results, and the teacher guides the project presentation process. The teacher considers the results material for reflection and conclusions ([Ernawati & Saputro, 2024](#)).

Based on the explanation of these examples, it can be concluded that in general, the application of project-based learning in IPAS learning provides opportunities for students to be at the center of their learning. They actively participate in the learning process by making projects, such as water cycle dioramas. In addition, the teacher in this case acts as a facilitator who guides, directs, and monitors students if they experience difficulties during the learning implementation process. Then it can also be seen based on the implementation of learning that project-based learning is learning that seeks and focuses on solving problems.

Project-Based Learning in IPAS Subjects from the Progressivism Perspective

The learning process within educational institutions is intricately connected to the application of the national curriculum. The curriculum includes various tools and guidelines that regulate the implementation of learning, aiming to empower students at home or within their communities to achieve the desired educational outcomes. From a progressivist perspective, the curriculum is perceived as an experimental learning process that is systematically planned and organized ([Meliniasari et al., 2023](#)). Since 2021, an independent learning has been implemented, drawing inspiration from the concept of independent learning proposed introduced by Ki Hajar Dewantara, a pioneering figure in Indonesian education. The curriculum in elementary schools is at the heart of education which does not only consist of a series of subjects but has a broader meaning. Various obstacles in in-depth analysis, especially in the evaluation process, are a challenge in implementing the curriculum, so the presence of the philosophy of progressivism which carries the idea of a flexible and adaptive curriculum, can keep up with the times and science. Moreover, the concept of "Merdeka Belajar" in elementary schools is currently in line with progressivism, which encourages Indonesian education to be more advanced, democratic and increases independence and learning approaches ([Sari, 2023](#)).

The implementation of the independent curriculum in educational institutions has brought about significant benefits for students. It allows them to develop their knowledge, potential, interests, and talents. In this context, the role of the teacher extends beyond the mere transmission of knowledge; teachers also serve as facilitators in knowledge assimilation and dissemination, encouraging students to develop their potential and talents ([Mutmainnah, 2020](#)). In addition, changes in the education system have been made, including reducing the number of subjects, as part of an effort to alleviate the burden of the curriculum. Furthermore, extracurricular activities and projects are integrated to improve learning and foster students' attitudes, thinking skills, and abilities. These learning principles align with the philosophy of progressivism, as advocated by John Dewey, which strongly emphasizes student-centred learning. This approach is rooted in the belief that students possess an inherent curiosity and a natural inclination to acquire knowledge and explore the world around them, driven by specific needs that must be fulfilled. This approach stimulates students' interest in exploring various problems. ([Santoso et al., 2024](#); [Saputra, 2022](#)).

Improving problem-solving skills by applying project-based learning models is a crucial aspect of this approach. In line with progressivist thought, it is expected that every teacher, across all subjects, should strive to make their classroom a constructive environment where students can prepare for various competencies that support their future following contemporary demands to the times. Several principles are essential when applying progressivism in learning activities, including student-centred education, problem-based learning, and collaborative learning. The philosophy of progressivism places students as subjects in the learning process, with teachers acting as facilitators who assist students in learning actively and independently ([Nursikin, 2016](#)). Teachers must understand students' individual

needs of students and provide the necessary support to help them achieve their learning goals. In addition, the philosophy of progressivism in the context of learning leads to learning praxis that is active, fun, elaborative, sharpens innovation, creativity as well as students' critical power, so to realize student-centred learning, teachers need to empower the reality of technological advances, optimize modern learning models, and even realize exploratory learning. Learning in progressivism aims to shape students into mature individuals through complete and modern learning; progressivism is oriented towards fostering students to become democratic citizens, even having skills as capital for them in reaching the future ([Agil & Karim, 2021](#)).

Project-based learning, a fundamental principle of progressivism, aims to help students develop problem-solving skills. In this model, The teacher presents an interesting and relevant problem, then students work in groups to devise the best solution. Throughout In this learning process, students learn gain knowledge from their direct experiences and improve their ability to collaborate within groups. Collaborative learning is one of the importantcrucial aspect of progressivism, where students work together, share information, and cooperate to achieve a common goals. The alignment between progressivism and project-based learning reassures educators about the effectiveness of this approach.

Conclusion

The study of project-based learning in IPAS teaching in madrasah ibtidaiyah, explored from the perspective of progressivism, has revealed that the effectiveness of the classroom learning process is inextricably linked to the role of the teacher. In addition to creating a more engaging and enjoyable learning environment, teachers are instrumental in fostering active, creative, and independent learners. Project-based learning as an active learning process and making students the centre of learning will allow them to gain direct experience designing, developing, and solving problems. In addition, this learning process prioritizes giving students the freedom to explore and carry out collaborative and innovative learning and equipping students with various skills and abilities, such as critical thinking and problem-solving skills, so that the teacher's role, in this case, is to guide and guide the course of the learning process to achieve what has been desired. The concept of progressivism, which prioritizes students' needs, interests, and experiences to encourage active participation in the learning process, demonstrates that progressivism is oriented towards progress and foresight. Progressivism also plays a vital role in equipping students with the skills and abilities to navigate future challenges.

Implementing project-based learning in IPAS subjects at madrasah ibtidaiyah is intended to prepare students with the problem-solving skills necessary for the era of globalization. There is a precise alignment between the principles of progressivism and project-based learning, as both prioritize progress in education. When teachers effectively apply the principles of progressivism, they significantly enhance understanding and motivation within the learning process. In this context, students will likely develop essential life skills and apply their knowledge in real-world situations. The skills referred to in this case are critical thinking and problem-solving skills. The results of this study can serve as a consideration for teachers and schools in promoting progressive educational reform. However, it is essential to know the study limitations, particularly concerning the research timeline. Future research should explore this topic further through field studies to assess these educational approaches' direct implementation and impact in IPAS, mathematics, and other fields.

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