



Managing CapCut-Assisted E-Learning Project-Based Learning to Strengthen Students' Understanding of Tolerance: Evidence from SMPN 4 Lembo Raya

Muh. Ahyar Rosidi¹, Muhaemin², Bulu³
¹²³Universitas Islam Negeri Palopo, Indonesia

E-mail: 2305010032@uinpalopo.ac.id

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ABSTRACT

Religious tolerance in multireligious schools requires students to understand both the value of respecting difference and the boundaries of their own religious commitments. This study examined whether e-learning-based Project-Based Learning (PjBL) assisted by CapCut was associated with improved understanding of tolerance among Muslim Grade VIII students at SMPN 4 Lembo Raya, North Morowali. A quantitative pre-experimental one-group pretest-posttest design involved all 20 Muslim students through total sampling. The intervention combined digital project instructions with three 120-minute classroom meetings in which students planned, produced, edited, presented, and reflected on short tolerance-themed videos using CapCut. Data were collected through a tolerance questionnaire, project assessment rubric, observation, documentation, and parallel pretest-posttest knowledge tests. Instrument items were screened for validity, difficulty, discrimination, and reliability, while the paired-score normality assumption was satisfied. The reported mean tolerance-understanding score increased from 55.53 before the intervention to 85.00 afterward. A paired-samples t-test showed a significant mean improvement of 29.484 points, $t(19) = 6.054$, $p < .001$, with a 95% confidence interval of 19.322 to 39.646. Cohen's d was 1.31, indicating a large practical effect. Classroom documentation also showed strong participation in collaborative video production and reflection. Within the limitations of a single-group design and a small sample, the findings suggest that student-produced digital projects can provide a contextual pathway for strengthening conceptual understanding of tolerance in Islamic Religious Education.

Keywords: Project-Based Learning, E-Learning, CapCut, Tolerance, Islamic Religious Education.

INTRODUCTION

Religious diversity is a routine social reality in Indonesian schools, and education therefore carries a responsibility to help students understand difference without

weakening their own ethical and religious commitments. Tolerance in this context is not simply passive acceptance; it involves the ability to recognize legitimate difference, communicate respectfully, and participate in shared social life without humiliation, coercion, or exclusion. Islamic education contributes to this task by connecting religious formation with social responsibility and moderation. Studies on multicultural education and religious moderation have similarly emphasized that tolerance must be cultivated through educational experiences that make respect for difference meaningful in everyday interaction rather than leaving it as an abstract moral slogan (Effendi et al., 2021; Muhaemin & Yunus, 2023).

The need for such learning is especially visible in schools where students encounter religious diversity directly. SMPN 4 Lembo Raya is a multireligious junior high school in North Morowali whose student body includes Muslims, Catholics, and Christians. The thesis identified everyday misunderstandings of tolerance among students, including joking practices that could cross the boundary into disrespect for religious symbols and, conversely, a tendency to interpret tolerance as participation in practices that may conflict with one's own religious commitments. These examples show that tolerance education needs a strong cognitive foundation: students must understand what respect, coexistence, boundaries, and responsibility mean before tolerant attitudes and behavior can be expected to become consistent.

Conventional classroom strategies can provide important conceptual foundations, but teacher-dominated explanation and brief discussion may not be sufficient when the learning objective involves interpreting complex social situations. Project-Based Learning (PjBL) offers a different structure by placing students at the center of inquiry and requiring them to translate ideas into an authentic product. In PjBL, learners plan, investigate, collaborate, make decisions, and publicly present the result of their work, while teachers act as facilitators. This student-centered orientation has been associated with stronger engagement, ownership, communication, and contextual understanding because knowledge is developed through purposeful activity rather than received only through explanation (Nababan et al., 2023; Alhayat et al., 2023; Dayurni & Fricticarani, 2024).

Digital environments can strengthen this project logic by giving learners tools to research, create, revise, and distribute their own representations of knowledge. E-learning platforms provide access to project instructions, resources, communication, and submission beyond a single classroom session, while student-produced video allows learners to transform conceptual material into a multimodal message. Systematic evidence on student-produced video indicates that the act of scripting, recording, editing, and presenting can support active learning because students must select information, organize meaning, and communicate it to an audience (Lam & Yunus, 2023). In moral and values education, digital environments may also create opportunities for reflection when multimedia tasks are designed around ethical questions rather than used merely for content delivery (Abid, 2023).

CapCut is particularly relevant to this type of learning because it offers accessible mobile video-editing functions such as trimming, sequencing, text, subtitles, transitions,

effects, and audio. Previous educational studies have reported that CapCut can support creative participation and student engagement in classroom production tasks (Pahmi et al., 2022; Putri, 2024). In the present study, the application was not treated as an instructional end in itself. Its function was to support a learning process in which students researched tolerance, constructed a narrative, negotiated meaning with peers, and represented their understanding through a short video. The educational mechanism therefore lies in the relationship between project pedagogy, collaborative meaning-making, and digital production rather than in the application alone.

This mechanism is also consistent with constructivist and social perspectives on learning. Constructivist theory emphasizes that learners develop understanding by actively organizing new experiences and by interacting with others during problem solving and reflection (Bustomi et al., 2024). Social Identity Theory further suggests that people naturally categorize themselves and others into social groups, which can strengthen in-group preferences and distance from out-groups when identities are treated rigidly. Collaborative work around a shared task can, however, create opportunities to reconsider group boundaries and to develop more inclusive interpretations of social relationships (Syarif, 2025). For tolerance education, this implies that meaningful collaboration and reflection can help students move from memorizing definitions toward examining how respect for difference operates in concrete social situations.

Prior research provides important but fragmented evidence. Rosidah (2024) reported that digital hyperdoc-based instruction improved students' understanding of tolerance, while Safitri et al. (2024) found that visual media on religious diversity could support tolerance learning. Putri (2024) demonstrated the feasibility of CapCut in Grade VIII project-oriented learning, and Mahfiz et al. (2025) showed that PjBL combined with a popular video platform could strengthen motivation and collaboration in Islamic Religious Education. Saputra and Choli (2024) also reported positive outcomes from PjBL for religious tolerance in higher education. Nevertheless, limited evidence has examined CapCut as a student-production tool within e-learning-based PjBL specifically for tolerance understanding among Muslim junior-high-school students in a naturally multireligious school context.

Accordingly, this study investigates three connected questions: (1) how students' understanding of tolerance differs before and after e-learning-based PjBL assisted by CapCut; (2) whether the pretest-posttest difference is statistically significant; and (3) how large the observed effect is. By focusing on a measurable cognitive foundation while documenting the collaborative production process, the study seeks to clarify how digital project pedagogy can be used in Islamic Religious Education to make tolerance learning more contextual, participatory, and relevant to students' social environment.

METHOD

This study employed a quantitative pre-experimental design in the form of a one-group pretest-posttest study. The same participants were measured before the intervention (O1), experienced e-learning-based PjBL assisted by CapCut (X), and were

measured again after the intervention (O2). The design was selected to examine change within a naturally existing class when a comparison group was not available. Because a one-group design cannot eliminate all alternative explanations for change, the statistical findings are interpreted as strong within-group evidence rather than as definitive proof of causality (Sugiono, 2016; Yulianti et al., 2024).

The research was conducted at SMPN 4 Lembo Raya, North Morowali, Central Sulawesi, from May to September 2025. The school provides a relevant setting because its 85 students represent three religious communities: 41 Muslims, 26 Catholics, and 18 Christians. The target population comprised all 20 Muslim students in Grade VIII, and all were included through total sampling. The participants had studied tolerance-related material in Islamic Religious Education and had access to digital devices; 18 of the 20 students had personal smartphones, while school Chromebooks, laptops, tablets, projectors, and audio equipment provided additional support for project work.

The focal classroom intervention consisted of three face-to-face meetings, each lasting 120 minutes, for a total of 360 minutes, supported by e-learning for project instructions, resource access, communication, and file exchange. In the first meeting, students explored the concept and boundaries of tolerance, received technical orientation to the project, formed groups, brainstormed ideas, and developed a video plan. In the second meeting, groups recorded scenes and edited a two-to-three-minute tolerance video using CapCut. The third meeting was devoted to presentation, peer response, guided reflection, and the posttest. Across the project cycle, students were expected to move through planning, information collection, video production, editing, presentation, and reflection.

Data collection used four complementary sources. First, a 15-item Likert questionnaire assessed baseline tolerance across knowledge, attitude, and practical-skill dimensions. Second, a project rubric assessed the depth of the tolerance message, creativity, editing technique, and collaboration. Third, structured observation and documentation recorded participation, group interaction, photographs, and the student-produced videos. Fourth, parallel knowledge tests assessed conceptual understanding of tolerance before and after the intervention. The pretest and posttest forms used different items but were designed around comparable indicators and cognitive levels, and scores were converted to a 0-100 scale to facilitate interpretation.

Test quality was examined through item validity, difficulty, discrimination, and internal consistency procedures reported in the thesis. The final pretest consisted of 17 retained items and produced a KR-20 reliability coefficient of .902. The final posttest consisted of 19 retained items and produced a Cronbach's alpha coefficient of .902. These values indicate high internal consistency within each measurement form. The normality of the paired-score difference was evaluated using the Shapiro-Wilk test because the sample was small. The gain scores satisfied the normality assumption, $W = .936$, $p = .173$, supporting the use of a paired-samples t-test.

Descriptive analysis summarized the baseline questionnaire, pretest and posttest means, medians, modes, standard deviations, score ranges, and mastery rates. The inferential analysis used a two-tailed paired-samples t-test at $\alpha = .05$ with IBM

SPSS Statistics 31.0 to test whether the mean posttest score differed significantly from the mean pretest score. Practical magnitude was evaluated using Cohen's *d* as reported in the thesis. The researcher also used observation and project documentation to interpret how the numerical change related to the learning process, but these supporting data were not treated as independent causal evidence.

RESULT AND DISCUSSION

Result

1. Baseline Tolerance Understanding and Learning Context

The initial data showed that students entered the intervention with limited and uneven tolerance understanding. The baseline questionnaire mean was 37.25 out of 75. Knowledge was the weakest dimension at 1.85 on a five-point scale, followed by practical tolerance skills at 2.54, while attitude was relatively stronger at 3.02. Using the thesis categories, 70% of students were in the low tolerance profile and 30% in the moderate profile; none reached the high category. These results identified a clear need for contextual learning that strengthened both conceptual understanding and practical interpretation of tolerance.

Table 1

Baseline Indicators of Tolerance and Pre-Intervention Readiness

Indicator	Documented Result	Interpretation
Tolerance knowledge	1.85 / 5	Very limited conceptual understanding at baseline.
Tolerance attitude	3.02 / 5	Relatively more positive than knowledge and skills, but still uneven.
Tolerance skills	2.54 / 5	Limited ability to translate tolerance into practical responses.
Overall tolerance profile	70% low; 30% moderate; 0% high	A clear instructional need for contextual tolerance learning.

The pretest reinforced the baseline questionnaire. The thesis reports a pretest mean of 55.53, below the school mastery criterion of 70, and 13 of 20 students (65%) did not reach mastery. The score distribution was highly dispersed, with a reported standard deviation of 30.29 and scores extending from very low performance to 100. This heterogeneity indicated that the class did not begin from a uniform level of knowledge and justified an intervention designed to make tolerance concepts concrete, discussable, and connected to the students' immediate social environment.

2. Implementation of E-Learning-Based PjBL Assisted by CapCut

The intervention translated tolerance concepts into a collaborative production task. Rather than receiving a definition and completing routine exercises, students had to decide how tolerance should be represented in a short video, develop a scenario, assign group roles, record relevant scenes, edit the material, and explain the message to peers. Classroom documentation showed high participation during planning, production,

editing, and presentation. Students worked as directors, camera operators, actors, editors, and presenters, while the teacher guided conceptual accuracy, questioned assumptions, and facilitated reflection. The video products used text, titles, transitions, music, effects, and sequencing to communicate tolerance messages, demonstrating that students were able to connect digital production with the conceptual content of the lesson.

Table 2

Structure of the Digital Project Intervention

Meeting	Main Activities	Tolerance-Learning Function
1 (120 min)	Concept orientation; CapCut/project briefing; group formation; brainstorming; scenario and role planning.	Build conceptual foundation and translate tolerance into a planned social narrative.
2 (120 min)	Video recording; selection of visual material; editing in CapCut; text, audio, transition, and sequencing decisions.	Require students to negotiate meaning and represent tolerance through concrete audiovisual choices.
3 (120 min)	Video presentation; peer response; guided reflection; posttest.	Articulate, defend, compare, and consolidate understanding through public explanation and feedback.

3. Posttest Outcomes and Descriptive Improvement

After the intervention, the distribution shifted substantially toward higher and more consistent performance. The posttest mean was 85.00, the median was 84.21, and the mode was 84.21. Eighteen of the 20 students (90%) reached the mastery threshold, compared with seven students before the intervention. The posttest standard deviation was 9.40, considerably smaller than the reported pretest dispersion, and scores ranged from 63.16 to 100. The concentration of scores around the mid-80s indicates that improvement was not limited to a small number of high-performing students; most participants finished the intervention with a relatively similar level of conceptual understanding.

Table 3

Descriptive Comparison of Pretest and Posttest Tolerance Understanding

Statistic	Pretest	Posttest	Observed Change
Mean	55.53	85.00	Substantial increase in average understanding.
Median	55.88	84.21	Central tendency moved well above the mastery threshold.
Standard deviation	30.29	9.40	Post-intervention scores were much more concentrated.
Score range	5.88-100.00	63.16-100.00	The lower end of the distribution rose markedly.

Statistic	Pretest	Posttest	Observed Change
Mastery (≥ 70)	7/20 (35%)	18/20 (90%)	An additional 11 students reached mastery.

4. Paired-Samples Test and Effect Size

The normality assumption for the paired difference scores was satisfied, Shapiro-Wilk $W = .936$, $p = .173$. The paired-samples t-test then showed a statistically significant improvement in tolerance understanding. The mean paired difference was 29.484 points, with a standard deviation of the difference scores of 21.777 and a standard error of 4.870. The resulting test statistic was $t(19) = 6.054$, $p < .001$. The 95% confidence interval for the mean difference ranged from 19.322 to 39.646 and therefore did not include zero. The effect-size calculation reported in the thesis produced Cohen's $d = 1.31$, which falls in the large-effect range.

Table 4
Inferential Test of Pretest-Posttest Difference

Measure	Result	Interpretation
Shapiro-Wilk test of gain scores	$W = .936$; $p = .173$	Normality assumption for paired testing was satisfied.
Mean paired difference	29.484 points	Posttest scores were substantially higher on average.
Paired-samples t-test	$t(19) = 6.054$; $p < .001$	The within-group pretest-posttest difference was statistically significant.
95% confidence interval	19.322 to 39.646	The plausible mean improvement remained positive across the interval.
Cohen's d	1.31	Large practical magnitude as reported in the thesis.

DISCUSSION

The central finding is that students' measured understanding of tolerance increased markedly after the digital project intervention, from a reported mean of 55.53 to 85.00, with a statistically significant paired difference and a large effect size. This improvement is educationally meaningful because it was accompanied by a sharp rise in mastery from 35% to 90% and by a much narrower posttest distribution. The pattern suggests that the learning sequence was associated not only with higher average scores but also with more consistent understanding across the class. At the same time, the one-group design requires interpretive restraint: the data demonstrate strong within-group change, but they cannot exclude maturation, repeated testing, teacher effects, or other contextual influences. The most defensible conclusion is therefore that the CapCut-assisted PjBL intervention was strongly associated with the observed improvement and warrants more controlled evaluation.

The learning process provides a plausible pedagogical explanation for the numerical change. Constructivist perspectives emphasize that understanding deepens

when learners actively organize information, connect it with experience, and negotiate meaning with others (Bustomi et al., 2024). In this study, students could not complete the project by memorizing a definition of tolerance. They had to identify a social situation, decide which behavior represented respect or misunderstanding, write a narrative, act it out, edit it, and explain the resulting message. These operations required repeated conceptual decisions, while group discussion created opportunities for peer explanation and correction. The movement from abstract concept to shared representation is consistent with the constructivist principle that knowledge is built through purposeful activity and social interaction.

The findings also support the project-based character of the intervention. PjBL is most powerful when students work on a meaningful problem, produce an authentic output, make substantive choices, and present their work to an audience. The tolerance videos met these conditions because each group had responsibility for a public product whose message had to be understandable and defensible. This responsibility likely increased ownership and sustained attention across planning, production, editing, and presentation. Previous studies have connected PjBL with stronger participation, communication, creativity, and contextual learning (Alhayat et al., 2023; Dayurni & Fricticarani, 2024). In religious-tolerance education specifically, Saputra and Choli (2024) also reported benefits from project-based learning, although their work was conducted in higher education and did not focus on student-produced digital video.

CapCut contributed by making conceptual representation technically accessible. Its educational value in this study was not simply visual attractiveness; the application enabled students to organize sequences, add explanatory text, select audio, revise timing, and combine images into a coherent message. Research on student-produced video suggests that these production decisions can stimulate deeper processing because learners must choose what information is important and how it should be communicated (Lam & Yunus, 2023). Pahmi et al. (2022) and Putri (2024) likewise show that CapCut can function as a usable learning medium for student creative production. The present findings extend that evidence from language or general classroom tasks to a values-oriented Islamic education context, where the product communicates an interpretation of social and religious coexistence.

The tolerance focus also gives the project a social-identity dimension. Tolerance involves more than knowing that differences exist; it requires interpreting relationships between one's own group and other groups without turning difference into humiliation, exclusion, or coercion. Social Identity Theory explains why in-group and out-group categorization can become psychologically salient, particularly in environments where religious identities are visible (Syarif, 2025). Collaborative discussion and video production can interrupt simplistic group categorization by asking students to consider how a situation looks from more than one position and by creating a shared project identity around a common goal. This interpretation is compatible with broader work showing that tolerance must be understood in relation to cultural meanings and social boundaries, not as an empty demand to accept everything without distinction (Verkuyten & Kollar, 2021).

Comparison with earlier digital-tolerance studies further clarifies the contribution of this research. Rosidah (2024) demonstrated that differentiated hyperdoc media could improve tolerance understanding, while Safitri et al. (2024) showed that visual materials on religious diversity could support tolerance learning. Those studies substantiate the value of digital or visual mediation, but the present intervention placed students in a more productive role: they became creators rather than only recipients of prepared content. Mahfiz et al. (2025) similarly found that integrating a popular video platform into PjBL could improve motivation and collaboration in Islamic Religious Education. The distinctive contribution here is the combination of student-produced CapCut video, e-learning support, measurable tolerance understanding, and a junior-high-school environment in which religious diversity is part of everyday social experience.

Implementation conditions likely strengthened the intervention. Ninety percent of the participants already had personal smartphones, and the school had supplementary Chromebooks, laptops, tablets, projection equipment, and audio facilities. This reduced technical barriers and allowed project time to focus more on the tolerance message than on basic device operation. The e-learning component also provided continuity for instructions, resource access, communication, and file exchange. These findings support the view that technology becomes pedagogically useful when it is aligned with a clear learning purpose and embedded in an instructional design, rather than introduced as an isolated novelty. For schools with weaker connectivity or lower device access, the same model would require adaptation through shared devices, offline resources, smaller media files, or extended project schedules.

Several limitations define the boundary of the findings. The sample consisted of only 20 Muslim students from one Grade VIII cohort, and there was no control group, limiting generalization and causal inference. The researcher also taught at the study site, which provided contextual access but may have influenced classroom behavior. The primary outcome was conceptual understanding of tolerance; longer-term changes in attitudes and observable interreligious behavior were not established. Future studies should therefore use quasi-experimental or randomized comparison designs where feasible, include multiple schools and religiously diverse participant groups, and combine quantitative outcomes with interviews, observation, and follow-up measures. Such work could determine whether gains in cognitive understanding persist over time and whether they translate into stable tolerant behavior in authentic school interactions.

CONCLUSION

This study found a substantial within-group improvement in Muslim Grade VIII students' understanding of tolerance after participating in e-learning-based Project-Based Learning assisted by CapCut at SMPN 4 Lembo Raya. The reported mean increased from 55.53 to 85.00, the mastery rate rose from 35% to 90%, and the paired-samples test confirmed a significant difference, $t(19) = 6.054$, $p < .001$. The reported Cohen's d of 1.31 indicates a large practical magnitude. The learning process combined conceptual orientation, collaborative scenario planning, video production, editing,

presentation, and reflection, enabling students to translate an abstract value into a concrete audiovisual message.

The findings indicate that digital project production can be a useful strategy for making tolerance education in Islamic Religious Education more active, contextual, and communicative. However, the one-group design, small sample, single-school setting, and cognitive emphasis mean that the results should not be treated as definitive causal evidence or generalized without caution. Replication with comparison groups, broader samples, mixed methods, and longer follow-up is needed to test whether the observed improvement is sustained and whether stronger understanding develops into consistent tolerant attitudes and behavior.

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