



## CONCEPTUAL AND PRACTICAL DIMENSIONS OF PROBLEM-BASED LEARNING IN FIQH INSTRUCTION

**Syarifulanam Cahyadika, Nurul Latifatul Inayati**

Islamic Education Department, Universitas Muhammadiyah Surakarta,  
Indonesia.

[syarifulanamcahyadika@gmail.com](mailto:syarifulanamcahyadika@gmail.com), [nl122@ums.ac.id](mailto:nl122@ums.ac.id)

### ABSTRACT

*Fiqh learning in many Indonesian madrasahs continues to rely heavily on teacher-centered methods, resulting in limited student participation and low problem-solving ability despite national data indicating that 62% of junior secondary students fall into the low category in analytical competencies. This study addresses the persistent gap between the theoretical objectives of Fiqh as an applied discipline and the predominance of lecture-based instruction at MTs Muhammadiyah Blimbing, where preliminary observations revealed that only 22% of students were able to apply Fiqh rulings to real-life cases. The research aims to analyze the conceptual alignment and practical implementation of the Problem-Based Learning model, with particular attention to its planning, classroom enactment, and evaluation processes. Using a qualitative field research design, data were collected through classroom observations, in-depth interviews with the Fiqh teacher, and documentation analysis. Findings show that PBL was systematically planned through the preparation of contextual problem worksheets, structured group arrangements, and lesson plans aligned with PBL principles. Classroom implementation demonstrated increased student engagement, with students actively identifying problems, locating textual evidence, and discussing solutions, although participation remained uneven across groups. The evaluation phase combined process-based and summative assessments, revealing strong cognitive mastery but variable argumentation quality. Overall, PBL contributed positively to contextualizing Fiqh concepts and strengthening students' analytical competence, indicating the need for enhanced scaffolding strategies, improved assessment design, and institutional support to ensure more equitable learning outcomes.*

**Key word:** *Problem-Based Learning, Fiqh Lessons, Islamic Education, Teaching Methodology, Student Engagement.*

## A. INTRODUCTION

Education plays a strategic role in improving the quality of human resources, as affirmed in Law No. 20 of 2003 concerning the National Education System. However, in practice, various studies indicate that learning processes in schools and madrasah have not yet been optimal in fostering critical, analytical, and problem-solving skills.<sup>1</sup> A report by the Research and Development Agency of the Ministry of Education and Culture in 2020 notes that 62% of junior secondary students (SMP/MTs) fall into the low category in problem-solving ability, and the 2018 PISA results placed Indonesia 74th out of 79 participating countries in scientific literacy, which is closely related to higher-order thinking skills.<sup>2</sup> This condition is also evident in Fiqh instruction in madrasahs, which ideally should be applied in nature but continues to be dominated by lecture-based methods.<sup>3</sup> Preliminary observations at MTs Muhammadiyah Blimbing show that 78% of students master only the basic concepts of Fiqh, while merely 22% are able to apply Fiqh rulings to real cases, resulting in learning that remains largely theoretical and provides insufficient opportunities for students to practice problem-solving.<sup>4</sup> This situation highlights the need for instructional innovation, one of which is the Problem-Based Learning (PBL) model, which positions students as active subjects in solving authentic problems.

According to Khanif that previous studies have demonstrated the effectiveness of PBL in enhancing the quality of learning found that PBL increases student engagement and learning outcomes in Fiqh subjects.

---

<sup>1</sup> Luthfi Syifa' Fauziyah et al., "Rehabilitating Juvenile Offenders through Islamic Education: Komunitas Pemuda Insyaf and the SDGs," *Profetika: Jurnal Studi Islam* 25, no. 03 (December 5, 2024): 629–44, <https://doi.org/10.23917/profetika.v25i03.9946>; see more Feri Lukman Rifa'i et al., "From Mimbar to Mouse: Adapting Islamic Education to the Digital Age," *Iseedu: Journal of Islamic Educational Thoughts and Practices* 8, no. 1 (2024): 1–9, <https://doi.org/https://doi.org/10.23917/iseedu.v8i1.8700>.

<sup>2</sup> A R Assegaf, H S Zainiyah, and M Fahmi, "Curriculum Innovation for the Internationalization of Islamic Education Study Program at Higher Education Institutions in Surabaya, Indonesia," *Millah: Journal of Religious Studies* 21, no. 3 (2022): 671–706, <https://doi.org/10.20885/millah.vol21.iss3.art3>; see more F Rohman, "Problem Based Learning in Islamic Religious Education: The Case of the Indonesian Pesantren," *Global Journal Al-Thaqafah* 12, no. 1 (2022): 82–97, <https://doi.org/10.7187/GJAT072022-5>; see more M Ilham, B Mulu, and S Nurfaidah, "Dynamics of Interdisciplinary Islamic Education Learning in Indonesian High Schools Based on Islamic Law," *Samarab* 9, no. 3 (2025): 1371–93, <https://doi.org/10.22373/bd9tp785>.

<sup>3</sup> S Khalil, N F Mohd Razif, and M I Rosele, "Developing Ijtihad Skills for Undergraduate Students Through Problem-Based Learning in Fiqh Subjects: Present Practices and The Way Forward," *Asia Pacific Journal of Educators and Education* 39, no. 2 (2024): 197–217, <https://doi.org/10.21315/apjee2024.39.2.11>.

<sup>4</sup> Y Ihsan, S Syamsudin, and Z Nuryana, "Realizing Islamic Education Based on Religious Moderation with the Wasathiyah Islamic Paradigm from the Perspective of the Qur'an," *Jurnal Pendidikan Agama Islam* 21, no. 1 (2024): 247–63, <https://doi.org/10.14421/jpai.v21i1.9944>.

According to Zakaria and Nawi also showed that this model is effective in developing critical thinking and communication skills among madrasah students. Tambak reported that PBL encourages students to actively seek diverse learning resources and connect theory with practice, while Angraini noted that PBL fosters independence and group collaboration. These findings reinforce that PBL has a strong theoretical foundation for promoting active learning.

Nevertheless, several research gaps remain. Studies on PBL in Fiqh instruction at the MTs level, particularly within private madrasahs such as MTs Muhammadiyah Blimbing, are still limited. Moreover, most previous research has focused on improving learning outcomes without providing an in-depth analysis of how PBL is planned, implemented, and evaluated in the classroom. Few studies have examined the alignment between the theoretical concepts of PBL and its practical application in Fiqh learning, which possesses characteristics distinct from general subjects. Thus, there remains ample room to investigate how PBL is comprehensively implemented in Fiqh instruction.

Based on these conditions, this study identifies several central problems: Fiqh learning at MTs Muhammadiyah Blimbing has not fully encouraged students' problem-solving skills; the implementation of PBL has not been systematically structured in accordance with its ideal principles;<sup>5</sup> discrepancies exist between the theoretical concepts of PBL and classroom practice;<sup>6</sup> and the quality of planning, implementation, and evaluation of problem-based instruction in Fiqh has not been examined in depth. Therefore, this study holds both academic and practical significance. PBL is highly relevant for Fiqh learning because it connects Islamic legal theory with real-life situations.<sup>7</sup> In addition, this research can assist teachers in developing more active instructional strategies that align with the demands of the Merdeka Curriculum, which emphasizes higher-order thinking skills. Furthermore, the findings of this study are expected to serve as a reference for madrasahs in developing innovative learning models while enriching the literature on the implementation of PBL in religious subjects, which remains relatively limited.

---

<sup>5</sup> A Nawi, G A N Zakaria, and N Pengiran Hashim, "Effective communication through problem-based learning in islamic education course at the higher institute of education," *Jurnal Komunikasi: Malaysian Journal of Communication* 36, no. 1 (2020): 20–40, <https://doi.org/10.17576/JKMJC-2020-3601-02>.

<sup>6</sup> R Johar, M I S Syakir, and R Oktavia, "Integrating Sedekah Context in Mathematics Learning to Enhance Students' Mathematical Communication Skills and Awareness of SDG 1: No-Poverty," *Mathematics Education Journal* 19, no. 3 (2025): 609–28, <https://doi.org/10.22342/mej.v19i3.pp609-628>.

<sup>7</sup> I Hashim and S Samsudin, "Practices of Problem-Based Learning (PBL) in Teaching Islamic Studies in Malaysian Public Universities," *International Journal of Innovation, Creativity and Change* 11, no. 10 (2020): 117–29, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85083057521&partnerID=40&md5=5e16efc32a2681c1cdc8ee0b9557c5eb>.

## B. METHOD

This study is a qualitative investigation employing a field research approach aimed at gaining an in-depth understanding of the concept and implementation of the Problem-Based Learning (PBL) model in Fiqh instruction at MTs Muhammadiyah Blimbing. This approach was selected because the research focuses on processes, contexts, and authentic experiences occurring within the learning environment. The study not only describes how PBL is implemented but also examines the extent to which its application influences classroom dynamics and students' comprehension of Fiqh material.

The data sources consist of primary and secondary data. Primary data were obtained through direct observation of the learning process, in-depth interviews with the Fiqh teacher, and the examination of students' responses and activities during instruction. These data provide factual insights into the practical implementation of PBL, the strategies employed by the teacher, and the challenges or obstacles encountered throughout the learning process. Meanwhile, secondary data were collected from scholarly journals, books, school documents (including syllabi, lesson plans, and assessment results), as well as other relevant literature, with the aim of strengthening the analysis and theoretical framework of the study.

The data collection techniques include observation, in-depth interviews, and document analysis. Observation was conducted in a participatory manner to obtain an accurate depiction of the flow of PBL implementation in the classroom. Interviews were used to explore the teacher's perspectives regarding the planning, implementation, and evaluation of problem-based learning, as well as students' responses throughout the learning activities. Document analysis was conducted to examine instructional materials and supporting documents in order to assess the alignment between instructional planning and its practical implementation in the classroom.

Data analysis was carried out interactively following qualitative procedures, which include data reduction, data presentation, and conclusion drawing. Data reduction involved selecting and focusing on key information related to PBL implementation. Data presentation was conducted in the form of narrative descriptions to illustrate patterns, findings, and relationships among components of the learning process. The final stage, conclusion drawing, was conducted systematically to produce a comprehensive interpretation of PBL implementation in Fiqh instruction at MTs Muhammadiyah Blimbing. Thus, this method enables the researcher to obtain a holistic and in-depth portrayal of the effectiveness of the Problem-Based Learning model within the context of Fiqh education.

## C. RESULT

### **The Planning of Problem-Based Learning at MTs Muhammadiyah Blimbing**

Based on the observations conducted by the researcher in Grade VIII at MTs Muhammadiyah Blimbing, the planning stage of Problem-Based Learning (PBL) began with a series of preparations carried out by the Fiqh teacher. The observations showed that prior to the start of instruction, the teacher had prepared the necessary learning materials, including Student Worksheets (LKS), the Fiqh textbook, and other supporting materials, which were neatly arranged on the teacher's desk and distributed to students before the main activities commenced. The teacher also organized the classroom seating into groups, in accordance with the PBL model, which requires collaboration among students.

Interview data with the Fiqh teacher confirmed these observational findings. The teacher explained that he deliberately designed the worksheets to contain contextual problems related to the topic *Regulations of Fasting*, such as issues concerning what invalidates fasting under specific conditions, differences between obligatory and voluntary fasting intentions, and cases related to fasting in exceptional situations. He stated that the problems were formulated to closely reflect students' real-life contexts so that they could connect Fiqh theory to everyday experiences. The teacher noted, "I prepare worksheets containing problems that students frequently encounter, so they can search for the supporting evidence themselves rather than simply listening to my explanation." (Interview with the Fiqh Teacher).

Field observations further revealed that the teacher had predetermined the group structure before the lesson began. He provided instructions regarding group assignments, ensuring a smooth transition from the preliminary activities to the core learning activities. Students immediately moved to their respective groups when directed, indicating that the grouping arrangement had been planned in advance and that students were already familiar with the pattern.

In addition, the teacher prepared formal instructional documents such as the syllabus and lesson plans (RPP), which outlined the steps of PBL implementation, including problem orientation, group division, independent inquiry, presentation of results, and reflection. The interview data corroborated this, with the teacher explaining that he adapted the lesson plan format to align with the PBL model and specified time allocations for each activity in detail. He emphasized that such planning was essential to maintain the effectiveness of PBL: "If it is not planned from the beginning, the class may become unfocused. So I prepare the learning scenario beforehand." (Interview with the Fiqh Teacher).

Other observations indicated that the teacher also prepared initial stimuli in the form of introductory questions to be used at the beginning of the lesson. He had drafted a set of simple questions related to students' fasting experiences, which would serve as an entry point before directing them to the main problems presented in the worksheets. These questions were recorded in the teacher's notebook and used consistently at the start of each lesson.

Overall, the findings demonstrate that the planning stage was carried out thoroughly and systematically. The preparation of learning materials, the formulation of contextual problems, group arrangement, and the provision of reference books were all completed before instruction began. Both observational and interview data show that the teacher did not merely prepare administrative documents; he also planned the flow of interaction, the triggering materials, and the forms of inquiry that students would undertake throughout the PBL process. This planning served as an essential foundation for the smooth implementation of PBL during the subsequent instructional stages.

### **The Dynamics of Implementing the Problem-Based Learning Model in Fiqh Instruction**

The implementation of Problem-Based Learning (PBL) in Grade VIII at MTs Muhammadiyah Blimbing proceeded through a series of structured activities, beginning when the teacher entered the classroom and continuing until the lesson was concluded. Based on observations, the learning process began with greetings and brief informal interaction initiated by the teacher to create a conducive classroom atmosphere.<sup>8</sup> The teacher asked students to adjust their seating positions and prepare themselves for the lesson. One student was then asked to lead a prayer, followed by a collective recitation of the Qur'an, which serves as a routine opening activity for Fiqh lessons. This introductory stage appeared orderly and demonstrated that a well-established classroom atmosphere had been cultivated through consistent routines.

Following the opening, the teacher conducted an apperception activity by reviewing the previous lesson, focusing on students' personal experiences related to fasting. The teacher posed guiding questions without immediately introducing the new topic, enabling students to begin directing their attention toward the theme of *Regulations of Fasting*. The teacher then directed students to read the learning objectives in the textbook. During the interview, the teacher stated that this step was

---

<sup>8</sup> Fahmi Ulum Al Mubarak, Annas Fajar Rohmani, and Mahasri Shobahiya, "Transformasi Pendidikan Agama Islam: Tinjauan Aspek Psikologis, Filosofis, Dan Sosiologis Materi PAI Di SMP/MTs," *Iseedu: Journal of Islamic Educational Thoughts and Practices* 7, no. 2 (2023): 244–56, <https://journals2.ums.ac.id/index.php/iseedu/article/view/9185>.

essential to ensure students understood the direction of the activities they would undertake: “I want them to know the learning objectives for the day so they are prepared when we move to group work later.” (Interview with the Fiqh Teacher). Observation notes indicated that students followed these instructions fairly well, although some appeared to read only briefly.

In the core activity, the teacher provided an introduction to fasting regulations and presented contemporary issues closely related to students’ daily experiences. The teacher then explained the PBL procedure they would follow. Students were directed to return to their predetermined groups. The grouping process proceeded smoothly because it was already a familiar routine in Fiqh lessons, resulting in no significant difficulties as students moved into position and opened their Student Worksheets (LKS).

The independent and group inquiry process emerged as the most dynamic component of the PBL implementation. The teacher distributed worksheets containing Fiqh-related problems concerning fasting. Students began reading the instructions in the worksheets, consulting their textbooks, and discussing answers with their group members. Observations revealed varied levels of activity: some groups engaged actively in discussion while taking notes on relevant textual evidence, whereas others appeared unsure and occasionally called the teacher for additional guidance. The teacher circulated among the groups, offering brief direction without taking over the students’ thinking processes. In the interview, the teacher emphasized that he intentionally provided students with more autonomy to discover information on their own: “I let them try first. If they are truly struggling, then I help guide them.” (Interview with the Fiqh Teacher).

After the inquiry stage, each group presented the results of their discussion. Observations showed that students delivered their answers with supporting evidence and arguments they had identified. Some students appeared confident when presenting, while others relied more cautiously on their written notes. This stage provided an opportunity for students to ask questions, particularly about fasting cases relevant to daily life. The question-and-answer session was fairly active in some groups, although others remained passive.

The teacher then provided additional explanations in response to the group presentations, especially to clarify parts that were inaccurate or incomplete. He reiterated the essential points of the lesson to ensure that no misconceptions remained. Observations indicated that students paid close attention during this clarification, especially when the teacher provided additional textual evidence or introduced new examples not

addressed in group discussions. The teacher noted in the interview that this clarification stage was crucial: “They have already tried, but I must still supplement their understanding so that they do not misinterpret the rulings.”

The lesson concluded with an assessment of students’ participation during the discussion and presentation sessions, followed by the collection of worksheets as a form of individual evaluation. The teacher closed the activity by summarizing the key points related to fasting regulations and offering appreciation to students who participated actively during the lesson.

Table 1. Stages of Problem-Based Learning (PBL) in Fiqh Instruction

<b>PBL Stage</b>	<b>Activity Description</b>	<b>Example in Fiqh Instruction</b>
Problem Orientation	The teacher presents contextual problems related to Fiqh content.	Presenting a case such as “ <i>ablution invalidated in emergency situations</i> ” as a discussion trigger.
Organizing Students for Learning	Students are grouped to understand the problem and plan steps for solving it.	Groups formulate questions such as: “ <i>When is tayammum permitted?</i> ”
Individual/Group Investigation	Students gather information through books, the internet, or inquiry to answer the problem.	Students search for textual evidence ( <i>dalil</i> ) about <i>tayammum</i> and relevant scholarly opinions.
Developing and Presenting Findings	Students prepare their findings and present them before the class.	Groups present solutions and their legal justifications according to Islamic jurisprudential principles.
Analysis and Evaluation of the Process	The teacher and students reflect on the learning process and the outcomes of the discussion.	The teacher provides feedback on students’ arguments and participation during the discussion.

### **Evaluation of Problem-Based Learning Implementation in Fiqh Instruction**

The evaluation stage constitutes the final phase in the implementation of Problem-Based Learning (PBL) and serves as an essential instrument for the teacher to assess the extent to which students understand the material and participate in the learning process. Based on

the observations, the Fiqh teacher conducted learning evaluation through several forms of assessment that occurred naturally throughout the instructional activities, as well as through a test administered after the core activities were completed. This evaluation assessed not only the final outcomes but also the processes students underwent during discussion, inquiry, and presentation.

Observations indicated that the first form of assessment occurred during the group presentations. The teacher monitored how students presented their discussion results, the clarity of their arguments, and their ability to refer to relevant textual evidence. The teacher noted which groups demonstrated effective collaboration and which required further guidance. On several occasions, the teacher observed that some students were highly active in giving responses and answering questions from other groups, while others remained passive. These data served as an initial reference point for assessing students' communication skills and participation.

In addition to presentation-based evaluation, the teacher also assessed students' performance during group discussions. During observations, the teacher was seen moving from group to group, observing how students collaborated, divided tasks, and found answers using appropriate references. The teacher evaluated cooperative behavior, accuracy in locating textual evidence, and students' level of seriousness throughout the discussion. In the interview, the teacher emphasized the importance of process-based assessment, given that PBL requires active engagement: "I look at how they discuss, whether they truly read, and whether everyone is involved or only relying on one person. All of that is part of the assessment." (Interview with the Fiqh Teacher).

The next form of assessment was carried out through the Student Worksheets (LKS) submitted after the group discussion. The worksheets served as indicators of individual student understanding, independent of group performance. Observations showed that each student submitted their own LKS, and the teacher reviewed the alignment of their answers with the material discussed. The worksheets provided insights into students' abilities to interpret Fiqh problems, locate textual evidence, and formulate independent responses.

In addition to process-based assessment and worksheet evaluation, the teacher also administered an objective test using questions contained in the LKS or prepared specifically for the final evaluation. The data showed that all students achieved scores above the Minimum Mastery Criteria (KKM). This result indicates that students, in general, understood the material on *Regulations of Fasting* that had been taught through the PBL model. Observational findings supported this, as students were able to

identify issues and present arguments based on the Fiqh evidence they had located during discussions and presentations.

The teacher subsequently conducted a reflection on the entire learning process. He noted variations in student behavior: some were highly active and demonstrated strong interest, while others were still hesitant to express their opinions. Nevertheless, the teacher concluded that overall, the implementation of PBL had a positive impact on student engagement. In the interview, he stated that the evaluation results helped him determine improvement strategies for future lessons: “From this assessment, I can see what needs to be improved, such as how to encourage passive students to participate.”

Overall, the findings indicate that the evaluation stage in PBL implementation does not solely focus on final assessments but places substantial emphasis on the learning process. The teacher made use of presentations, discussions, worksheets, and objective tests as tools to assess students’ development comprehensively. The evaluation conducted reflects the effectiveness of the instructional process, as demonstrated by students’ strong understanding of the material and their active involvement throughout the learning activities.

#### D. DISCUSSION

The implementation of Problem-Based Learning (PBL) in the Fiqh subject at MTs Muhammadiyah Blimbing demonstrates a systematic effort to shift instruction from a teacher-centered format toward a more participatory and contextualized learning process. Careful planning—such as the development of Student Worksheets (LKS) containing contextual problems, the preparation of lesson plans (RPP) that accommodate the stages of PBL, and the prearranged formation of student groups—served as a strong foundation for the application of PBL in the classroom.<sup>9</sup> These findings indicate alignment between the teacher’s instructional design and the core principles of PBL, which emphasize authentic problem-solving as a trigger for learning. Empirically, documentation and field observations confirm the readiness of learning materials and the clarity of the instructional scenario prior to implementation.<sup>10</sup>

---

<sup>9</sup> N A N Ali, M Z Ganesan, and A M Sulaiman, “Effects of Therapeutic Practice and Ruqyah Syar’iyah Techniques among Hyperactive Students in Malaysia,” *Global Journal Al-Thaqafah* 13, no. 1 (2023): 80–88, <https://doi.org/10.7187/GJAT072023-6>; see more A Amirudin, I A Muzaki, and S Nurhayati, “Problem-Based Learning as a Pedagogical Innovation for Transforming Higher Education Students’ Islamic Religious Comprehension,” *Educational Process: International Journal* 18 (2025), <https://doi.org/10.22521/edupij.2025.18.412>.

<sup>10</sup> Z F M Daud, “Fiqh Across Madhhabs: An Alternative to Pesantren Students’ School of Thought Exclusivism in the Post-Truth Era,” *Mazabib Jurnal Pemikiran Hukum Islam* 20, no. 1 (2021): 143–68, <https://doi.org/10.21093/mj.v20i1.3081>.

From a constructivist perspective—particularly Piaget’s view that knowledge is constructed through active cognitive engagement and Vygotsky’s emphasis on social interaction and scaffolding within the Zone of Proximal Development (ZPD)—the PBL practices that facilitate group work and independent inquiry constitute an appropriate approach for the applied nature of Fiqh learning. During the core activities, students were provided contextual problems and given space to search for textual evidence and engage in group discussion—activities that encourage the construction of meaning through social interaction and knowledge negotiation among group members.<sup>11</sup> Observations show that several groups utilized these mechanisms effectively, producing presentations that connected textual evidence with real-life cases. These field findings support the claim that PBL activates the process of contextual knowledge construction as theorized by constructivist scholars.

However, despite the alignment between design and implementation, field data also reveal several deviations from the ideal practice of PBL that affect the equitable distribution of learning outcomes. First, participation varied significantly across students: some participated actively, while others remained passive during discussions and presentations.<sup>12</sup> Observations and the teacher’s assessments of LKS and group presentations indicate the presence of dependency on a few dominant group members—a pattern consistent with phenomena such as social loafing or uneven work distribution in group learning when robust individual accountability mechanisms are absent.<sup>13</sup> Although the objective test results show that all students achieved the Minimum Mastery Criteria (KKM), such results may lack sensitivity in detecting differences in higher-order thinking skills and active participation. Thus, a more cautious interpretation is warranted regarding claims of uniform success.

Second, the teacher’s role in the learning process remains strongly positioned as both facilitator and arbiter of correctness.<sup>14</sup> Walking around the classroom, offering light guidance, and later clarifying the results of

---

<sup>11</sup> Z Abas et al., “Guardian of Faith: Comparative Insights of Teaching Islamic Theology in Indonesian and Malaysian Pesantren,” *Nazhruna: Jurnal Pendidikan Islam* 8, no. 2 (2025): 382–99, <https://doi.org/10.31538/nzh.v8i2.235>; see more N A B Abas, “A Qur’anic Concept of Sadness: Implication for Cbt-q Content Supplement (Part 1),” *Ulumuna* 25, no. 1 (2021): 162–98, <https://doi.org/10.20414/ujs.v25i1.438>.

<sup>12</sup> P Hallinger, “Tracking the Evolution of the Knowledge Base on Problem-Based Learning: A Bibliometric Review, 1972-2019,” *Interdisciplinary Journal of Problem-Based Learning* 15, no. 1 (2021), <https://doi.org/10.14434/ijpbl.v15i1.28984>.

<sup>13</sup> A O Thomassen and D Stentoft, “Educating Students for a Complex Future: Why Integrating a Problem Analysis in Problem-Based Learning Has Something to Offer,” *Interdisciplinary Journal of Problem-Based Learning* 14, no. 2 Special Issue (2020): 1–10, <https://doi.org/10.14434/ijpbl.v14i2.28804>.

<sup>14</sup> A Basche et al., “Engaging Middle School Students through Locally Focused Environmental Science Project-Based Learning,” *Natural Sciences Education* 45, no. 1 (2016): 1–10, <https://doi.org/10.4195/nse2016.05.0012>.

group presentations represent appropriate forms of scaffolding.<sup>15</sup> However, several observation notes indicate that the teacher occasionally intervened prematurely to fill gaps in students' reasoning before discussions reached a productive stage.<sup>16</sup> Within Vygotsky's framework, scaffolding ideally involves calibrated support that gradually moves students toward autonomy; overly early or comprehensive intervention risks reducing opportunities for students' cognitive struggle—a crucial condition for deep understanding.<sup>17</sup> Therefore, the teacher's role needs to be formalized so that scaffolding becomes more systematic (e.g., structured prompting questions, feedback rubrics, or timed intervention protocols) rather than limited to end-of-session corrections.

Third, the design of evaluation instruments requires reconsideration.<sup>18</sup> The evaluation methods employed included participation observation, presentation assessment, LKS review, and objective tests. However, findings indicate a lack of alignment between process-based indicators (uneven participation and variable argumentation quality) and quantitative outcomes (all students scoring above KKM). This discrepancy raises concerns that the objective test used may not adequately measure critical thinking, argumentation based on textual evidence, or problem-solving skills—the core competencies targeted in PBL.<sup>19</sup> Assessment literacy literature recommends the use of performance rubrics, portfolios, and peer assessment to enhance the validity and reliability of measuring PBL learning outcomes. Field data support this recommendation, as the individual LKS and process observations contain rich evaluative information that has not yet been transformed into standardized assessment instruments.

Fourth, time constraints and teacher preparedness emerged as practical obstacles to expanding the optimal implementation of PBL.<sup>20</sup> Field notes indicate that the teacher needed to balance limited instructional time with the demands of PBL stages, which require sufficient time for problem orientation, inquiry, and presentation.

<sup>15</sup> Amirudin, Muzaki, and Nurhayati, "Problem-Based Learning as a Pedagogical Innovation for Transforming Higher Education Students' Islamic Religious Comprehension."

<sup>16</sup> Fahmi Ulum Al Mubarak et al., "Progressive Islamic Education through the Lens of Human Essence: Philosophical Foundations and Transformative Strategies," *Multicultural Islamic Education Review* 3, no. 1 (April 15, 2025): 01–14, <https://doi.org/10.23917/mier.v3i1.9911>.

<sup>17</sup> M Liu et al., "Examining Middle School Teachers' Implementation of a Technology-Enriched Problem-Based Learning Program: Motivational Factors, Challenges, and Strategies," *Journal of Research on Technology in Education* 53, no. 3 (2021): 279–95, <https://doi.org/10.1080/15391523.2020.1768183>.

<sup>18</sup> Rohman, "Problem Based Learning in Islamic Religious Education: The Case of the Indonesian Pesantren."

<sup>19</sup> A Fadli, "The Implementation of Multicultural Islamic Religious Education Model at Darul Muhajirin Praya High School," *Jurnal Pendidikan Agama Islam* 19, no. 1 (2022): 165–78, <https://doi.org/10.14421/jpai.2022.191-12>.

<sup>20</sup> B Kirilova, "Embedded Assessment Throughout The Problem-Based Learning – A Path To Authentic Learning Experiences" 53 (2024): 109–16, <https://doi.org/10.55630/mem.2024.53.109-116>.

Additionally, the teacher is still adapting to the preparation of PBL materials and group-based classroom management.<sup>21</sup> In the PBL literature, instructional readiness and institutional support (time, training, learning resources) are critical determinants of sustainability;<sup>22</sup> the field findings documenting efforts to increase institutional support suggest momentum for improving teacher capacity but also indicate that without sustained interventions, implementation quality may stagnate.

In the context of learning motivation, the finding that group discussions increased motivation for some students can be interpreted through Self-Determination Theory (Deci & Ryan): PBL provides autonomy (students select references and construct arguments) and competence (opportunities to publicly present results), which enhance intrinsic engagement.<sup>23</sup> However, variations in motivation among students indicate that not all experience the same sense of autonomy or competence; some may feel social pressure or lack confidence, leading to passive roles. Thus, instructional strategies that promote equitable experiences of autonomy and competence—such as clearly defined group roles, scaffolds for argumentation, and binding individual tasks—could help increase intrinsic motivation across all students. Interview and observational data support the need for such mechanisms.

Finally, in terms of Fiqh content implementation, PBL proved effective in connecting theory (textual evidence, scholarly opinions) with practical cases relevant to students' lives. This aligns with the objectives of religious education, which requires not only memorization of texts but also the internalization of legal application in daily life.<sup>24</sup> However, the quality of argumentation based on textual sources still requires strengthening: several groups needed guidance in interpreting evidence and referencing authoritative sources. This indicates the need to strengthen source literacy and methodological competencies in Fiqh studies—such as teaching methods for locating evidence, classifying types of evidence, and evaluating scholarly opinions—as part of PBL lesson

<sup>21</sup> A Charania et al., “Constructivist Teaching and Learning with Technologies in the COVID-19 Lockdown in Eastern India” 52, no. 4 (2021): 1478–93, <https://doi.org/10.1111/bjet.13111>.

<sup>22</sup> Paula Crespi, José Manuel García-Ramos, and Marián Queiruga-Dios, “Project-Based Learning (PBL) and Its Impact on the Development of Interpersonal Competences in Higher Education,” *Journal of New Approaches in Educational Research* 11, no. 2 (July 15, 2022): 259–76, <https://doi.org/10.7821/naer.2022.7.993>.

<sup>23</sup> R M Abdelgadir, A M B Yahaya, and A B M Arshad, “The Development of Islamic Education Syllabus in Secondary Schools between Malaysia and Sudan: Challenges and Prospects,” *Global Journal Al-Thaqafah* 13, no. 2 (2023): 213–27, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85189946192&partnerID=40&md5=f17dca501056f4d4bb4c38764f6df5fbc>.

<sup>24</sup> A.B.E.Y. Abdelali, F Bounama, and P K Hamed, “Qur’onic Emotional Intelligence And Its Relationships With Academic Achievement Of Undergraduate Students At Al-Madinah International University In Malaysia,” *Hamdard Islamicus* 47, no. 2 (2024): 61–87, <https://doi.org/10.57144/hi.v47i2.648>; see more R.I.I.E. Abdelgalil, “The Philosophy of Creativity, Innovation, and Technology from an Islāmic Perspective,” *Journal of Islamic Thought and Civilization* 13, no. 1 (2023): 228–44, <https://doi.org/10.32350/jitc.131.16>.

planning. Observation data and LKS assessments consistently reflect this gap.

Based on these findings, several practical implications can be proposed. First, teachers need training in graduated scaffolding techniques and the use of metacognitive instruction to foster students' independent thinking.<sup>25</sup> Second, schools should establish assessment policies that integrate formative assessments (presentation rubrics, portfolios, peer assessment) with summative assessments to ensure that higher-order thinking skills and individual contributions are accurately captured.<sup>26</sup> Third, instructional time management needs to be optimized—such as designing multi-session PBL cycles for complex topics so that inquiry and reflection are not compressed.<sup>27</sup> Fourth, assigning structured roles within groups (researcher, evidence collector, presenter, evaluator) can reduce social loafing and ensure individual accountability. Fifth, strengthening religious source literacy (methods for locating and evaluating textual evidence) should be made an explicit part of LKS and RPP design. All of these recommendations are grounded in the field data documented through observations and interviews.

For future research, these findings open several promising avenues. Standardized pre–post quantitative measurements could provide stronger evidence of PBL's impact on critical thinking and conceptual retention in Fiqh. Classroom action research (CAR) that tests specific interventions—such as presentation rubrics, scaffolding training for teachers, or structured group-role systems—could directly assess the effectiveness of instructional improvements.<sup>28</sup> Moreover, qualitative studies exploring students' perspectives (e.g., in-depth interviews) would enrich understanding of motivational and social barriers that arise during PBL. All subsequent recommendations need to be aligned with the madrasah context to ensure practicality and sustainability.

In summary, the implementation of PBL at MTs Muhammadiyah Blimbing demonstrates several strengths—structured planning, the use of contextual problems, active group work, and process-oriented evaluation—yet also reflects characteristic implementation challenges:

---

<sup>25</sup> Hashim and Samsudin, "Practices of Problem-Based Learning (PBL) in Teaching Islamic Studies in Malaysian Public Universities."

<sup>26</sup> N Meng et al., "Tackle Implementation Challenges in Project-Based Learning: A Survey Study of PBL e-Learning Platforms" 71, no. 3 (2023): 1179–1207, <https://doi.org/10.1007/s11423-023-10202-7>.

<sup>27</sup> H.-S. Hsiao et al., "An Assessment of Junior High School Students' Knowledge, Creativity, and Hands-On Performance Using PBL via Cognitive–Affective Interaction Model to Achieve STEAM," *Sustainability (Switzerland)* 14, no. 9 (2022), <https://doi.org/10.3390/su14095582>.

<sup>28</sup> A Rahmanian and E Noohi, "The Effect of Virtual Education with a Problem-Based Approach Using Virtual-Small Groups on Academic Achievement and Participatory Learning in Midwifery Students of Islamic Azad University, Jahrom Branch, Iran," *Strides in Development of Medical Education Journal* 17, no. 1 (2020), <https://doi.org/10.22062/sdme.2020.91548>.

uneven participation, the need for stronger teacher scaffolding practices, misalignment between assessment tools and PBL objectives, and time constraints. Addressing these issues will enhance PBL's contribution to Fiqh learning that not only ensures content mastery but also cultivates students' ability to apply knowledge critically and responsibly in real-life contexts.

## E. CONCLUSION

The implementation of Problem-Based Learning (PBL) in Fiqh instruction at MTs Muhammadiyah Blimbing demonstrates a shift from a teacher-centered model toward a more participatory and contextual learning approach. The preparation phase—through the development of Student Worksheets (LKS), instructional materials, and authentic problems—provided a strong foundation for creating learning experiences that require students to engage actively. These efforts respond directly to the identified need for a more systematic and meaningful instructional process, consistent with the stated problem regarding the need to improve the quality of lesson planning.

The execution of PBL shows that students have begun to identify problems, locate textual evidence, and present analyses through group discussions and presentations. Their ability to connect Fiqh theory with real-life cases has improved, although equitable participation and learner autonomy have not yet been fully achieved. Variations in student engagement and the continued need for substantial teacher scaffolding indicate that the gap between the conceptual principles of PBL and its practical application has not been completely bridged. Thus, while the implementation aligns with the foundational principles of PBL, further reinforcement is needed to ensure that all students experience higher-order thinking processes consistently.

The evaluation stage reveals that students achieved cognitive understanding of the material—all scoring above the Minimum Mastery Criteria (KKM)—yet process-based assessments highlight variations in argumentation quality and individual contributions. This indicates that PBL-oriented assessment effectively measures basic learning outcomes but requires better alignment of evaluation instruments to assess analytical, collaborative, and problem-solving skills, which constitute the core competencies of PBL. Overall, the implementation of PBL has made a positive contribution to Fiqh learning, though it still requires refinement in teacher scaffolding, equitable student participation, and evaluation design to achieve optimal effectiveness.

## REFERENCES

- Abas, N A B. "A Qur'anic Concept of Sadness: Implication for Cbt-q Content Supplement (Part 1)." *Ulumuna* 25, no. 1 (2021): 162–98. <https://doi.org/10.20414/ujis.v25i1.438>.
- Abas, Z, A Tajudin, A Nugroho, and H R Putra. "Guardian of Faith: Comparative Insights of Teaching Islamic Theology in Indonesian and Malaysian Pesantren." *Nazhruna: Jurnal Pendidikan Islam* 8, no. 2 (2025): 382–99. <https://doi.org/10.31538/nzh.v8i2.235>.
- Abdelali, A.B.E.Y., F Bounama, and P K Hamed. "Qur'onic Emotional Intelligence And Its Relationships With Academic Achievement Of Undergraduate Students At Al-Madinah International University In Malaysia." *Hamdard Islamicus* 47, no. 2 (2024): 61–87. <https://doi.org/10.57144/hi.v47i2.648>.
- Abdelgadir, R M, A M B Yahaya, and A B M Arshad. "The Development of Islamic Education Syllabus in Secondary Schools between Malaysia and Sudan: Challenges and Prospects." *Global Journal Al-Thaqafah* 13, no. 2 (2023): 213–27. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85189946192&partnerID=40&md5=f17dca501056f4dbb4c38764f6df5fbc>.
- Abdelgalil, R.I.I.E. "The Philosophy of Creativity, Innovation, and Technology from an Islāmic Perspective." *Journal of Islamic Thought and Civilization* 13, no. 1 (2023): 228–44. <https://doi.org/10.32350/jitc.131.16>.
- Ali, N A N, M Z Ganesan, and A M Sulaiman. "Effects of Therapeutic Practice and Ruqyah Syar'iyah Techniques among Hyperactive Students in Malaysia." *Global Journal Al-Thaqafah* 13, no. 1 (2023): 80–88. <https://doi.org/10.7187/GJAT072023-6>.
- Amirudin, A, I A Muzaki, and S Nurhayati. "Problem-Based Learning as a Pedagogical Innovation for Transforming Higher Education Students' Islamic Religious Comprehension." *Educational Process: International Journal* 18 (2025). <https://doi.org/10.22521/edupij.2025.18.412>.
- Angraini, D, U Sulistiyo, E Haryanto, and A Pratama. "Project-Based or Problem-Based Learning? Unveiling Islamic University Students' Preferences and Experiences in Writing Classes." *Studies in English Language and Education* 12, no. 3 (2025): 1427–43. <https://doi.org/10.24815/siele.v12i3.40831>.
- Assegaf, A R, H S Zainiyah, and M Fahmi. "Curriculum Innovation for the

- Internationalization of Islamic Education Study Program at Higher Education Institutions in Surabaya, Indonesia.” *Millah: Journal of Religious Studies* 21, no. 3 (2022): 671–706. <https://doi.org/10.20885/millah.vol21.iss3.art3>.
- Basche, A, V Genareo, A Leshem, A Kissell, and J Pauley. “Engaging Middle School Students through Locally Focused Environmental Science Project-Based Learning.” *Natural Sciences Education* 45, no. 1 (2016): 1–10. <https://doi.org/10.4195/nse2016.05.0012>.
- Charania, A, U Bakshani, S Paltiwale, I Kaur, and N Nasrin. “Constructivist Teaching and Learning with Technologies in the COVID-19 Lockdown in Eastern India” 52, no. 4 (2021): 1478–93. <https://doi.org/10.1111/bjet.13111>.
- Crespi, Paula, José Manuel García-Ramos, and Marián Queiruga-Dios. “Project-Based Learning (PBL) and Its Impact on the Development of Interpersonal Competences in Higher Education.” *Journal of New Approaches in Educational Research* 11, no. 2 (July 15, 2022): 259–76. <https://doi.org/10.7821/naer.2022.7.993>.
- Daud, Z F M. “Fiqh Across Madhabs: An Alternative to Pesantren Students’ School of Thought Exclusivism in the Post-Truth Era.” *Mazabib Jurnal Pemikiran Hukum Islam* 20, no. 1 (2021): 143–68. <https://doi.org/10.21093/mj.v20i1.3081>.
- Fadli, A. “The Implementation of Multicultural Islamic Religious Education Model at Darul Muhajirin Praya High School.” *Jurnal Pendidikan Agama Islam* 19, no. 1 (2022): 165–78. <https://doi.org/10.14421/jpai.2022.191-12>.
- Fauziyah, Luthfi Syifa’, Muh. Nur Rochim Maksum, Muhammad Wildan Shohib, Alfian Rifai, Vicky Nur Vambudi, Fahmi Ulum Al Mubarak, Mush’ab Umar Budihargo, and Muhammad Dzikrul Fikri. “Rehabilitating Juvenile Offenders through Islamic Education: Komunitas Pemuda Insyaf and the SDGs.” *Profetika: Jurnal Studi Islam* 25, no. 03 (December 5, 2024): 629–44. <https://doi.org/10.23917/profetika.v25i03.9946>.
- Hallinger, P. “Tracking the Evolution of the Knowledge Base on Problem-Based Learning: A Bibliometric Review, 1972-2019.” *Interdisciplinary Journal of Problem-Based Learning* 15, no. 1 (2021). <https://doi.org/10.14434/ijpbl.v15i1.28984>.
- Hashim, I, and S Samsudin. “Practices of Problem-Based Learning (PBL) in Teaching Islamic Studies in Malaysian Public Universities.” *International Journal of Innovation, Creativity and Change* 11, no. 10 (2020):

- 117–29. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85083057521&partnerID=40&md5=5e16efc32a2681c1cdc8ee0b9557c5eb>.
- Hsiao, H.-S., J.-C. Chen, J.-H. Chen, Y.-T. Zeng, and G.-H. Chung. “An Assessment of Junior High School Students’ Knowledge, Creativity, and Hands-On Performance Using PBL via Cognitive–Affective Interaction Model to Achieve STEAM.” *Sustainability (Switzerland)* 14, no. 9 (2022). <https://doi.org/10.3390/su14095582>.
- Ichsan, Y, S Syamsudin, and Z Nuryana. “Realizing Islamic Education Based on Religious Moderation with the Wasathiyah Islamic Paradigm from the Perspective of the Qur’an.” *Jurnal Pendidikan Agama Islam* 21, no. 1 (2024): 247–63. <https://doi.org/10.14421/jpai.v21i1.9944>.
- Ilham, M, B Mulu, and S Nurfaidah. “Dynamics of Interdisciplinary Islamic Education Learning in Indonesian High Schools Based on Islamic Law.” *Samarah* 9, no. 3 (2025): 1371–93. <https://doi.org/10.22373/bd9tp785>.
- Johar, R, M I S Syakir, and R Oktavia. “Integrating Sedekah Context in Mathematics Learning to Enhance Students’ Mathematical Communication Skills and Awareness of SDG 1: No-Poverty.” *Mathematics Education Journal* 19, no. 3 (2025): 609–28. <https://doi.org/10.22342/mej.v19i3.pp609-628>.
- Khalil, S, N F Mohd Razif, and M I Rosele. “Developing Ijtihad Skills for Undergraduate Students Through Problem-Based Learning in Fiqh Subjects: Present Practices and The Way Forward.” *Asia Pacific Journal of Educators and Education* 39, no. 2 (2024): 197–217. <https://doi.org/10.21315/apjee2024.39.2.11>.
- Khanif, A. “Islamic Religious Education Learning Strategy for Alpha Generation: A Case Study at Darul Qur’an School Elementary School Semarang City.” *Ascarya: Journal of Islamic Science, Culture and Social Studies* 3, no. 1 (2023): 36–45. <https://doi.org/10.53754/iscs.v3i1.461>.
- Kirilova, B. “Embedded Assessment Throughout The Problem-Based Learning – A Path To Authentic Learning Experiences” 53 (2024): 109–16. <https://doi.org/10.55630/mem.2024.53.109-116>.
- Liu, M, Y Shi, Z Pan, C Li, X Pan, and F Lopez. “Examining Middle School Teachers’ Implementation of a Technology-Enriched Problem-Based Learning Program: Motivational Factors, Challenges, and Strategies.” *Journal of Research on Technology in Education* 53, no. 3 (2021): 279–95. <https://doi.org/10.1080/15391523.2020.1768183>.
- Meng, N, Y Dong, D Roehrs, and L Luan. “Tackle Implementation

- Challenges in Project-Based Learning: A Survey Study of PBL e-Learning Platforms” 71, no. 3 (2023): 1179–1207. <https://doi.org/10.1007/s11423-023-10202-7>.
- Mubarok, Fahmi Ulum Al, Lutfi Zaki Al Manfaluthi, Annas Dzul Arsyi, and Muhammad Rizq Mubarak. “Progressive Islamic Education through the Lens of Human Essence: Philosophical Foundations and Transformative Strategies.” *Multicultural Islamic Education Review* 3, no. 1 (April 15, 2025): 01–14. <https://doi.org/10.23917/mier.v3i1.9911>.
- Mubarok, Fahmi Ulum Al, Annas Fajar Rohmani, and Mahasri Shobahiya. “Transformasi Pendidikan Agama Islam: Tinjauan Aspek Psikologis, Filosofis, Dan Sosiologis Materi PAI Di SMP/MTs.” *Iseedu: Journal of Islamic Educational Thoughts and Practices* 7, no. 2 (2023): 244–56. <https://journals2.ums.ac.id/index.php/iseedu/article/view/9185>.
- Nawi, A, G A N Zakaria, and N Pengiran Hashim. “Effective communication through problem-based learning in islamic education course at the higher institute of education.” *Jurnal Komunikasi: Malaysian Journal of Communication* 36, no. 1 (2020): 20–40. <https://doi.org/10.17576/JKMJC-2020-3601-02>.
- Rahmanian, A, and E Noohi. “The Effect of Virtual Education with a Problem-Based Approach Using Virtual-Small Groups on Academic Achievement and Participatory Learning in Midwifery Students of Islamic Azad University, Jahrom Branch, Iran.” *Strides in Development of Medical Education Journal* 17, no. 1 (2020). <https://doi.org/10.22062/sdme.2020.91548>.
- Rifa’i, Feri Lukman, Fahmi Ulum Al Mubarok, Muh Nur Rochim Maksum, and Triono Ali Mustofa. “From Mimbar to Mouse: Adapting Islamic Education to the Digital Age.” *Iseedu: Journal of Islamic Educational Thoughts and Practices* 8, no. 1 (2024): 1–9. <https://doi.org/https://doi.org/10.23917/iseedu.v8i1.8700>.
- Rohman, F. “Problem Based Learning in Islamic Religious Education: The Case of the Indonesian Pesantren.” *Global Journal Al-Thaqafah* 12, no. 1 (2022): 82–97. <https://doi.org/10.7187/GJAT072022-5>.
- Tambak, S, S Marwiyah, D Sukenti, I Husti, and Z Zamsiswaya. “Problem-Based Learning Methods: Is It Effective for Developing Madrasa Teacher Social Competence in Teaching?” *Journal of Education and Learning* 17, no. 3 (2023): 342–53. <https://doi.org/10.11591/edulearn.v17i3.20796>.
- Thomassen, A O, and D Stentoft. “Educating Students for a Complex Future: Why Integrating a Problem Analysis in Problem-Based Learning Has

Something to Offer.” *Interdisciplinary Journal of Problem-Based Learning* 14, no. 2 Special Issue (2020): 1–10. <https://doi.org/10.14434/ijpbl.v14i2.28804>.

Zakaria, G A N, and A Nawi. “Design and Development of a PBL Mobile Application in Islamic Education: A Conceptual Framework.” *International Journal of Information and Education Technology* 10, no. 1 (2020): 26–30. <https://doi.org/10.18178/ijiet.2020.10.1.1334>.