

Analysis of Project-Based Learning in the Fiqih of Worship Course

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Abstract

A lack of enthusiasm and learning motivation, accompanied by difficulties in understanding course materials, remains a significant challenge in the educational process. This research aims to analyze the implementation, advantages, and disadvantages of project-based learning (PBL) in the Fiqh Ibadah course at the Department of Islamic Education, Faculty of Education and Teaching, Sultan Maulana Hasanudin State Islamic University of Banten. The research method used is qualitative with a case study approach. The research subjects are students and lecturers. Data were collected through observation, interviews, and document analysis. Data analysis methods include data reduction, data presentation, and drawing conclusions. The results of the research show that PBL through Dauroh Janaiz provides comprehensive understanding to Islamic Education students. Students not only acquire theoretical understanding but also can apply it contextually, enhancing motivation to learn, problem-solving skills, collaborative abilities, and source processing skills. However, there are limitations, such as difficulty in selecting the right project, challenges in finding suitable reference sources, and practical constraints in project implementation. Inhibiting factors include lack of attention from lecturers, difficulty in preparing equipment, inappropriate implementation schedules, student delays, and lack of responsibility from some students. Research recommendations include improving guidance and support from lecturers, more intensive involvement from the faculty, increased financial resources, as well as awareness and participation strategies for students to overcome emerging obstacles. This research contributes theoretically and practically to the learning of Fiqh Ibadah in the examined context.

Keywords

Analysis, Project-Based Learning, The Fiqih of Worship Course



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INTRODUCTION

A lack of enthusiasm and learning motivation, accompanied by difficulties in understanding course materials, remains a significant challenge in the educational process. These issues often hinder students from achieving optimal learning outcomes and reduce their ability to actively engage in academic activities. Therefore, it is essential to design and develop

comprehensive learning systems that can bridge the gap between theoretical understanding and practical application in educational contexts. University graduates frequently encounter difficulties when applying the theories they have learned to real-life teaching and learning experiences. This phenomenon highlights the need for improvements in instructional approaches that ensure graduates possess not only strong theoretical knowledge but also adequate practical competencies (Ryan & Deci, 2020; Kolb, 2015).

One promising solution to this challenge is the adoption of Project-Based Learning (PBL). According to Bender (2012), project-based learning is regarded as one of the most effective instructional approaches for engaging students with learning materials. As a result, many educational leaders and practitioners recommend PBL as a best practice in contemporary teaching and learning processes. PBL is considered a concrete solution for narrowing the gap between theoretical understanding and practical implementation. Through this approach, students are actively involved in authentic projects designed to address real-world challenges, allowing them to integrate theoretical concepts with practical skills in collaborative learning environments (Bender, 2012; Thomas, 2000).

Project-Based Learning involves students in meaningful tasks that require teamwork, critical thinking, and problem-solving skills. According to Shin Myeong Hee and Choi Do Soon, the stages of PBL include project planning, project implementation, and the preparation of a product report. The report generally contains a description of the product, production processes, outcomes, evaluations, reflections, as well as individual and team contributions. Such reports serve as valuable tools for documentation and communication, providing important insights for students, instructors, and other stakeholders regarding the learning process and outcomes (Shin & Choi, 2018; Bell, 2010).

Therefore, this study aims to analyze the implementation, strengths, and weaknesses of Project-Based Learning in the Fiqh of Worship course at the Department of Islamic Education, Faculty of Tarbiyah and Teacher Training, State Islamic University Sultan Maulana Hasanuddin Banten. In addition, this research seeks to identify the supporting and inhibiting factors affecting the implementation of Project-Based Learning within this educational context. The findings are expected to contribute to a deeper understanding of how PBL can be effectively applied in Islamic higher education settings (Creswell & Creswell, 2018).

Furthermore, this study offers both theoretical and practical contributions. Theoretically, it enriches the body of knowledge concerning the teaching and learning of Fiqh of Worship within the Department of Islamic Education at the Faculty of Tarbiyah and Teacher Training, State Islamic University Sultan Maulana Hasanuddin Banten. Practically, the study provides valuable insights and information regarding the implementation of Fiqh of Worship instruction through Project-Based Learning. These findings are expected to benefit researchers, students, educators, the university, and the wider community by serving as a useful reference for improving learning practices within the department and similar educational institutions (Merriam & Tisdell, 2016; Larmer et al., 2015).

METHODS

This study employed a qualitative approach, a research tradition in the social sciences that fundamentally relies on direct human observation within natural settings and interaction with participants through their own language and perspectives, with a particular focus on gaining an in-depth and contextual understanding of the implementation of Project-Based Learning through the Dauroh Janaiz program. The research was conducted as a field study using a descriptive qualitative design and a multi-method strategy consisting of observations, interviews, and document analysis, which complemented and strengthened one another. The study took place at the Department of Islamic Education, Faculty of Tarbiyah and Teacher Training, State Islamic University Sultan Maulana Hasanuddin Banten, located in Andamui Village, Curug District, Serang City, Banten Province. Data were collected through participatory observation, in-depth interviews, and documentation. Participatory observation enabled the researcher to gain direct insight into the implementation of Project-Based Learning by actively engaging in learning activities, recording student interactions, group dynamics, and facilitator strategies. In-depth interviews were conducted individually with students of the Islamic Education Department to explore their perspectives, experiences, learning motivation, challenges encountered, and perceptions regarding the impact of Project-Based Learning through Dauroh Janaiz on their religious understanding. In addition, document analysis was undertaken on learning materials, project guidelines, presentation materials, and learning records to examine the structure, objectives, and content of the program and to assess its alignment with Project-Based Learning principles. Through the integration of these three methods, the study sought to provide a comprehensive and holistic description of how Project-Based Learning was implemented through Dauroh Janaiz and how it influenced students' understanding and motivation. Data analysis was conducted after all data had been collected and involved narrative interpretation supported by relevant literature. The analytical procedures consisted of data reduction, data display, and conclusion drawing or verification. Data reduction involved selecting, summarizing, and focusing on significant information to identify patterns and themes, while continuously validating findings through cross-checking with multiple sources. Data display involved organizing and simplifying information to facilitate understanding and interpretation. Finally, conclusion drawing and verification were carried out through continuous reflection and confirmation of findings to ensure the credibility and accuracy of the research conclusions (Miles et al., 2014; Creswell & Creswell, 2018; Merriam & Tisdell, 2016).

FINDINGS AND DISCUSSION

Analysis of the Implementation of Project-Based Learning in the Fiqh of Worship Course

The Project-Based Learning (PBL) model was implemented through a Dauroh Janaiz program in which university students demonstrated the procedures of Islamic funeral management before students of Al-Irsyad Junior High School. The primary objective was to

teach the proper procedures for handling deceased Muslims in accordance with Islamic law while simultaneously providing university students with authentic learning experiences. The implementation of PBL was intended to encourage active student engagement throughout the learning process and to enhance their understanding, critical thinking, and problem-solving abilities both individually and collaboratively. Findings from observations and interviews with lecturers and students revealed that the application of Project-Based Learning within the Dauroh Janaiz program provided a more comprehensive learning experience for Islamic Education students. Students not only acquired theoretical knowledge regarding funeral management but were also able to apply that knowledge in real-life contexts. Their active participation demonstrated the effectiveness of this approach in transforming learners from passive recipients of information into active practitioners of Islamic funeral rites. According to the Fiqh of Worship lecturer, this method significantly improved students' understanding of funeral management procedures while simultaneously increasing their learning motivation. The practical nature of the project enabled students to connect theoretical concepts with direct experience, making learning more meaningful and relevant. The implementation process consisted of several stages, including developing initial concepts, designing project details, scheduling project activities, carrying out project implementation, and conducting evaluations. These stages differ from previous studies on Project-Based Learning in early childhood education because the current study emphasizes practical religious learning in higher education and focuses on the contextual application of Islamic jurisprudence through authentic community engagement (Bender, 2012; Thomas, 2000; Larmer et al., 2015).

Analysis of the Advantages and Disadvantages of Project-Based Learning in the Fiqh of Worship Course Advantages Increasing Learning Motivation

One of the most significant advantages of implementing Project-Based Learning through Dauroh Janaiz was its ability to increase students' learning motivation. The project provided authentic and meaningful learning experiences that allowed students to engage directly with real-life situations. Such experiences stimulated students' curiosity and encouraged them to participate more actively in the learning process. As students witnessed the positive impact of their contributions and successfully completed project tasks, they developed a stronger sense of achievement and recognized the practical relevance of the knowledge they acquired. Consequently, students became more enthusiastic, engaged, and committed to learning. These findings are consistent with previous studies indicating that Project-Based Learning enhances student motivation, self-confidence, responsibility, creativity, and active participation in educational activities (Sari et al., 2021; Bender, 2012).

The implementation of Project-Based Learning also proved effective in developing students' problem-solving abilities. Through the Dauroh Janaiz project, students were exposed to real-world challenges that required them to identify problems, analyze situations, and develop appropriate solutions. For example, students had to address logistical issues, equipment preparation, scheduling concerns, and procedural requirements associated with Islamic funeral management. Such authentic experiences encouraged critical thinking and

enabled students to apply theoretical knowledge to practical situations. Furthermore, direct interaction with real-life challenges helped students develop adaptability, resilience, and creativity in responding to uncertainty. These experiences equipped students with practical competencies that can be applied in both professional and everyday contexts. Similar findings have been reported in previous studies demonstrating that Project-Based Learning enhances learners' analytical and problem-solving skills by providing opportunities to engage with meaningful and student-centered projects (Norhikmah et al., 2022; Triningsih, 2021; Bell, 2010).

Enhancing Collaboration Skills

Another notable advantage of Project-Based Learning was its contribution to the development of collaboration skills. The Dauroh Janaiz project required students to work collectively in planning activities, organizing resources, solving problems, and presenting project outcomes. During the planning phase, students collaborated to establish objectives, allocate responsibilities, and formulate implementation strategies. Such interactions fostered teamwork, communication, and mutual respect among participants. Collaboration was equally essential during problem-solving activities, where students collectively analyzed challenges and generated solutions. Moreover, project presentations provided opportunities for students to practice communication skills, exchange ideas, and provide constructive feedback. As a result, students developed interpersonal competencies that are highly valuable in academic, professional, and social settings. These findings support previous research indicating that Project-Based Learning promotes learner autonomy, active participation, and collaborative learning experiences (Nugraheni et al., 2021; Larmer et al., 2015).

Improving Information Literacy and Resource Management Skills

Project-Based Learning also strengthened students' abilities to locate, evaluate, and utilize academic resources effectively. Throughout the project, students were required to search for relevant information, assess the credibility of various sources, and integrate their findings into project presentations and practical activities. This process enhanced students' information literacy skills, including their ability to identify reliable sources, recognize potential biases, and interpret information within appropriate contexts. Furthermore, students developed practical research skills by formulating relevant questions, conducting systematic information searches, and organizing findings into coherent project outputs. These competencies are essential not only for academic success but also for navigating the information-rich environments of modern society. Previous studies similarly found that Project-Based Learning contributes to improvements in critical thinking, academic achievement, and students' ability to manage and utilize information effectively (Azizah & Widjajanti, 2019; Bell, 2010).

Disadvantages

Difficulty in Selecting Appropriate Projects

One of the primary challenges associated with Project-Based Learning is selecting projects that align with students' interests, abilities, and learning objectives. Effective projects should reflect real-life situations and provide meaningful learning experiences. Achieving this alignment requires careful consultation with students and substantial guidance from lecturers. Lecturers must ensure that selected projects meet academic standards while remaining relevant and engaging. The process of identifying suitable projects can therefore be time-consuming and demanding for both educators and students (Thomas, 2000; Larmer et al., 2015).

Difficulty in Finding Appropriate Reference Sources

Another challenge encountered during project implementation was the difficulty of locating reliable and relevant reference materials. Students were required to search extensively for information related to Islamic funeral management, yet identifying high-quality academic and religious sources often proved difficult. This challenge highlights the importance of information literacy skills and emphasizes the need for adequate guidance from lecturers in directing students toward credible resources and effective research strategies (Merriam & Tisdell, 2016).

Analysis of Supporting and Inhibiting Factors During Project-Based Learning in the Fiqh of Worship Course

Several obstacles were identified during the implementation of Project-Based Learning through Dauroh Janaiz. First, students reported receiving insufficient guidance from the Fiqh of Worship lecturer during the project preparation stage. This limited support affected various aspects of project planning, including material preparation, time management, venue selection, and equipment procurement. Second, students experienced difficulties in preparing necessary equipment such as mannequins, burial shrouds, wooden materials, and other funeral management tools. Limited financial support from the university further complicated project preparation and forced students to rely on collective contributions. Third, discrepancies between the planned schedule and actual implementation created organizational challenges on the day of the event. These difficulties were exacerbated by inaccurate travel time estimations and logistical constraints. Fourth, several students arrived late, which disrupted the planned sequence of activities and reduced operational efficiency. Finally, the lack of responsibility demonstrated by some students in fulfilling assigned tasks negatively affected team performance and hindered project implementation. These challenges illustrate the importance of stronger supervision, improved resource allocation, and more effective project management strategies in future implementations of Project-Based Learning (Creswell & Creswell, 2018; Bender, 2012).

Supporting Factors

Despite the challenges encountered, several supporting factors contributed to the successful implementation of the Dauroh Janaiz project. One important factor was that many students were graduates of Islamic boarding schools (*pesantren*) and had previously received

instruction in Islamic funeral management. Their prior knowledge and practical experience enabled them to understand project requirements more quickly and contributed positively to project implementation. Another significant supporting factor was the high level of student motivation. Students actively sought additional learning resources through books, academic journals, internet sources, YouTube videos, and classical Islamic texts. Their willingness to independently acquire knowledge compensated for limitations in formal instructional support. Furthermore, the practical and interactive nature of Project-Based Learning itself served as a motivational factor. Students found the approach enjoyable because it involved direct demonstrations and authentic applications of Fiqh of Worship concepts. Consequently, the project enhanced student engagement, enriched learning experiences, and facilitated deeper understanding through experiential learning activities (Kolb, 2015; Ryan & Deci, 2020; Larmer et al., 2015).

CONCLUSION

This study examined the implementation of Project-Based Learning (PBL) in the Fiqh of Worship course at the Department of Islamic Education, State Islamic University Sultan Maulana Hasanuddin Banten. The PBL approach was implemented through a funeral management project (Dauroh Janaiz) designed to integrate theoretical knowledge with practical application. The findings revealed that Project-Based Learning through Dauroh Janaiz provided students with a comprehensive understanding of the subject matter, enhanced their learning motivation, and strengthened their practical competencies in performing Islamic funeral rites. Observations and interviews further indicated improvements in students' learning motivation, problem-solving abilities, teamwork and collaboration skills, as well as their capacity to locate, evaluate, and utilize relevant learning resources.

The implementation process consisted of several stages, including project idea development, project design, scheduling, implementation, and evaluation. The study identified several advantages of Project-Based Learning, particularly its effectiveness in increasing student motivation and developing essential academic and practical skills. However, several challenges were also encountered, including difficulties in selecting appropriate projects, limited access to relevant reference materials, and insufficient lecturer guidance during the project preparation phase. Supporting factors included the prior practical experience of students who had graduated from Islamic boarding schools and the high level of student motivation throughout the learning process. Overall, this study provides valuable insights into the development of instructional methods in Islamic Education by highlighting the strengths, limitations, supporting factors, and obstacles associated with the implementation of Project-Based Learning in higher education settings (Bender, 2012; Larmer et al., 2015; Thomas, 2000).

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