

The Effect Of The Application Of The Problem-Based Learning Model On Improving Students' Learning Outcomes In The Learning Of Fiqih In Grade VIII Mts Al-Baitul Qadim Airmata

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Abstract

The primary issue addressed in this study is the low level of student learning outcomes in the *Fiqh* (Islamic jurisprudence) subject, specifically regarding the topic of regulations concerning halal and haram foods. This issue stems from the dominance of the lecture method, which tends to render students passive, limits their participation in discussions, and hinders their ability to relate the subject matter to real-life situations. To address this, the study aims to examine the implementation of the Problem-Based Learning (PBL) model in *Fiqh* instruction and to assess its impact on improving the learning outcomes of eighth-grade students at MTs Al-Baitul Qadim Airmata. A quantitative approach was employed, utilizing a pre-experimental research type with a one-group pretest-posttest design. The study sample consisted of 14 students, selected using the saturated sampling technique. Data collection instruments included pretests and posttests, interviews, and documentation, while data analysis involved normality testing and hypothesis testing using a paired-sample t-test. The results indicate a significant improvement in learning outcomes, with the average pretest score rising from 38.85 to 92.00 on the posttest. The t-test yielded a significance value of 0.001 ($p < 0.05$), confirming that the implementation of PBL had a significant impact on learning outcomes. The study demonstrates that the PBL model is effective in enhancing conceptual understanding, active participation, and student engagement in Fiqh lessons, thereby offering a relevant alternative teaching strategy for educators to improve the quality of education in *madrasas*.

Keywords

Problem-Based Learning, Learning Outcomes



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INTRODUCTION

Islamic Religious Education (IRE) is provided based on the principle that religion should be taught with the vision of developing individuals who possess faith, piety toward Allah SWT, and noble character. It aims to produce individuals who are honest, fair, disciplined, and responsible both personally and socially. Islamic Religious Education can be understood as

physical and spiritual guidance based on the laws and principles of Islam toward the development of a virtuous personality according to Islamic standards (Nafis, 2011).

Islam also emphasizes the importance of developing the quality of individuals by describing those who are honored and respected as individuals who possess faith and knowledge. This principle is reflected in the word of Allah SWT in the Qur'an, Surah Al-Mujadalah, verse 11:

“O you who have believed, when you are told, ‘Make room in assemblies,’ then make room; Allah will make room for you. And when you are told, ‘Arise,’ then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Aware of what you do.” (Qur'an Kemenag, n.d.).

According to Tafsir Al-Mishbah, Surah Al-Mujadalah verse 11 does not explicitly state that Allah will elevate the status of people solely because they possess knowledge. Rather, Allah associates knowledge with faith, indicating that individuals who possess both faith and knowledge are granted higher degrees. This verse demonstrates that believers are encouraged to pursue education and knowledge as part of their responsibilities in both worldly life and the hereafter.

Basically, Islamic Religious Education is a normative effort to assist individuals or groups of learners in developing an Islamic worldview, particularly concerning how they should live and make use of their lives in accordance with Islamic teachings and values. It also seeks to develop an Islamic way of life that is manifested through skills and practices in everyday life (Muhaimin, 2009). One component of Islamic Religious Education is the study of Fiqh, which deals with Islamic legal principles and their practical application in daily life.

However, challenges frequently arise in the process of learning Fiqh, particularly in developing students' deep understanding of the subject matter. Fiqh is a fundamental field of knowledge concerned with regulations, procedures, and principles governing various aspects of human life. In practice, Fiqh learning is integrated into Islamic Religious Education subjects taught in educational institutions. Within the educational process, learning activities constitute a central component and play a decisive role. The achievement of educational objectives largely depends on the quality of the learning process experienced by students. Therefore, teachers need to select appropriate teaching methods, models, and approaches that correspond to students' conditions, characteristics, and abilities.

One of the recurring problems in education is the limited ability of students to utilize their thinking skills to solve problems (Salafaein, 2021). This problem becomes particularly relevant in Fiqh learning because students are expected not only to memorize Islamic legal concepts but also to understand, analyze, and apply them to real-life situations.

When examining learning activities in Indonesia, particularly at the junior secondary school level, Fiqh learning is still frequently dominated by teacher-centered instruction and relatively limited variation in teaching methods. During Fiqh lessons, students may appear passive and easily become bored. This condition occurs because students tend to receive information directly from teachers without fully understanding its meaning or practical

relevance. Furthermore, insufficient attention to students' learning conditions can reduce their engagement. Therefore, an instructional model that encourages students to become more active during classroom learning is needed.

One instructional model that can encourage greater student activity is Problem-Based Learning (PBL). Problem-Based Learning is an innovative instructional model that provides students with active learning experiences based on real-world situations. In the teaching and learning process, students' active participation is emphasized, while teachers function primarily as facilitators who guide students throughout the learning process (Yamin, 2011). Through PBL, students are encouraged to investigate problems more deeply, formulate their own conclusions regarding the situations they encounter, and ultimately identify appropriate solutions to those problems.

In the learning process, teachers represent one of the important factors contributing to educational success. Therefore, teachers need to possess adequate knowledge, skills, and instructional resources to perform their professional responsibilities effectively. Successful learning at the educational-unit level should be conducted interactively, inspirationally, enjoyably, and challenging enough to motivate students to participate actively. Students are more likely to feel comfortable and engaged when teachers create an enjoyable learning environment.

In this context, teachers play an active role in influencing students' cognitive, affective, and psychomotor development by providing moral encouragement, guidance, and appropriate learning facilities through various instructional approaches and models. Therefore, educators need to design learning activities that can strengthen students' prior knowledge and understanding so that they can achieve better learning outcomes.

Based on the findings of previous research, low student learning outcomes are often associated with the dominance of conventional learning processes. In such learning environments, classroom activities tend to be teacher-centered, resulting in passive student participation. Nevertheless, teachers may prefer conventional methods because they require relatively few instructional tools and materials. Teachers can simply explain concepts presented in textbooks. However, this approach may prevent students from developing effective learning strategies that enable them to understand how to learn, think critically, and motivate themselves. These aspects are essential components of successful learning. Therefore, instructional strategies are needed that can help students understand learning materials as well as their application and relevance to everyday life.

Based on observations conducted at MTs Al-Baitul Qadim Airmata, two important problems were identified. First, several students were found to pay insufficient attention to explanations delivered by the teacher in front of the classroom. This condition may be influenced by the limited involvement of students in the learning process. Second, lecture-based instruction was found to be the dominant teaching method. Although lectures are frequently selected by teachers because they are relatively straightforward to implement, excessive reliance on this

method can cause boredom among some students. Consequently, some students become less focused and do not fully comprehend the material presented.

Problem-Based Learning has the potential to attract students' attention and increase their participation. Nevertheless, its implementation requires teachers to provide adequate guidance and create learning experiences that are active, meaningful, and engaging. By presenting students with contextual problems, PBL can encourage them to participate directly in identifying problems, collecting information, analyzing alternatives, discussing possible solutions, and drawing conclusions.

Previous research conducted by Sigit Rahma Dinur Prianto from the Department of Social Science Education, Faculty of Educational Sciences and Teacher Training, UIN Syarif Hidayatullah Jakarta, entitled *The Effect of Problem-Based Learning on the Learning Outcomes of Grade X Economics Students at SMA 29 Jakarta*, found that the implementation of Problem-Based Learning could improve students' learning outcomes (Prianto, 2015). These findings indicate that PBL can serve as an alternative instructional model for improving student achievement.

The implementation of Problem-Based Learning provides students with opportunities to apply their knowledge and skills while actively searching for and discovering solutions to problems presented by the teacher. Through this process, students are encouraged to develop critical thinking, independent learning, collaboration, and problem-solving abilities. In Fiqh learning, these competencies are particularly important because students are expected to understand Islamic legal principles and apply them appropriately to situations encountered in everyday life. Therefore, the application of Problem-Based Learning in Fiqh instruction is expected to create a more active learning environment and contribute to improved student learning outcomes..

METHODS

This study employs a quantitative research approach, which emphasizes the use of numerical data throughout the research process, beginning with data collection and data interpretation through the presentation of results and the formulation of conclusions (Siyoto, 2015). The quantitative approach is used because the research title contains the term "effect," indicating that the study aims to examine the effect of an independent variable on a dependent variable. Numerical data are used to support and strengthen the analysis of the variables under investigation. Therefore, the quantitative research method is considered appropriate for this study. In addition, the researcher employs a quantitative approach to produce accurate, measurable, and objective data.

The research design used in this study is a **pre-experimental design**. It is categorized as a **pre-experimental design** because it does not yet constitute a true experimental study. This is because there may still be external variables that influence the formation or changes in the dependent variable, making it difficult to attribute the observed outcomes entirely to the treatment provided by the researcher (Sugiyono, 2022).

RESULTS AND DISCUSSION

A. The Implementation of the Problem-Based Learning Model in Fiqh Learning at MTs Al-Baitul Qadim Airmata

The implementation of the Problem-Based Learning model in Fiqh learning at MTs Al-Baitul Qadim Airmata was effective, as demonstrated by the positive responses of students throughout the learning process. The Problem-Based Learning model places students at the center of learning activities, encouraging them to think critically and independently. In practice, students were divided into groups and given problems to analyze, such as how to determine whether a particular food is considered halal or haram.

This activity encouraged students to actively participate in discussions, express their opinions, and formulate solutions based on the Fiqh evidence they had learned. The teacher primarily acted as a facilitator by providing guidance and direction when necessary. This approach differed from the previous learning approach, which tended to be teacher-centered and resulted in passive student participation. The implementation of Problem-Based Learning is also consistent with Jean Piaget's constructivist theory, which emphasizes the importance of students' active involvement in constructing their own knowledge. Through this model, students develop a deeper understanding of the subject matter because they are able to relate learning concepts to real-life contexts.

B. The Effect of Problem-Based Learning on Improving Students' Learning Outcomes

Based on the results of the research conducted by the researcher, the implementation of the Problem-Based Learning model had a significant effect on improving the learning outcomes of eighth-grade students in the Fiqh subject at MTs Al-Baitul Qadim Airmata. This can be seen from the substantial difference between the pre-test and post-test results, in which the students' average score increased from 38.85 to 92.00 after receiving instruction through the Problem-Based Learning model. These results indicate that Problem-Based Learning was able to create a more effective learning process compared with the lecture method that had previously been predominantly used by the teacher.

The researcher observed that Problem-Based Learning encouraged students to become actively involved in the learning process. Students did not merely receive information from the teacher but were directly involved in constructing knowledge through problem-solving activities. This finding is consistent with the constructivist theory proposed by Jean Piaget, which states that students actively construct their own knowledge through experience and interaction with their environment.

As observed in the field, the implementation of Problem-Based Learning in Grade VIII at MTs Al-Baitul Qadim Airmata had a positive impact on students' learning processes. During the learning activities, students became more active rather than simply sitting and listening to the teacher's explanations as they had done previously. They appeared more enthusiastic because they were required to solve problems directly related to everyday life, such as determining whether particular foods are halal or haram. This activity helped students

understand the material more effectively because they were actively thinking and participating in the learning process. In this context, the teacher was no longer the sole center of learning but instead served as a facilitator who guided students to remain focused and stay within the scope of the topic being discussed.

The findings of this study are also supported by previous research conducted by Sigit Rahma Dinur (2015), entitled **The Effect of Problem-Based Learning on the Learning Outcomes of Grade X Economics Students at SMA 29 Jakarta**. The study demonstrated that the Problem-Based Learning model had a significant effect on improving students' learning outcomes (Dinur, 2015).

Research conducted by Muhannimah (2016), entitled **Improving Fiqh Learning Outcomes Through the Problem-Based Learning Model for Grade VIII Students at MTs Al-Ihsan Pondok Gede Bekasi**, also demonstrated a substantial improvement in students' learning outcomes following the implementation of Problem-Based Learning (Muhannimah, 2016). These previous studies are consistent with the findings of the present study, which demonstrate that Problem-Based Learning can significantly improve students' learning outcomes and engagement.

Therefore, the researcher concludes that the implementation of Problem-Based Learning is highly effective in improving Fiqh learning outcomes. This model not only improves students' cognitive abilities but also develops active participation, responsibility, and cooperation in solving problems. Therefore, this model should be considered as an alternative solution for addressing low learning outcomes and limited student engagement, particularly in Islamic Religious Education subjects that require students to develop a deep understanding of Islamic principles and apply them in their everyday lives.

CONCLUSION

The implementation of the Problem-Based Learning model in Fiqh learning at MTs Al-Baitul Qadim Airmata was effective in increasing students' engagement and learning outcomes. Students became more active in discussions, group work, asking questions, expressing opinions, and solving problems related to halal and haram foods. The t-test results showed a significant effect, with a significance value of $0.001 < 0.05$, indicating that H_1 was accepted and H_0 was rejected. In addition, the average score increased from 38.85 on the pre-test to 92.00 on the post-test. Therefore, Problem-Based Learning significantly improved the Fiqh learning outcomes of Grade VIII students..

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