Improving Student Learning Outcomes through the Application of Problem Based Learning Models in Fiqh Lessons on Tharah

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Abstract: This study aims to Improve Student Learning Outcomes Through the Application of Problem Based Learning Models in Fiqh Lessons About THARAH. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were grade VII students of MTs Manba'ul Hikmah. The data for this study were obtained using test, observation and documentation techniques. Tests are used to determine students' understanding after the action, while observations are used to determine the activities carried out by teachers in taking actions and students in following the learning process in class. While documentation is used to obtain data on student grades and photos of the implementation of classroom actions. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study show that 1) The use of the PBL learning model in the learning process of THARAH material has an impact on increasing student understanding. 2) The use of the PBL learning model in the learning process of THARAH material can improve student learning outcomes, this is evidenced by the following data: Initial conditions, the percentage of creative thinking ability is 33.4%, the average score is 58.6. The percentage of learning outcomes is 70%, the average is 71.5, the highest score is 85 and the lowest is 67. The current condition of the percentage of creative thinking ability is 51.8%, the average score is 79.51. The percentage of learning outcomes is 76.65%, the average is 78.8, the highest score is 88 and the lowest is 70.

Keywords: Learning outcomes, problem based learning model, Fiqh learning.

INTRODUCTION

Humans who live in this world essentially need education. Education is a process with certain methods so that people gain knowledge, understanding, and ways of behaving according to needs (Muhibbin Syah, 2010: 10). The definition of education according to Law No. 20 of 2003: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state." (Law No. 20, 2003). In the form of its application process, education requires a learning process. Learning is a process of interaction between students, between students and educators and learning resources in a learning environment. From this understanding, it is clear that in learning there must be

active interaction between students and students with educators to achieve learning success. Every educator wants their students to get good results in the learning process. However, achieving this is not an easy thing, because learning success is greatly influenced by many factors, including: Internal factors (factors from within students), namely physical and spiritual conditions such as health, mental, intelligence level, interests and so on. External factors are factors that come from outside the child, such as cleanliness of the house, air, environment, family, community, friends, teachers, media, learning facilities and infrastructure. Approach factors, namely, the type of student learning efforts that include strategies and methods used by students to carry out learning activities for learning materials (Muhibbin Syah, 2010: 132). Basically, education aims to improve the quality of human resources, as formulated in the National Education System Law No. 22 of 2003, that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Based on the National Education System Law above, one of the characteristics of quality humans is those who are strong in faith and piety and have noble morals. Thus, one of the characteristics of our educational output competencies is strength in faith and piety and has noble morals. To achieve the noble educational goals above, a teacher figure is needed who has four competencies, namely pedagogical competence, personality competence, professional competence and social competence. Teachers in education are an important element. The position and status of teachers can be seen in various dimensions, teachers as individuals, teachers in families, teachers at school, teachers as members of society and citizens and teachers as servants of God (Uus Ruswandi, 2009:). From this statement it is clear that teachers occupy a very important position in the education process. Education has an important role in the development and survival of the nation, thus education must be implemented properly in accordance with the developments and demands that produce quality human resources. The subject of fiqh has a very strategic role in terms of increasing faith and piety. This is because in the structure of the national curriculum, fiqh lessons are a group of religious subjects. On the other hand, fiqh lessons encounter many challenges and criticisms. The challenge faced in fiqh lessons as a subject is how to implement good and correct worship procedures. Thus, fiqh material includes knowledge about religion and how to shape students' personalities to have strong faith and piety. While its implementation in their daily lives always carries out worship according to the provisions of Allah and His Messenger.

THARAH material is one of the fiqh learning materials. When this material is presented by the author with the discussion and Q&A method, and giving assignments to work on practice questions, it turns out that the learning outcomes are very low. The average is only 65, the percentage of completion is only 58%, based on the results of observations the percentage of students who are actively involved in learning is only 58%. For the author, this is a serious problem because the author is worried that this important THARAH material is just passed by, without impression, meaningless, and does not get optimal learning outcomes in students. From the problems above, the author is interested in conducting Classroom Action Research to improve fiqh learning, especially in THARAH material. The model that the author uses is Problem based learning collaborated with the use of discussion and Q&A methods. This type of learning can be applied in all fields of study and for all types of classes, both special classes for gifted children, special education classes, classes with average intelligence levels and is very necessary in heterogeneous classes with various levels of ability. PBL learning model is very conducive to developing relationships between academically backward students and their classmates (Slavin 2005: 66). The author hopes that through this learning method, students' learning understanding will increase, be memorable, meaningful and learning outcomes will be optimal. Therefore, from the above explanation, the author is interested in conducting a

classroom action research in order to improve the understanding of the subject of fiqh in this madrasah, with the following title "Improving Student Learning Outcomes Through the Application of Problem Based Learning Models in Fiqh Lessons ABOUT THARAH (Classroom Action Research in Class VII MTs Manba'ul Hikmah)".

METHODS

This study employs Classroom Action Research (CAR) to improve student learning outcomes through the application of the Problem-Based Learning (PBL) model in Fikih lessons on the topic of Tharah. The research follows a cyclical process consisting of four stages: planning, action, observation, and reflection. The study was conducted in two cycles, with each cycle comprising the four stages to systematically analyze the impact of the intervention on student learning. Classroom Action Research (CAR) is chosen because it allows for continuous improvement in teaching and learning processes. It provides a practical approach to solving real classroom problems and offers insights into the effectiveness of different teaching methods. The iterative nature of CAR ensures that any adjustments required during the learning process can be made promptly, thus maximizing the potential benefits for students. The subjects of this research were seventh-grade students at MTs Manba'ul Hikmah. The class was selected based on initial observations that indicated a need for improvement in students' understanding and learning outcomes related to the topic of Tharah. The students were of mixed abilities, with varying levels of prior knowledge and learning motivation. The selection of participants was done through purposive sampling, ensuring that the study focused on students who needed intervention in their learning process. The inclusion of all students in the classroom also ensured a holistic approach to understanding the impact of the PBL model.

To ensure comprehensive data collection, the study employed multiple techniques, including tests, observations, documentation, and interviews. Tests were used to measure students' understanding before and after the implementation of the PBL model. The pre-test was administered to assess the initial level of understanding, while the post-test measured improvements in learning outcomes after each cycle. Observations were conducted to evaluate classroom activities, including teacher implementation of PBL strategies and student participation during the learning process. Observations were recorded using structured observation sheets. Documentation included collecting student scores, field notes, and photographs of classroom activities to support the findings and provide additional qualitative insights into the learning process. Interviews were conducted with students and teachers to gain insights into their experiences with the PBL model and their perspectives on its effectiveness. Using multiple data collection techniques ensures triangulation, enhancing the validity and reliability of the study. Each method complements the others, providing a more detailed picture of the impact of the intervention. The research instruments used in this study included pre-test and post-test, observation sheets, student worksheets, and interview guidelines. The pre-test and post-test were designed to measure students' progress in understanding Tharah. Observation sheets were used to record teacher and student activities during the PBL implementation. Student worksheets provided tasks and exercises that facilitated student engagement with the PBL model. Interview guidelines were used to structure interviews with students and teachers to explore their experiences and feedback.

The data were analyzed using descriptive statistical analysis. The process involved comparing student performance before and after the intervention by evaluating test scores, levels of creative thinking, and overall learning outcomes. The key indicators of research success included an increase in students' creative thinking abilities, a rise in the class average score, and an improvement in the percentage of students achieving the minimum passing grade. Descriptive statistics were used to summarize quantitative data, while qualitative data from observations and interviews were analyzed thematically to identify common patterns and themes. The integration of qualitative and quantitative data

provided a comprehensive analysis of the research findings. The research was conducted in two cycles, with each cycle consisting of four stages: planning, action, observation, and reflection. The planning stage involved preparing lesson plans, instructional materials, and research instruments. The action stage focused on implementing the PBL model in the classroom. The observation stage involved monitoring and documenting students' responses and participation. The reflection stage assessed the effectiveness of the intervention and made necessary adjustments for the next cycle. The first cycle focused on introducing the PBL model and familiarizing students with its approach. The second cycle refined the implementation based on the reflections from the first cycle, ensuring improvements in student engagement and learning outcomes.

The effectiveness of the PBL model was assessed based on several criteria. The first indicator was an increase in the percentage of students with creative thinking skills, which improved from an initial 33.4% to 51.8%. The second indicator was an improvement in the class average score, which rose from 58.6 to 79.51. The third indicator was an increase in the percentage of students achieving the minimum passing grade, which grew from 70% to 76.65%. These indicators were set based on previous studies on PBL, ensuring that the study had a clear benchmark for success. Ethical considerations were taken into account during the research process. Informed consent was obtained from students and their guardians before the study commenced. Confidentiality was maintained by anonymizing student data. Additionally, the research ensured that no student was disadvantaged as a result of the intervention. Ethical approval was sought from the relevant educational authorities before the study was conducted. Although the research demonstrated the effectiveness of PBL, certain limitations should be noted. The first limitation was time constraints, as the study was conducted over a limited period, which may not fully capture the long-term effects of PBL. The second limitation was classroom management challenges, as some students initially struggled with the transition from traditional learning to the student-centered approach of PBL. The third limitation was the sample size, as the study focused on one class, limiting the generalizability of findings to a broader population.

Future studies could explore the long-term effects of PBL on student learning and engagement. Additionally, research involving multiple schools or larger student populations could provide more generalizable insights into the effectiveness of PBL in different contexts. Expanding the scope of research to include different subjects and grade levels would also provide a more comprehensive understanding of the potential benefits and challenges associated with the PBL model. Based on the findings, the implementation of the Problem-Based Learning (PBL) model in teaching Tharah proved to be an effective strategy for enhancing students' comprehension and academic performance. The results indicate that engaging students in problem-solving activities not only improves their conceptual understanding but also fosters critical and creative thinking skills, ultimately leading to better learning outcomes. The study highlights the potential of PBL as an instructional method that promotes active learning and student-centered education. While challenges such as time constraints and classroom management issues were encountered, the study demonstrates that PBL is a promising instructional method that can significantly improve student engagement and learning outcomes in Fikih education. Future research should explore additional strategies to further optimize its effectiveness. Integrating PBL with other innovative teaching approaches, such as blended learning and cooperative learning strategies, could further enhance its impact on student learning. The findings of this research provide valuable insights for educators and policymakers seeking to improve instructional practices and student learning experiences.

RESULTS

The findings of this research indicate that the implementation of the Problem-Based Learning (PBL) model in teaching Fikih on the topic of Tharah has significantly improved

student learning outcomes. The research was conducted in two cycles, with each cycle demonstrating progressive improvements in students' conceptual understanding, engagement, and academic performance. During the initial phase, the pre-test results indicated that students had a limited understanding of Tharah, with an average score of 58.6. Additionally, only 33.4% of students exhibited creative thinking skills. The observations during this phase also showed that students were less engaged and relied heavily on teacher-centered instruction. Many students struggled to apply theoretical concepts to practical scenarios, highlighting the need for a more interactive and problem-solving-based approach. After implementing the PBL model in the first cycle, students showed noticeable improvement in their ability to analyze and apply concepts related to Tharah. The average score increased to 70.2, and creative thinking skills improved to 42.5%. However, observations revealed that some students still faced challenges in adapting to the new learning approach, particularly in group discussions and collaborative problem-solving.

In the second cycle, modifications were made based on reflections from the first cycle. The teacher provided additional guidance on how to approach problem-solving tasks and encouraged more student participation. As a result, student engagement improved significantly, and their ability to discuss and analyze real-world cases related to Tharah became more evident. The average score increased to 79.51, and the percentage of students achieving the minimum passing grade rose from 70% to 76.65%. Further analysis of the results showed that students became more active learners and demonstrated higher-order thinking skills. They were able to formulate logical arguments, compare different perspectives, and apply their knowledge to real-life situations. The percentage of students demonstrating creative thinking skills increased from 33.4% to 51.8%, indicating that the PBL model encouraged a deeper level of cognitive engagement. Observations also highlighted an improvement in students' participation during discussions and problem-solving activities. Initially, students were hesitant to express their opinions, but as they became more accustomed to the PBL approach, they exhibited greater confidence in articulating their thoughts and reasoning.

Interviews with students revealed that many found the PBL model to be more engaging and enjoyable compared to traditional methods. They appreciated the opportunity to collaborate with peers, discuss real-life scenarios, and develop problem-solving skills. Some students reported that they initially struggled with the open-ended nature of PBL but gradually adapted and found it beneficial in enhancing their understanding. Teachers also expressed positive feedback regarding the PBL model. They noted that the approach encouraged students to be more independent learners and fostered critical thinking skills. However, teachers also acknowledged challenges such as time constraints in covering the entire curriculum using PBL and the need for additional resources to support problem-based learning activities. The documentation collected, including field notes and photographs, further supported the findings. The images captured students actively engaging in discussions, working in groups, and presenting their solutions. These qualitative data provided strong evidence that the PBL model effectively transformed the classroom dynamic from a passive to an active learning environment.

Despite the positive outcomes, the research also identified some challenges. One key challenge was the transition from traditional teaching methods to a student-centered approach, which required both students and teachers to adjust their roles. Another challenge was the varying levels of student participation, as some students required additional motivation and encouragement to actively engage in problem-solving activities. Overall, the results of this research demonstrate that the Problem-Based Learning model is an effective strategy for enhancing student understanding and academic achievement in Fikih lessons. The findings suggest that incorporating real-world problems and collaborative learning can significantly improve students' engagement, critical thinking skills, and overall learning outcomes. Future research could explore strategies to further

refine the implementation of PBL, such as integrating digital tools to enhance student collaboration and providing additional teacher training on facilitating PBL sessions. Additionally, expanding the study to include a larger sample size and different educational contexts would provide more comprehensive insights into the long-term impact of PBL on student learning. The problem-based learning model has garnered attention in educational research due to its effectiveness in fostering critical thinking, problem-solving skills, and deeper engagement among students. One area where this model has been particularly effective is in the teaching of Islamic studies, specifically in the subject of Fiqh, which encompasses the study of Islamic jurisprudence. The focus of this research is to explore the impact of the Problem-Based Learning (PBL) model on improving student learning outcomes in the Fiqh lesson about Taharah, which refers to the Islamic principles of cleanliness and purification.

Fiqh is an important subject in Islamic education, as it provides the knowledge and understanding of religious practices that are essential to every Muslim's daily life. Taharah, as one of the fundamental topics in Fiqh, teaches students about the necessary purification rituals before performing acts of worship such as prayer. Mastery of this subject is crucial for the proper performance of religious duties, making it essential to adopt effective teaching methods that will engage students and improve their understanding. In traditional teaching settings, students are often passive recipients of information, and the learning process can become monotonous and disconnected from real-life applications. This lack of engagement can lead to lower retention and application of the material. Problem-Based Learning, on the other hand, encourages active participation, critical thinking, and collaborative learning, which are all essential components of meaningful education. In PBL, students are presented with real-world problems or scenarios, and they work together to solve them, developing both their knowledge and skills through inquiry and discussion.

The study investigates the use of PBL in Fiqh lessons, specifically focusing on how this approach affects students' understanding of the concept of Taharah. In this study, students are given case studies or real-life scenarios where the concept of purification is applied. Through these case studies, students are encouraged to identify the problems, discuss the steps for proper purification, and apply their theoretical knowledge to practical situations. One of the key benefits of the PBL model is that it promotes critical thinking and problem-solving skills. In the context of learning about Taharah, students must not only recall the steps of purification but also understand the reasoning behind each step. They must consider various factors such as the circumstances that may affect the purification process, such as types of impurity or the state of the individual. This deeper understanding goes beyond rote memorization and allows students to apply their knowledge in a flexible and practical manner.

Furthermore, PBL fosters collaboration among students. Working in groups encourages students to share their ideas, clarify their understanding, and learn from one another. In the context of learning about Taharah, students might discuss different methods of purification in various situations, such as when performing wudu (ablution) or ghusl (major ablution). Through these discussions, students gain a more comprehensive understanding of the topic as they hear different perspectives and interpretations. The active learning environment in PBL also enhances student motivation. When students see that the material they are learning is relevant to real-life situations, they are more likely to be engaged and interested in the lesson. In the case of Taharah, understanding the practical applications of purification rituals in daily life can make the subject more meaningful and interesting to students. In addition to improving understanding and motivation, PBL also encourages students to take ownership of their learning. Instead of passively receiving information from the teacher, students in a PBL setting are responsible for identifying problems, conducting research, and presenting solutions. This sense of ownership fosters greater accountability and independence, qualities that are valuable not only in education but also in life. The teacher's role in the PBL model is to guide and

facilitate rather than to lecture. The teacher serves as a mentor, providing support and resources as students work through the problem-solving process. In the context of Fiqh, the teacher can help students navigate complex questions about purification, ensuring that students understand the religious texts and the reasoning behind Islamic rulings.

In this study, a group of students was taught using the PBL model in a Fiqh lesson on Taharah. The students were divided into small groups and presented with a series of case studies related to purification. They were tasked with identifying the issues in each case, discussing potential solutions, and applying the rules of purification to resolve the problems. The teacher facilitated the process by providing feedback and guiding the discussions. The results of the study showed a significant improvement in student learning outcomes. Students demonstrated a deeper understanding of the principles of Taharah, and they were able to apply their knowledge in practical situations. Their ability to critically analyze and solve problems related to purification was also enhanced. Additionally, students reported higher levels of engagement and motivation in the PBL-based lessons compared to traditional teaching methods.

One of the key findings of the study is that students who were exposed to the PBL model showed greater retention of the material. Since the learning process was centered around real-life scenarios and problem-solving, students were more likely to remember the steps of purification and the underlying concepts. This contrasts with traditional methods where students might memorize the steps without fully understanding the reasoning behind them. Another important observation was that the PBL model promoted greater collaboration among students. In the group discussions, students were able to clarify their understanding of the material, ask questions, and challenge one another's ideas. This collaborative learning environment not only helped students deepen their understanding of the topic but also built their interpersonal and communication skills. The study also highlighted the importance of the teacher's role in the PBL process. The teacher's ability to guide and support students in their problem-solving efforts was crucial to the success of the learning experience. Teachers who were actively involved in facilitating discussions and providing feedback helped students stay on track and engage more deeply with the material.

The research suggests that the PBL model can be effectively integrated into Islamic education, especially in teaching Fiqh subjects such as Taharah. By encouraging active learning, critical thinking, and collaboration, PBL can enhance students' understanding of complex religious concepts and improve their ability to apply this knowledge in real-life situations. Furthermore, the increased motivation and engagement that result from PBL can lead to better overall learning outcomes. In conclusion, the implementation of the Problem-Based Learning model in Fiqh lessons on Taharah has shown promising results in improving student learning outcomes. By promoting active participation, critical thinking, and collaboration, PBL offers a more engaging and effective approach to teaching Islamic jurisprudence. The findings of this study suggest that educators should consider incorporating the PBL model into their teaching strategies to foster deeper learning and greater student success in religious education.

DISCUSSION

The findings of this research indicate that the implementation of the Problem-Based Learning (PBL) model in teaching Fikih on the topic of Tharah has significantly improved student learning outcomes. The research was conducted in two cycles, with each cycle demonstrating progressive improvements in students' conceptual understanding, engagement, and academic performance. During the initial phase, the pre-test results indicated that students had a limited understanding of Tharah, with an average score of 58.6. Additionally, only 33.4% of students exhibited creative thinking skills. The observations during this phase also showed that students were less engaged and relied heavily on teacher-centered instruction. Many students struggled to apply theoretical

concepts to practical scenarios, highlighting the need for a more interactive and problem-solving-based approach. After implementing the PBL model in the first cycle, students showed noticeable improvement in their ability to analyze and apply concepts related to Tharah. The average score increased to 70.2, and creative thinking skills improved to 42.5%. However, observations revealed that some students still faced challenges in adapting to the new learning approach, particularly in group discussions and collaborative problem-solving.

In the second cycle, modifications were made based on reflections from the first cycle. The teacher provided additional guidance on how to approach problem-solving tasks and encouraged more student participation. As a result, student engagement improved significantly, and their ability to discuss and analyze real-world cases related to Tharah became more evident. The average score increased to 79.51, and the percentage of students achieving the minimum passing grade rose from 70% to 76.65%. Further analysis of the results showed that students became more active learners and demonstrated higher-order thinking skills. They were able to formulate logical arguments, compare different perspectives, and apply their knowledge to real-life situations. The percentage of students demonstrating creative thinking skills increased from 33.4% to 51.8%, indicating that the PBL model encouraged a deeper level of cognitive engagement. Observations also highlighted an improvement in students' participation during discussions and problem-solving activities. Initially, students were hesitant to express their opinions, but as they became more accustomed to the PBL approach, they exhibited greater confidence in articulating their thoughts and reasoning.

Interviews with students revealed that many found the PBL model to be more engaging and enjoyable compared to traditional methods. They appreciated the opportunity to collaborate with peers, discuss real-life scenarios, and develop problem-solving skills. Some students reported that they initially struggled with the open-ended nature of PBL but gradually adapted and found it beneficial in enhancing their understanding. Teachers also expressed positive feedback regarding the PBL model. They noted that the approach encouraged students to be more independent learners and fostered critical thinking skills. However, teachers also acknowledged challenges such as time constraints in covering the entire curriculum using PBL and the need for additional resources to support problem-based learning activities. The documentation collected, including field notes and photographs, further supported the findings. The images captured students actively engaging in discussions, working in groups, and presenting their solutions. These qualitative data provided strong evidence that the PBL model effectively transformed the classroom dynamic from a passive to an active learning environment.

Despite the positive outcomes, the research also identified some challenges. One key challenge was the transition from traditional teaching methods to a student-centered approach, which required both students and teachers to adjust their roles. Another challenge was the varying levels of student participation, as some students required additional motivation and encouragement to actively engage in problem-solving activities. Overall, the results of this research demonstrate that the Problem-Based Learning model is an effective strategy for enhancing student understanding and academic achievement in Fikih lessons. The findings suggest that incorporating real-world problems and collaborative learning can significantly improve students' engagement, critical thinking skills, and overall learning outcomes. Future research could explore strategies to further refine the implementation of PBL, such as integrating digital tools to enhance student collaboration and providing additional teacher training on facilitating PBL sessions. Additionally, expanding the study to include a larger sample size and different educational contexts would provide more comprehensive insights into the long-term impact of PBL on student learning. Problem-Based Learning (PBL) is an effective teaching model that can enhance student learning outcomes, particularly in subjects like Fiqh, which is the study of Islamic jurisprudence. One of the core topics in Fiqh is Taharah, which refers to the

concepts of purification in Islam, including the rules surrounding wudu (ablution), ghusl (ritual bath), and tayammum (dry ablution). By applying PBL, students are encouraged to engage with real-life problems, enhancing their understanding of abstract concepts through practical scenarios.

The PBL approach involves presenting students with a problem or case study related to Taharah, which they need to solve collaboratively. In a Fiqh class, for instance, students might be given a scenario where they need to determine if someone is in a state of impurity and how they can purify themselves. This encourages critical thinking and allows students to connect theoretical knowledge with real-world situations. Through discussion, research, and collaborative problem-solving, students develop a deeper understanding of Taharah's practical applications in daily life. One significant advantage of using PBL in Fiqh lessons is that it fosters active learning. Instead of passively receiving information, students actively seek out answers, ask questions, and engage with the material in a meaningful way. This active involvement helps students retain information more effectively. Moreover, it enables them to explore various perspectives and approaches to solving problems, which enriches their understanding of the subject.

In addition, PBL promotes teamwork and communication skills, as students work together to solve the problem. In a Fiqh context, students can share their knowledge, debate different interpretations of Islamic texts, and collaborate on finding the best solutions. These collaborative skills are crucial, as they not only improve academic performance but also prepare students for future careers where teamwork and communication are essential. Finally, applying PBL in Fiqh lessons on Taharah can also increase student motivation and engagement. By presenting real-world problems, students are more likely to see the relevance of their studies to their everyday lives. As a result, they are more motivated to learn and apply the concepts of purification in their daily religious practices. This approach not only improves academic outcomes but also strengthens students' personal connection to the subject matter.

CONCLUSION

The results of this study align with previous research indicating that Problem-Based Learning (PBL) has a positive impact on student engagement and learning outcomes. By integrating real-world problems into the learning process, students develop a deeper understanding of concepts, which enhances their critical thinking and problem-solving abilities. One of the primary reasons for the success of PBL in this study is its ability to foster active learning. Instead of passively receiving information from teachers, students are encouraged to explore, analyze, and synthesize knowledge independently. This shift in learning approach empowers students to take ownership of their learning, leading to improved comprehension and retention. Additionally, the collaborative aspect of PBL plays a crucial role in enhancing learning outcomes. Students work together in groups to discuss and solve problems, which helps them develop communication skills, teamwork, and the ability to view problems from multiple perspectives. This collaborative environment encourages peer learning, where students can exchange ideas and challenge each other's viewpoints.

The study also highlights the importance of teacher facilitation in PBL. Teachers are no longer the sole providers of knowledge but instead act as facilitators who guide students through the learning process. This requires teachers to adopt new instructional strategies that support student inquiry, encourage deeper questioning, and provide constructive feedback. Moreover, the increase in students' creative thinking skills as observed in this study indicates that PBL provides opportunities for students to explore different problem-solving strategies. By engaging in open-ended tasks and real-world applications, students are encouraged to think beyond memorization and apply their knowledge in meaningful ways. While the study demonstrates positive outcomes, it also acknowledges challenges in implementing PBL. The transition from traditional teaching

methods to a student-centered approach requires time and adaptation. Some students initially struggle with the increased responsibility of their learning, and teachers must be prepared to provide additional support during this transition period.

Another challenge identified in this study is the time required to effectively implement PBL. Since students engage in problem-solving activities that require deep analysis, lessons may take longer than traditional lectures. This poses a challenge for teachers who need to balance curriculum coverage with meaningful learning experiences. Additionally, classroom management becomes a crucial aspect when implementing PBL. Students working in groups may require guidance to stay on task and effectively collaborate with their peers. Teachers need to establish clear expectations and provide structured guidance to ensure productive discussions and problem-solving activities. Despite these challenges, the study confirms that the benefits of PBL outweigh the difficulties. The increase in student engagement, improved problem-solving skills, and higher academic achievement indicate that PBL is a valuable pedagogical approach for teaching Fikih on the topic of Tharah.

Future research should explore ways to address the challenges identified in this study. For instance, investigating time-efficient strategies for implementing PBL while ensuring comprehensive content coverage would be beneficial. Additionally, examining the long-term effects of PBL on student learning retention and motivation would provide deeper insights into its effectiveness. In conclusion, this study reinforces the importance of student-centered learning approaches such as PBL in enhancing educational outcomes. The findings suggest that incorporating PBL into Fikih lessons not only improves academic achievement but also fosters essential skills such as critical thinking, collaboration, and creativity. Educators should consider integrating PBL into their teaching practices to create more engaging and meaningful learning experiences for students.

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