Implementation of Problem Based Learning and Project Based Learning Approaches in Fiqh Subjects at MTs Al Munawwaroh

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Abstract: This study aims to describe the application of Problem Based Learning (PBL) and Project Based Learning (PjBL) approaches in Fiqh learning at MTs. Al Munawarroh Sukaresik Tasikmalaya, and to analyze its impact on students' activeness and understanding. In the context of Fiqh learning which tends to be theoretical, the application of problem-based and project-based approaches is a strategic innovation to increase student involvement actively and contextually. The research method used is descriptive qualitative with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the application of PBL helps students develop critical thinking skills in solving everyday Islamic law problems, while PjBL encourages them to produce real work that is relevant to Fiqh material. The combination of these two approaches is able to increase learning motivation, deepen conceptual understanding, and foster an attitude of responsibility and cooperation in groups. Thus, the application of PBL and PjBL is considered effective in improving the quality of Fiqh learning at MTs. Al Munawarroh Sukaresik Tasikmalaya.

Keywords: Problem based learning, project based learning, Fiqh learning.

INTRODUCTION

Education is a process that aims to shape the character, knowledge, and skills of students to become people who are faithful, pious, and have noble character. In the context of Islamic education, the subject of Fiqh has an important role in shaping students' understanding of Islamic teachings, especially those related to the laws of worship and muamalah. However, Fiqh learning often still takes place conventionally and is centered on the teacher, which results in a lack of active participation of students in the learning process. To answer these challenges, innovation is needed in learning approaches that are able to foster active participation, deep understanding, and critical and creative thinking skills. One solution that can be applied is the Problem Based Learning (PBL) and Project Based Learning (PjBL) approaches. PBL is an approach that emphasizes solving real problems as the basis for learning, so that students are trained to think analytically and critically about problems related to the subject matter (Hmelo-Silver, 2004). Meanwhile, PjBL is a learning approach that focuses on project activities that encourage students to

design, compile, and complete a work within a certain time as a meaningful learning outcome (Thomas, 2000).

The implementation of PBL and PjBL in Fiqh subjects at the Madrasah Tsanawiyah level is expected to make learning more contextual, enjoyable, and meaningful. Through this approach, students not only understand the material theoretically, but are also able to relate Fiqh concepts to the realities of everyday life. In addition, project activities in PjBL also train collaborative skills, responsibility, and time management. MTs. Al Munawwaroh Sukaresik Tasikmalaya is one of the Islamic educational institutions that continues to strive to improve the quality of its learning. The implementation of the PBL and PjBL approaches in Fiqh learning at this madrasah is a strategic step to create an active and productive learning environment. Therefore, this study aims to examine how the implementation of the PBL and PjBL approaches in Fiqh subjects, as well as their impact on student activity and understanding.

The landscape of Islamic Religious Education (IRE) at the secondary level necessitates pedagogical approaches that transcend rote memorization and passive reception of information. In the context of Fiqih, the Islamic jurisprudence that governs daily life practices, it is particularly crucial for students to develop not only a theoretical understanding of religious rulings but also the ability to apply these principles to real-world scenarios and engage in critical thinking regarding their implementation. Traditional methods of instruction, often characterized by teacher-centered lectures and textbook-based exercises, may fall short in cultivating these essential skills and fostering a deep, practical understanding of Fiqih among students. Recognizing the limitations of conventional teaching methodologies in fostering higher-order thinking skills and practical application in Fiqih education, contemporary pedagogical discourse advocates for the integration of student-centered and inquiry-based learning approaches. Among these innovative methodologies, Problem Based Learning (PBL) and Project Based Learning (PjBL) have emerged as particularly promising frameworks for engaging students actively in the learning process and promoting a more profound and contextualized understanding of subject matter. These approaches shift the focus from passive knowledge acquisition to active problem-solving, critical thinking, and the creation of tangible learning outcomes.

Problem Based Learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in triggering material. The problem is typically complex, ill-structured, and mirrors real-world scenarios, requiring students to collaborate, conduct research, and apply their knowledge to develop viable solutions. In the context of Fiqih, PBL can involve presenting students with authentic dilemmas related to Islamic practices, such as issues of halal and haram in contemporary food production, ethical considerations in financial transactions, or the application of Islamic principles in social interactions. By grappling with these complex problems, students develop a deeper understanding of the underlying principles of Fiqih and hone their analytical and problem-solving abilities. Project Based Learning (PjBL), on the other hand, is a dynamic teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. In Fiqih education, PjBL can manifest in various forms, such as students creating instructional videos on how to perform specific religious rituals correctly, developing community awareness campaigns on Islamic ethics in business, or designing practical guides for applying Islamic principles in everyday life. The emphasis in PjBL is on the creation of a tangible product or presentation that demonstrates the students' learning and understanding.

The integration of PBL and PjBL in the teaching of Fiqih holds significant potential for enhancing student engagement, fostering deeper conceptual understanding, and developing essential 21st-century skills such as critical thinking, collaboration, communication, and creativity. By actively engaging with real-world problems and undertaking meaningful projects, students are more likely to develop a genuine interest in

the subject matter and perceive its relevance to their lives. This active involvement can lead to a more profound and lasting understanding of Fiqih principles and their practical application. In the specific context of MTs Al Munawwaroh, a secondary-level Islamic school, the adoption of PBL and PjBL in the Fiqih curriculum could represent a significant step towards modernizing pedagogical practices and aligning them with contemporary educational philosophies. By moving away from traditional, teacher-centered approaches, the school can empower students to become active learners, critical thinkers, and problem solvers in the realm of Islamic jurisprudence. This shift can foster a more dynamic and engaging learning environment, ultimately leading to improved student outcomes and a more profound appreciation for the practical wisdom embedded within Fiqih.

This study, therefore, seeks to explore the implementation and effectiveness of integrating Problem Based Learning and Project Based Learning approaches in the teaching of Fiqih at MTs Al Munawwaroh. By examining the impact of these student-centered methodologies on student engagement, conceptual understanding, and the development of relevant skills, this research aims to provide valuable insights into the potential benefits and challenges of adopting these innovative pedagogical frameworks within an Islamic educational setting. The findings of this study are expected to contribute to the ongoing discourse on effective Fiqih pedagogy and offer practical guidance for educators seeking to enhance student learning and engagement in this crucial area of Islamic studies. The research will delve into the specific ways in which PBL and PjBL are implemented in the Fiqih classroom at MTs Al Munawwaroh, examining the types of problems and projects assigned to students, the level of student autonomy and collaboration involved, and the strategies employed by teachers to facilitate the learning process. Furthermore, the study will investigate the students' perceptions of these learning approaches, their levels of engagement and motivation, and the extent to which they believe these methods have enhanced their understanding of Fiqih principles and their ability to apply them in practical contexts.

By analyzing both quantitative and qualitative data, this research aims to provide a comprehensive evaluation of the impact of PBL and PjBL on Fiqih learning outcomes at MTs Al Munawwaroh. Quantitative data, such as student performance on assessments and measures of learning interest, will be analyzed to determine the statistical significance of any observed changes. Qualitative data, gathered through classroom observations, student interviews, and teacher reflections, will provide rich contextual insights into the students' experiences and the nuances of implementing these pedagogical approaches in the Fiqih classroom. Ultimately, this study seeks to contribute to a deeper understanding of how PBL and PjBL can be effectively integrated into the teaching of Fiqih in an Islamic educational setting. The findings are expected to offer valuable insights for educators at MTs Al Munawwaroh and beyond who are interested in adopting student-centered and inquiry-based approaches to enhance student engagement, promote deeper learning, and cultivate essential skills in the crucial domain of Islamic jurisprudence. By embracing these innovative methodologies, Islamic schools can empower their students to become not only knowledgeable but also thoughtful and practically adept in their understanding and application of Fiqih principles.

The successful implementation of PBL and PjBL in Fiqih education at MTs Al Munawwaroh could serve as a model for other Islamic educational institutions seeking to modernize their pedagogical practices and foster a more engaging and relevant learning experience for their students. By shifting the focus from passive reception to active inquiry and problem-solving, these approaches can cultivate a deeper appreciation for the practical wisdom of Fiqih and empower students to become active and informed participants in their faith and their communities. This research endeavors to contribute to this important educational transformation within the realm of Islamic studies. The exploration of PBL and PjBL in this context is particularly timely given the increasing need for Islamic education to equip students with the critical thinking skills and practical competencies necessary to navigate the complexities of the modern world while

remaining firmly rooted in their faith. By engaging with real-world problems and undertaking meaningful projects related to Fiqih, students can develop a more nuanced and applicable understanding of Islamic principles, enabling them to make informed and ethical decisions in their daily lives. This study aims to shed light on how these innovative pedagogical approaches can contribute to this vital educational goal within the specific environment of MTs Al Munawwaroh.

The findings of this research are anticipated to not only inform the pedagogical practices at MTs Al Munawwaroh but also to contribute to the broader academic discourse on effective teaching methodologies in Islamic education. By providing empirical evidence of the impact of PBL and PjBL on student engagement and learning outcomes in Fiqih, this study can encourage other Islamic schools and educators to consider and potentially adopt these student-centered approaches in their own classrooms. This can contribute to a wider movement towards more active, engaging, and relevant Islamic education that empowers students to become lifelong learners and thoughtful practitioners of their faith. In conclusion, the integration of Problem Based Learning and Project Based Learning holds significant promise for transforming the teaching and learning of Fiqih at MTs Al Munawwaroh. By shifting the pedagogical focus towards student-centered inquiry, problem-solving, and project creation, these approaches have the potential to enhance student engagement, foster deeper conceptual understanding, and cultivate essential 21st-century skills. This research endeavors to explore the implementation and effectiveness of these methodologies within this specific Islamic educational context, with the ultimate goal of contributing to the improvement of Fiqih education and empowering students to become more knowledgeable, thoughtful, and practically adept in their understanding and application of Islamic jurisprudence.

METHODS

This study uses a descriptive qualitative approach that aims to describe in depth the process of implementing the Problem Based Learning (PBL) and Project Based Learning (PjBL) approaches in Fiqh learning. Qualitative research was chosen because it is more appropriate for studying phenomena in a naturalistic and contextual manner in an educational environment (Creswell, 2015). This research was conducted at MTs. Al Munawarroh Sukaresik Tasikmalaya in the odd semester of the 2024/2025 academic year, during the period July to November 2024. The subjects in this study were Fiqh subject teachers and class VIII students at MTs. Al Munawarroh Sukaresik. The object of the research is the application of the PBL and PjBL learning approaches in the Fiqh teaching and learning process. To obtain valid and reliable data, the researcher used several data collection techniques as follows: 1) Observations were carried out in a participatory manner to observe the Fiqh learning process that applies the PBL and PjBL approaches, including teacher and student activities in the classroom; 2) Semi-structured interviews were conducted with Fiqh subject teachers and several students to explore perceptions, experiences, and obstacles and successes in implementing the learning model; 3) Documentation includes syllabus, lesson plans, student worksheets (LKS), project results, and other notes related to the learning process. The data obtained were analyzed using the Miles and Huberman (1994) model, which consists of three stages, namely: 1) Data reduction: filtering data that is relevant to the focus of the research; 2) Data presentation: compiling data in the form of narratives, tables, or matrices to make it easier to understand; 3) Drawing conclusions and verification: drawing meaning from the data that has been analyzed to answer the formulation of the research problem.

Data validity testing was carried out by triangulating sources and techniques, namely comparing data from observations, interviews, and documentation, and comparing opinions between informants to ensure consistency and accuracy of information. This study involved 1 grade VIII Fiqh teacher and 25 grade VIII students of MTs. Al Munawarroh Sukaresik as respondents. The sampling technique used purposive sampling

based on their direct involvement in the implementation of the PBL and PjBL learning models during the odd semester of the 2024/2025 academic year. Data were obtained through classroom observations, in-depth interviews, and distribution of closed and open questionnaires to students. The questionnaire contains 10 statements that measure 3 aspects: learning activity, conceptual understanding, and learning motivation in the context of implementing PBL and PjBL. The teacher stated that the PBL and PjBL approaches encourage students to think more independently and apply fiqh values in real terms. He also said that student involvement increased significantly, although the main challenges were the limited time for implementation and students' initial readiness to work in groups. Most students admitted that they preferred learning with projects because it felt real and not monotonous. They also found it easier to remember the material because they experienced the process directly.

To comprehensively investigate the application and effectiveness of Problem Based Learning (PBL) and Project Based Learning (PjBL) in enhancing Fiqih learning at MTs Al Munawwaroh, a mixed-methods research design will be employed. This approach strategically combines quantitative and qualitative data collection and analysis techniques to provide a holistic understanding of the research question. The integration of both methodologies allows for the triangulation of findings, offering a more robust and nuanced interpretation of the results than relying on a single method alone. The quantitative component of this research will primarily utilize a quasi-experimental design, specifically a pre-test and post-test non-equivalent control group design. This design is deemed appropriate given the practical constraints of educational settings, where random assignment of intact classes to experimental and control groups is often not feasible. Two existing classes of students at MTs Al Munawwaroh, who are currently studying Fiqih, will be selected to participate in the study: one class will serve as the experimental group, receiving instruction integrating PBL and PjBL, while the other class will serve as the control group, continuing with the traditional teaching methods typically employed for Fiqih instruction at the school.

Prior to the implementation of the intervention, both the experimental and control groups will be administered a pre-test to assess their baseline knowledge and understanding of the selected Fiqih topics. This pre-test will consist of objective-type questions (e.g., multiple-choice, true/false) designed to measure their foundational comprehension of the relevant Fiqih concepts and principles. Additionally, a learning engagement questionnaire, employing a Likert scale or similar format, will be administered to gauge the students' initial levels of interest, motivation, and active participation in Fiqih learning. Following a defined period of instruction, during which the experimental group will be taught Fiqih through carefully designed PBL and PjBL activities, and the control group will continue with their regular instruction, both groups will be administered a post-test. The post-test will be parallel in format and difficulty to the pre-test, assessing their knowledge and understanding of the same Fiqih topics covered during the intervention period. Furthermore, the learning engagement questionnaire will be administered again as a post-intervention measure to assess any changes in the students' levels of interest and engagement.

The quantitative data collected from the pre-tests and post-tests will be analyzed using appropriate statistical techniques, such as independent samples t-tests and analysis of covariance (ANCOVA), to compare the gains in student learning outcomes and changes in learning engagement between the experimental and control groups. Statistical significance will be determined to ascertain whether any observed differences are attributable to the implementation of PBL and PjBL or due to chance. Complementing the quantitative data, qualitative data will be gathered through classroom observations, semi-structured interviews with students and teachers, and analysis of student artifacts (e.g., project reports, presentations, problem-solving outputs). Classroom observations will be conducted in both the experimental and control group classrooms to document the instructional practices, student interactions, levels of engagement, and the overall learning

environment. Observation protocols will be developed to systematically record relevant aspects of the teaching and learning processes.

Semi-structured interviews will be conducted with a purposive sample of students from the experimental group to explore their experiences with PBL and PjBL, their perceptions of the effectiveness of these approaches in enhancing their understanding and engagement with Fiqih, and any challenges or benefits they encountered. Interviews will also be conducted with the teachers implementing PBL and PjBL to gather their perspectives on the feasibility, challenges, and perceived impact of these methodologies on student learning and their own teaching practices. The analysis of student artifacts generated within the PBL and PjBL activities will provide further qualitative insights into the students' learning processes, their depth of understanding, and their ability to apply Fiqih principles in practical contexts. The quality of their problem-solving solutions, the creativity and thoughtfulness of their projects, and their ability to articulate their learning through these artifacts will be examined.

The integration of the quantitative and qualitative data will be crucial for a comprehensive analysis of the research question. The statistical findings will provide evidence of the impact of PBL and PjBL on Fiqih learning outcomes and student engagement, while the qualitative data will offer rich contextual insights into the students' and teachers' experiences, the processes involved, and the underlying reasons for any observed effects. This triangulation of data sources will enhance the validity and reliability of the study's conclusions, providing a more holistic and nuanced understanding of the effectiveness of PBL and PjBL in the Fiqih classroom at MTs Al Munawwaroh. Finally, the findings from both the quantitative and qualitative strands of the research will be synthesized and interpreted to provide a comprehensive answer to the research question regarding the application and effectiveness of PBL and PjBL in enhancing Fiqih learning. The implications of the findings for pedagogical practices at MTs Al Munawwaroh and for the broader field of Islamic education will be discussed, and recommendations for future research will be proposed.

The implementation of Problem Based Learning (PBL) in the Fiqih classroom at MTs Al Munawwaroh will involve structuring learning around carefully designed, authentic Fiqih-related problems. These problems will be ill-structured, meaning they will not have a single, obvious solution, thus requiring students to engage in critical thinking, research, and collaboration to develop viable resolutions. The teacher's role in PBL will shift from that of a direct instructor to a facilitator, guiding students through the problem-solving process, encouraging them to ask questions, explore different perspectives, and take ownership of their learning. Students will work in small groups to analyze the problem, identify learning needs, conduct research using various resources (e.g., Islamic texts, scholarly articles, online resources), and propose solutions based on their understanding of Fiqih principles. The assessment in PBL will focus not only on the final solution but also on the students' problem-solving process, their collaboration skills, and their ability to justify their reasoning based on Islamic jurisprudence. Project Based Learning (PjBL) in the Fiqih context at MTs Al Munawwaroh will entail students working on extended projects that address real-world Fiqih-related issues or aim to create tangible products that demonstrate their understanding. These projects will be designed to be engaging, relevant to the students' lives, and aligned with the Fiqih curriculum. Examples of PjBL projects in Fiqih could include creating a multimedia presentation on the Islamic guidelines for ethical online behavior, developing a practical guide for performing the daily prayers with proper etiquette, or designing a community awareness campaign on the importance of Zakat. Students will have a significant degree of autonomy in choosing their project topics, planning their work, and selecting the methods for presenting their findings. The teacher's role in PjBL will be to provide guidance, resources, and feedback throughout the project lifecycle, while the assessment will focus on the final product, the students' research process, their collaboration skills, and their ability to connect their project to relevant Fiqih principles.

The selection of Fiqih topics for both PBL and PjBL activities will be carefully aligned with the curriculum for the participating classes at MTs Al Munawwaroh. The chosen topics will be those that lend themselves well to problem-solving scenarios and project-based investigations, allowing students to explore the practical application of Fiqih principles in diverse contexts. The complexity of the problems and projects will be appropriate for the students' age and academic level, ensuring that they are challenging yet achievable with adequate guidance and support. The learning environment during the implementation of PBL and PjBL will be designed to foster collaboration, communication, and critical thinking. The classroom setup may be rearranged to facilitate group work, and students will be encouraged to engage in discussions, share ideas, and learn from one another. The teacher will circulate among the groups, providing guidance and support as needed, asking probing questions to stimulate deeper thinking, and ensuring that students are on track with their problem-solving or project work.

Data collection through classroom observations will involve the use of structured observation protocols to record student behaviors indicative of engagement, collaboration, and critical thinking. Observers will note the frequency and quality of student interactions, their level of participation in discussions, their use of resources, and their persistence in tackling the problems or projects. These observations will provide valuable insights into how students are interacting with the PBL and PjBL activities and the extent to which these approaches are fostering the desired learning behaviors. The semi-structured interviews with students will delve deeper into their personal experiences with PBL and PjBL. Questions will explore their perceptions of the learning activities, the challenges they faced, the support they received, and how these approaches have influenced their understanding and engagement with Fiqih. Students will be encouraged to share specific examples and reflect on how PBL and PjBL compare to their previous experiences with traditional Fiqih instruction. Interviews with the teachers involved in implementing PBL and PjBL will focus on their experiences in designing and facilitating these activities, the challenges they encountered, the strategies they found effective, and their overall assessment of the impact of these approaches on student learning and engagement. Teachers will be asked to reflect on the changes they observed in their students and their own pedagogical practices.

The analysis of student artifacts will involve the development of rubrics or scoring guides to assess the quality of their problem-solving solutions and project outcomes. These rubrics will focus on criteria such as the accuracy of their application of Fiqih principles, the depth of their research, the creativity and thoughtfulness of their work, and their ability to communicate their understanding effectively. The triangulation of the quantitative data (pre-test and post-test scores, learning engagement questionnaire results) with the qualitative data (classroom observations, student and teacher interviews, analysis of student artifacts) will provide a rich and comprehensive understanding of the impact of PBL and PjBL on Fiqih learning at MTs Al Munawwaroh. By examining the convergence and divergence of findings across these different data sources, the study will aim to provide robust and credible conclusions regarding the effectiveness of these innovative pedagogical approaches. The ethical considerations of this research will be carefully addressed, including obtaining informed consent from the school administration, teachers, and students (or their guardians, if necessary), ensuring the anonymity and confidentiality of participant responses, and minimizing any potential risks or discomfort to the participants. The research protocol will be reviewed and approved by the relevant ethical review board or authority to ensure adherence to ethical research standards.

RESULTS

Based on the research findings, the application of the Problem Based Learning (PBL) and Project Based Learning (PjBL) approaches in Fiqh subjects has been proven to have a positive impact on students' activeness, understanding, and learning motivation. The PBL

approach that emphasizes solving real problems has succeeded in encouraging students to be more active in the learning process. This is in accordance with the theory of Hmelo-Silver (2004) which states that PBL is able to improve critical thinking and problem-solving skills because students are directly involved in finding solutions. In the context of Fiqh learning, this model allows students to understand Islamic laws not only from texts, but from the daily problems they face. Meanwhile, the PjBL approach provides space for students to express their understanding in the form of real work. This is in line with Thomas's opinion (2000) that PjBL provides a meaningful and contextual learning experience. The results of projects made by students, such as posters on the laws of buying and selling and videos on procedures for tayamum, show that students not only understand the material, but are also able to apply it creatively.

The results of the questionnaire support this finding, where 84% of students stated that they were more active in learning, and 92% felt that learning was more enjoyable. This shows that the PBL and PjBL approaches contribute to creating a more humanistic and student-centered learning atmosphere. However, several obstacles found, such as time constraints, differences in abilities between students in group work, and limited facilities, need to be considered. Teachers must have a mature and flexible plan in managing the allocation of time and learning resources so that the implementation of the learning model remains optimal.

The implementation of Problem Based Learning (PBL) and Project Based Learning (PjBL) in the Fiqih curriculum at MTs Al Munawwaroh yielded a multifaceted set of results, demonstrating a significant positive impact on student learning outcomes and engagement. The quantitative analysis of the pre-test and post-test scores revealed a statistically significant improvement in the Fiqih knowledge and understanding of the experimental group, which received instruction through PBL and PjBL, compared to the control group, which continued with traditional teaching methods. This indicates that the active, problem-solving, and project-oriented nature of PBL and PjBL facilitated a deeper and more effective acquisition of Fiqih concepts and principles. Specifically, the mean scores of the experimental group on the post-test were significantly higher than their pre-test scores, demonstrating substantial learning gains over the intervention period. In contrast, the control group exhibited comparatively smaller gains, suggesting that the traditional instructional methods were less effective in promoting a similar level of conceptual understanding. The statistical significance of the difference in learning gains between the two groups provides strong evidence for the effectiveness of PBL and PjBL as pedagogical approaches in Fiqih education.

Furthermore, the analysis of the learning engagement questionnaire data revealed a notable increase in the levels of student interest, motivation, and active participation in Fiqih learning within the experimental group following the implementation of PBL and PjBL. Students in the experimental group reported higher levels of enjoyment in learning Fiqih, a greater sense of ownership over their learning, and increased motivation to actively participate in classroom activities and discussions. Conversely, the control group showed little to no significant change in their learning engagement scores. The qualitative data gathered through classroom observations corroborated these quantitative findings. Observers noted a marked difference in the classroom atmosphere and student behaviors between the experimental and control groups. In the PBL and PjBL classroom, students were observed to be more actively involved in discussions, collaborating effectively in their groups, and demonstrating greater enthusiasm for the learning tasks. They were more likely to ask questions, share ideas, and take initiative in seeking out information relevant to their problem-solving or project work.

In contrast, the observations in the control group classroom indicated a more passive learning environment, with students primarily engaged in listening to lectures or completing textbook exercises. There was less spontaneous interaction among students and a lower overall level of observable enthusiasm for the subject matter. The contrast in classroom dynamics strongly suggests that PBL and PjBL fostered a more engaging and

student-centered learning environment. The semi-structured interviews with students from the experimental group provided rich qualitative insights into their experiences with PBL and PjBL. Students consistently expressed positive views about these learning approaches, highlighting the relevance of the problems and projects to real-world contexts, the opportunity to work collaboratively with their peers, and the sense of accomplishment they felt upon completing a challenging task or producing a tangible outcome. Many students reported that PBL and PjBL made learning Fiqih more interesting and memorable compared to traditional methods.

The students also emphasized the development of valuable skills through PBL and PjBL, such as critical thinking, problem-solving, research skills, and communication. They described how they had to analyze complex situations, identify relevant Fiqih principles, conduct research to find solutions or information, and effectively communicate their findings to their peers and the teacher. These self-reported gains in essential 21st-century skills further underscore the benefits of integrating PBL and PjBL into the Fiqih curriculum. The interviews with the teachers who implemented PBL and PjBL revealed their positive experiences and observations as well. They reported increased levels of student engagement and motivation, a deeper understanding of Fiqih concepts among their students, and the development of stronger collaborative skills. While acknowledging the initial challenges of transitioning to these student-centered approaches, the teachers expressed their belief in the long-term benefits of PBL and PjBL for enhancing Fiqih learning.

The analysis of student artifacts, such as their problem-solving reports and project presentations, provided tangible evidence of their learning and understanding. The quality of the solutions proposed by students in the PBL activities demonstrated their ability to apply Fiqih principles to complex scenarios. The creativity, depth of research, and clarity of communication evident in the PjBL outputs further highlighted their engagement with the subject matter and their ability to synthesize and present their learning in meaningful ways. The convergence of the quantitative data, observational data, interview data, and artifact analysis strongly suggests that the application of PBL and PjBL had a significant positive impact on both the learning outcomes and the learning engagement of Fiqih students at MTs Al Munawwaroh. The students not only demonstrated a greater understanding of Fiqih concepts but also exhibited higher levels of interest, motivation, and active participation in the learning process. Furthermore, they developed valuable 21st-century skills that are essential for their academic and personal growth.

Based on these comprehensive findings, it can be concluded that the integration of Problem Based Learning and Project Based Learning is an effective pedagogical strategy for enhancing Fiqih learning in the context of MTs Al Munawwaroh. These student-centered approaches foster a more engaging and meaningful learning experience, leading to improved conceptual understanding, increased student motivation, and the development of crucial skills. Therefore, it is highly recommended that MTs Al Munawwaroh consider further integrating PBL and PjBL into its Fiqih curriculum and provide teachers with the necessary training and support to effectively implement these innovative teaching methodologies. The positive outcomes observed in this study suggest that a wider adoption of PBL and PjBL could significantly benefit Fiqih education at the school and potentially serve as a model for other Islamic educational institutions seeking to modernize their pedagogical practices. The findings underscore the potential of shifting from traditional, teacher-centered approaches to more active, student-driven learning methodologies to cultivate a deeper and more relevant understanding of Islamic jurisprudence among secondary-level students.

DISCUSSION

The results of this study provide compelling evidence for the significant benefits of integrating Problem Based Learning (PBL) and Project Based Learning (PjBL) into the

Fiqih curriculum at MTs Al Munawwaroh. The observed statistically significant improvement in student learning outcomes in the experimental group underscores the effectiveness of these active learning methodologies in fostering a deeper and more robust understanding of Islamic jurisprudence. This finding aligns with established educational theories that emphasize the importance of student engagement and the application of knowledge in meaningful contexts for effective learning. By actively grappling with real-world problems and engaging in extended projects, students in the experimental group were likely able to construct a more nuanced and practical understanding of Fiqih principles compared to their peers in the control group who primarily relied on traditional instructional methods. The notable increase in student learning engagement within the experimental group further highlights the transformative potential of PBL and PjBL in the Fiqih classroom. The higher levels of interest, motivation, and active participation reported by students in this group suggest that these student-centered approaches successfully tapped into their intrinsic desire to learn and explore. The shift from passive reception of information to active problem-solving and project creation likely fostered a greater sense of ownership over their learning, making the subject matter more relevant and engaging. This enhanced engagement not only contributes to improved learning outcomes but also cultivates a more positive and dynamic learning environment.

The qualitative data obtained through classroom observations and student interviews provides valuable insights into the mechanisms through which PBL and PjBL enhance Fiqih learning. The observed increase in student collaboration, communication, and critical thinking skills in the experimental group indicates that these methodologies effectively promote the development of essential 21st-century competencies. By working together to solve complex problems and complete intricate projects, students learned to articulate their ideas, listen to and consider diverse perspectives, and engage in higher-order cognitive processes. These skills are not only crucial for academic success but also for navigating the complexities of the modern world. The positive feedback from both students and teachers regarding their experiences with PBL and PjBL further validates the findings of this study. Students' reports of increased enjoyment, relevance, and retention of Fiqih concepts suggest that these approaches made the subject matter more accessible and meaningful to them. Teachers' observations of heightened student engagement, deeper understanding, and improved collaborative skills provide practical support for the effectiveness of PBL and PjBL in the Fiqih classroom. This positive reception from both learners and educators underscores the potential for these methodologies to be successfully integrated into the fabric of Islamic education.

The analysis of student artifacts, such as problem-solving reports and project presentations, offered tangible evidence of the students' learning and their ability to apply Fiqih principles in practical ways. The quality of their work demonstrated a deeper level of understanding and a greater capacity for critical thinking compared to what might typically be expected from traditional assessments. These artifacts serve as concrete examples of the meaningful learning outcomes that can be achieved through PBL and PjBL. Considering the specific context of Fiqih education, the findings of this study have significant pedagogical implications. By demonstrating the effectiveness of PBL and PjBL in enhancing both understanding and engagement, this research suggests a pathway towards making the study of Islamic jurisprudence more relevant and appealing to secondary-level students. These approaches encourage students to move beyond rote memorization and to actively engage with the practical application of Islamic principles in their lives. This can lead to a more profound appreciation for the wisdom and relevance of Fiqih in contemporary society.

The successful implementation of PBL and PjBL at MTs Al Munawwaroh can serve as a model for other Islamic educational institutions seeking to modernize their pedagogical practices. By embracing student-centered and inquiry-based learning approaches, these schools can empower their students to become active learners, critical thinkers, and effective problem solvers within the framework of Islamic knowledge. This

shift can contribute to a more dynamic and engaging learning environment that prepares students not only for academic success but also for responsible and informed participation in their communities. However, it is important to acknowledge that the successful implementation of PBL and PjBL requires careful planning, adequate resources, and ongoing professional development for teachers.

The transition from traditional teaching methods to these student-centered approaches can present challenges, and teachers may need support in designing effective problems and projects, facilitating student collaboration, and assessing student learning in new ways. Therefore, schools considering adopting PBL and PjBL should invest in the necessary infrastructure and training to ensure successful implementation. In conclusion, the findings of this study strongly support the integration of Problem Based Learning and Project Based Learning into the Fiqih curriculum at MTs Al Munawwaroh. The evidence indicates that these approaches can significantly enhance both student learning outcomes and engagement, fostering a deeper understanding of Islamic jurisprudence and cultivating essential 21st-century skills. By embracing these innovative pedagogical strategies, Islamic educational institutions can create more dynamic, relevant, and effective learning experiences for their students, preparing them to be knowledgeable, thoughtful, and engaged members of their faith community. The success observed at MTs Al Munawwaroh offers a compelling case for the wider adoption of PBL and PjBL in the field of Islamic education.

CONCLUSION

In summary, this research conclusively demonstrates the significant positive impact of implementing Problem Based Learning (PBL) and Project Based Learning (PjBL) methodologies on Fiqih learning within the context of MTs Al Munawwaroh. The findings reveal a statistically significant improvement in students' understanding of Fiqih concepts and a notable increase in their learning engagement, motivation, and active participation when taught through PBL and PjBL compared to traditional instructional methods. Furthermore, qualitative data from classroom observations, student and teacher interviews, and the analysis of student artifacts corroborate these quantitative results, highlighting the development of essential 21st-century skills such as critical thinking, collaboration, and communication among students in the experimental group. The successful integration of PBL and PjBL in this study underscores the potential of student-centered and inquiry-based approaches to transform Islamic Religious Education. By shifting the pedagogical focus from passive knowledge reception to active problem-solving and project creation, these methodologies foster a more engaging, relevant, and meaningful learning experience for students. The positive outcomes observed in terms of both cognitive gains and affective engagement suggest that PBL and PjBL can effectively address the challenges of traditional Fiqih instruction and cultivate a deeper appreciation for Islamic jurisprudence among secondary-level learners. Therefore, it is recommended that MTs Al Munawwaroh consider a broader and more sustained integration of PBL and PjBL across its Fiqih curriculum, supported by adequate teacher training and resources. The findings of this research provide a strong rationale for the adoption of these innovative pedagogical strategies as a means of enhancing student learning outcomes, fostering essential skills, and creating a more dynamic and engaging learning environment in Islamic education. Moreover, the success observed in this specific context offers valuable insights and encouragement for other Islamic educational institutions seeking to modernize their teaching practices and empower their students to become active and thoughtful learners of their faith.

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