

Application of the Problem Based Learning Model: Efforts to Improve Student Learning Outcomes

Mazrur¹, Surawan^{2*}, Siti Sarifah³ 

^{1,2,3} Institut Agama Islam Negeri Palangka Raya, Palangka Raya, Indonesia

ARTICLE INFO

Article history:

Received August 03, 2024

Accepted October 16, 2024

Available online October 25, 2024

Kata Kunci:

Problem Based Learning; Hasil Belajar; Model Pembelajaran

Keywords:

Problem Based Learning; Learning Outcomes; Learning Model



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ABSTRAK

Masalah utama dalam penelitian ini adalah perlunya strategi pembelajaran yang efektif untuk meningkatkan hasil belajar siswa, khususnya dalam pembelajaran Fiqh di madrasah. Penelitian ini bertujuan untuk mengetahui efektivitas penerapan model Problem Based Learning (PBL) dalam Kurikulum Merdeka untuk meningkatkan hasil belajar siswa di madrasah. Metode yang digunakan adalah penelitian kuantitatif dengan subjek penelitian yang meliputi guru Fiqh di MAN dan siswa kelas X jurusan keagamaan. Data dikumpulkan melalui observasi, angket, wawancara, dan dokumentasi. Analisis data dilakukan dengan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan model PBL efektif dalam meningkatkan hasil belajar siswa. Hal ini terlihat dari perbandingan nilai pre-test dan post-test. Pada MAN pertama, rata-rata nilai pre-test sebesar 74,8% meningkat menjadi 88,2% pada post-test, dengan peningkatan sebesar 13,4%. Di MAN kedua, rata-rata nilai pre-test sebesar 75,2% meningkat menjadi 87,5% pada post-test, dengan peningkatan sebesar 12,3%. Penelitian ini menyimpulkan bahwa model pembelajaran Problem Based Learning efektif dalam meningkatkan hasil belajar Fiqh siswa kelas X di madrasah aliyah, serta memberikan kontribusi positif terhadap implementasi Kurikulum Merdeka.

ABSTRACT

The primary issue addressed in this study is the need for effective teaching strategies to enhance student learning outcomes, particularly in Fiqh subjects at madrasahs. This study aims to examine the effectiveness of implementing the Problem-Based Learning (PBL) model within the *Merdeka* Curriculum to improve student learning outcomes in madrasahs. The research employed a quantitative method, with participants comprising Fiqh teachers at Islamic Senior High Schools (MAN) and 10th-grade students in the religious studies program. Data were collected through observation, questionnaires, interviews, and documentation. Data analysis was conducted using data reduction, data presentation, and conclusion drawing techniques. The findings reveal that the application of the PBL model effectively enhances student learning outcomes. This is evidenced by the comparison of pre-test and post-test results. At the first MAN, the average pre-test score of 74.8% increased to 88.2% in the post-test, showing an improvement of 13.4%. Similarly, at the second MAN, the average pre-test score of 75.2% rose to 87.5% in the post-test, with an improvement of 12.3%. This study concludes that the Problem-Based Learning model is effective in enhancing Fiqh learning outcomes among 10th-grade students in Islamic Senior High Schools, while also contributing positively to the implementation of the *Merdeka* Curriculum.

1. INTRODUCTION

The demands of the times require changes in human abilities and skills (Mariadi & Surawan, 2023; Wijaya et al., 2016). For this reason, educational developments need to be updated so that education is expected to provide human resources that develop in accordance with the demands of the times. This is what the Indonesian government is doing in order to respond to the dynamics of the times, so the government is making changes to the curriculum in schools (Jannah, 2023; Zakso, 2022). One of the efforts being made to change the curriculum by the current government is the *Merdeka* curriculum (*Merdeka* curriculum). The *Merdeka* curriculum is an implementation of the revised 2013 curriculum launched by the Ministry of Education and Culture with varied intra-curriculars as an alternative education in Indonesia facing the industrial revolution 4.0 (Baharuddin, 2021; Putri et al., 2023). *Merdeka*

curriculum concept was created to create a learning atmosphere so that students are not too burdened as an alternative educational solution in Indonesia (Hadi et al., 2023; Putri et al., 2023).

With a curriculum that always keeps up with the times, it is hoped that this will be a process to improve an individual's personal qualities to become superior in many of these aspects. As Arthur W. Foshay said, education is not limited to insight, career, job, rank, position, but concerns all aspects of a person's life experience. Thus, education truly makes a person aware of his identity as a human being (Misbahuddin & Kurniawan, 2020; Surawan et al., 2022). The *Merdeka* curriculum demands creativity and innovation in the learning process (Jojo & Sihotang, 2022; Nurani et al., 2022). For this reason, teachers are expected to be able to plan learning systems including methods, models, media and evaluation, especially in religious learning (Ariga, 2022; Farliana et al., 2023). In learning carried out in madrasah, it is still often found that teachers still use inappropriate learning models so that student learning motivation is low (Akbar et al., 2023; Erlistiana et al., 2022). In overcoming this problem, schools can overcome this by choosing learning methods and curricula that follow current developments (Indarta et al., 2022). In this case, the implementation of the *Merdeka* curriculum is deemed to be in accordance with current developments which increasingly demand students' creativity, so that the use of the Problem Based Learning model can be used in learning in madrasah (Jumhur et al., 2024; Lider, 2022).

As a relatively new curriculum, there are still many obstacles in implementing the *Merdeka* curriculum. Limited knowledge regarding teachers' understanding in implementing the *Merdeka* curriculum in schools is one of the obstacles that occurs, coupled with the lack of infrastructure in madrasahs which does not support the implementation of the *Merdeka* curriculum (Listiani, 2023; Putri et al., 2023). Apart from the limited lack of socialization of the *Merdeka* curriculum which has not been evenly distributed, teachers have not been well prepared, this is exacerbated by government policies which tend to impose curriculum policies evenly (Audina & Harahap, 2022; Listiani, 2023). Apart from that, implementation limitations can also be a challenge when implementing a new curriculum, because teaching methods play a very significant role in the learning process. Achievement of learning objectives can only be achieved if the methods applied by teachers in delivering teaching materials are relevant and in accordance with the stated objectives (Akbar et al., 2023; Arung et al., 2023). The learning process can achieve goals with the right method. Learning activities will be effective if they are directed well and correctly and encourage students to actively work and carry out professional tasks in a particular field (Pamungkas & Sudigdo, 2022; Sibagariang et al., 2021).

However, the *Merdeka* curriculum is expected to be able to respond to current developments, where flexibility in the *Merdeka* curriculum provides opportunities for teachers to increase creativity in the learning process. One of which is the current learning model such as problem-based learning. This approach is very necessary in increasing students' critical powers (Hermansyah, 2020; Sulaiman & Azizah, 2020). Problem Based Learning is a student-centred learning model (Ardianti et al., 2022; Windari & Yanti, 2021). The PBL model is a learning approach that focuses on the problem solving process so that it trains students to think critically (Hermansyah, 2020; Sumpa & Winanto, 2022). In the PBL learning model teachers can train students to explore their own abilities (Akhmadi, 2023). PBL has been proven to be one of the most effective methods of teaching critical thinking based on a large amount of research (Ardianti et al., 2022; Palupi et al., 2020). PBL was created by Barrows to replace the traditional direct teaching curriculum available in nursing schools. PBL refers to a curriculum that emphasizes a constructivist approach that guides students' active problem-solving experiences regarding actual cases that occur in real life (Hermansyah, 2020; Masek & Yamin, 2011). PBL teaches that children will learn better and more actively, if the environment is created naturally, meaning that learning will be more meaningful if children work and learn for themselves what they are learning, and not just learn from the teacher. PBL is a learning concept that believes that children can learn better and active when the learning environment is created naturally, meaning it will be more meaningful when children learn through their own active work and learning and not just the knowledge given by the teacher (Cook & Walsh, 2012; Hermansyah, 2020).

Problem-Based Learning (PBL) has been widely recognized as an innovative instructional approach that effectively enhances student engagement and learning outcomes across various subjects, such as mathematics and Islamic cultural history. Previous studies have explored the application of PBL in improving learning activities, fostering religious character, and increasing academic achievement through structured cycles of action and evaluation (Gustama, 2019; Hermansyah, 2020; Lider, 2022). However, these studies primarily focus on general subjects and classroom-based interventions, leaving a gap in understanding the specific application of PBL within the context of Fiqh education in madrasahs. This study addresses this gap by examining the implementation of the PBL model in Fiqh instruction under the *Merdeka* Curriculum framework, which emphasizes student-centered learning and critical thinking. The novelty of this research lies in its comprehensive approach to evaluating the impact of PBL on Fiqh learning outcomes, particularly among 10th-grade students in religious studies programs.

This study aims to evaluate the effectiveness of the Problem-Based Learning (PBL) model in improving learning outcomes in Fiqh education within the framework of the *Merdeka* Curriculum. This study aims to explore how PBL, as a student-centered and inquiry-driven approach, enhances students' conceptual understanding, critical thinking abilities, and engagement in Fiqh subjects. By focusing on 10th-grade students in religious studies programs at Islamic Senior High Schools, the research seeks to identify the potential of PBL in addressing educational challenges specific to Fiqh learning. Furthermore, the study aims to provide practical insights and evidence-based recommendations for educators to implement innovative teaching strategies that align with the goals of the *Merdeka* Curriculum in fostering meaningful and transformative learning experiences.

2. METHOD

This study employs a quantitative research method (Sugiyono, 2014), emphasizes numerical data throughout the processes of collection, analysis, and interpretation. The study is conducted in two locations, namely MAN Kotawaringin Timur and MAN Kota Palangka Raya, to provide diverse insights into the implementation of Problem-Based Learning (PBL) in Fiqh education. The research is designed to evaluate the effectiveness of PBL in improving learning outcomes and is structured to provide measurable results that reflect the efficacy of this pedagogical approach. The participants of this research include one Fiqh teacher from each of the two schools and 10th-grade students from their respective institutions. Given that the total number of 10th-grade students from MAN Kotawaringin Timur and MAN Kota Palangka Raya amounts to 478, the sample size was determined to be 15%, resulting in a selection of 72 students (Suriani et al., 2023). This sampling approach ensures that the data obtained represents the broader population of students in the selected schools, allowing for generalizable conclusions. The inclusion of both teachers and students in the study enables a comprehensive analysis of the PBL implementation from multiple perspectives.

Data collection for this study is carried out using a combination of techniques, including direct interviews with both teachers and students, observation of classroom activities, documentation of teaching and learning processes, and the distribution of questionnaires to students. Interviews are utilized to gain qualitative insights into the teaching and learning experiences, while observations provide a real-time understanding of classroom dynamics. Documentation offers supplementary evidence related to the administration of learning, and questionnaires are employed to capture students' perceptions and outcomes quantitatively. To ensure the validity of the data, triangulation methods are employed, involving the use of multiple sources and techniques (Yumnah et al., 2023). The collected data is analyzed using a systematic procedure comprising data reduction, data presentation, and conclusion drawing or verification. Data reduction involves filtering and categorizing the information to focus on relevant findings. Data presentation organizes the reduced data in a manner that facilitates interpretation and analysis. Finally, conclusions are drawn by verifying the data through triangulation, comparing information from various sources and methods to ensure accuracy and reliability (S. Wahyuni & Mukhaiyar, 2022). This rigorous analytical approach provides robust evidence to support the study's conclusions regarding the effectiveness of the PBL model in Fiqh education within the *Merdeka* Curriculum framework.

3. RESULT AND DISCUSSION

Result

This research tests empirical facts regarding the application of the Problem Based Learning model at MAN Kotawaringin Timur and MAN Kota Palangka Raya. Researchers conducted direct research in class X at MAN Kotawaringin Timur and MAN Kota Palangka Raya on the subject of Jurisprudence. From in-depth investigations and interviews with teachers and students, researchers found that learning using the Problem Based Learning (PBL) model that has been implemented has several advantages and disadvantages (Apriliani & Listyani, 2021; Hestiana & Rosana, 2020). These advantages include, students can understand the learning content well because they are always motivated to read the material and PBL can help students develop their knowledge and can be used as a self-evaluation of learning outcomes and processes, as evidenced by the increase in learning outcomes during action (Albina et al., 2022; Assegaff & Sontani, 2016). The weakness is time consumption, because this learning model requires a lot of time.

The results of this research are student learning outcomes after applying the Problem Based Learning model. The application of the Problem Based Learning model can make students enthusiastic about participating in learning. Therefore, the application of the PBL model can have a positive impact on the quality of learning at MAN Kotawaringin Timur and MAN Kota Palangka Raya. Based on the results of

the pretest and post-test carried out by the researcher, it shows that there was a change in the pretest and post-test in terms of the learning process in the pretest of 70.6% while in the post-test it was 85.6% where the difference in change was 15.0 %. Furthermore, in terms of learning outcomes in the pretest it was 75.2% while in the post-test it was 87.5% where the difference in change was 12.3%. Meanwhile, based on the results of the pretest and post-test carried out by researchers at MAN Kota Palangka Raya, it shows that there was a change in the pretest and post-test in terms of the learning process in the pretest amounting to 70.2% while in the post-test it was 85.8% where the difference in change is 15.6%.

Table 1. Pretest and Post Test Results for MAN Kotawaringin Timur

No.	Quality of learning	Learning process	Learning Outcomes	Criteria
1.	Pre test	70.6%	75.2%	Medium
2	Post test	85.6%	87.5%	High

Furthermore, in terms of learning outcomes in the pretest it was 74.8% while in the post-test it was 88.2% where the difference in change was 13.4%. In summary, the results of the research above are presented in Table 1 and Table 2.

Table 2. Pretest and Post Test Results for Man Kota Palangka Raya

No.	Quality of learning	Learning process	Learning Outcomes	Criteria
1.	Pre test	70.2%	74.8%	Medium
2	Post test	85.8%	88.2%	High

After conducting the research, the learning outcomes scores of class X students were obtained which were then analyzed to determine the mean (M), median mode (Mo). The next analysis determines the average percentage of student learning. The results of data analysis at MAN Kotawaringin Timur show that the average percentage (M%) of student learning outcomes is 75.2%. After being converted to the PAP scale 5 guidelines, the value is in the interval 65-79. This interval shows that student learning outcomes are in the medium category. From the results of the data analysis carried out, it shows that the average percentage (M%) of student learning outcomes is 87.5%. After being converted to the PAP scale 5 guidelines, the value is in the 80-89 interval. This interval shows that student learning outcomes are in the high category. The results of data analysis at MAN Kota Palangka Raya show that the average percentage (M%) of student learning outcomes is 74.8%. After being converted to the PAP scale 5 guidelines, the value is in the interval 65-79. This interval shows that student learning outcomes are in the medium category. From the results of the data analysis carried out, it shows that the average percentage (M%) of student learning outcomes is 88.2%. After being converted to the PAP scale 5 guidelines, the score is in the interval 80 - 89. This interval shows that student learning outcomes are in the high category. Based on the data above, it can be concluded that the application of the Problem Based Learning model can effectively improve student learning outcomes. Based on data in the field, it shows that Fiqh teachers Mr. ES and Mrs. MU at MAN Kotawaringin Timur MAN Kota Palangka Raya use problem-based teaching and learning activities. Meanwhile, model learning aims at guiding students to develop their critical thinking abilities, with the help of subject teachers and facilities and infrastructure that support this. They are divided into several groups and collaborate to solve problems found, look for sources of information to solve problems, form temporary answers to problems, test the correctness of temporary answers and draw conclusions.

Based on the results of observations and interviews at MAN Kotawaringin Timur and MAN Kota Palangka Raya, there are several stages in implementing the Problem Based Learning learning model, namely the preparation stage, implementation stage, and final stage. At the preparation stage the teacher will explain the learning objectives, teaching materials used, then the teacher will also prepare equipment that will support the Problem Based Learning process. The strategy prepared for successful implementation at this stage is to prepare all series to support student learning success. Preparations for implementing the Problem Based Learning model in Fiqh subjects at the MAN Kotawaringin Timur Timur and MAN Kota Palangka Raya are made as ideal as possible by paying attention to the situation and conditions of students in general, including science, social studies, and religion. Mr. ES said that the planning for implementing learning was equalized and in accordance with the applicable curriculum.

This is reinforced by observations on Monday, 20 May 2024 at 9:30 am, before the Fiqh teacher enters the learning implementation activities, the teacher explains the learning objectives that will be achieved by the students. The material prepared is adapted to the *Merdeka* curriculum. The reason Mr. ES as a teacher of Jurisprudence explained that the reason for using the PBL model was because he thought it

could focus students on the learning process and activate students to rediscover concepts, reflect, abstraction, formalization, problem solving, communication and application. PBL can also support a learning process that is fun and centered on students. The advantage of implementing the PBL model is that it can develop student learning motivation. The weakness of implementing the PBL model is that if students do not have the belief that the problem being studied is difficult to solve, they will feel reluctant to try the problem. The teacher plans the steps in implementing PBL, namely observing, orienting students to the problem. Then asking questions, raises problems. Next reason, collect data. associating, formulating answers and finally communicating (Akhmadi, 2023).

The planning carried out by Mrs. MU at MAN Palangka Raya involved thorough preparations before commencing her teaching activities. This included organizing the learning materials to be delivered in the following day's session, ensuring that the learning process would run efficiently and effectively. Teachers are required to prepare not only the materials but also appropriate models, strategies, and media to support the teaching process. During an interview, Mrs. MU, a Fiqh teacher at MAN Palangka Raya, emphasized the importance of material preparation, noting that it is crucial for achieving learning objectives optimally. She elaborated that the preparation includes developing teaching modules, arranging the materials to be taught, and utilizing media such as smart TVs and YouTube variations to enhance the learning experience.

The material prepared is adapted to the *Merdeka* curriculum. Mrs. MU's reasons as a teacher of Jurisprudence explained that the reason for using the PBL model was because she thought it could focus students on the learning process and activate students to rediscover concepts, reflect, abstraction, formalization, problem solving, communication and application. PBL can also support a learning process that is fun and centered on students. The advantage of implementing the PBL model is that it can develop student learning motivation. The weakness of implementing the PBL model is that if students do not have the belief that the problem being studied is difficult to solve, they will feel reluctant to try the problem.

At this implementation stage, the teacher applies the problem-based learning method in the teaching and learning process, in this case the teacher divides it into 3 action steps, which include preliminary actions, core actions, and final actions. The following is an explanation of the activities applied to the problem-based learning method. Observations conducted on May 21, 2024, from 07:00 to 08:10 with the Fiqh teacher at MAN Kotawaringin Timur revealed a structured approach to the initial learning activities. The session began with the teacher greeting the students and leading them in prayer. This was followed by an apperception activity, a pre-test to assess prior knowledge, a presentation of the learning objectives, and a motivational segment to engage the students. These observations align with the practices described by Mr. ES, the Class X Fiqh teacher at MAN Kotawaringin Timur, during an interview. He explained that the initial activities typically include greetings, inquiries about students' well-being, and efforts to create a conducive learning environment, such as cleaning the classroom. Once the classroom was organized, a student was asked to lead the prayer, followed by apperception activities that revisited previous material. He also emphasized the importance of motivating students to tackle the material and clearly outlining the intended learning objectives.

Similarly, the approach of Mrs. MU, the Fiqh teacher at MAN Palangka Raya, shared notable similarities. She detailed in an interview that her sessions also began with greetings, checking on the students, and asking one of them to lead the prayer. This was followed by apperception activities to connect the lesson to prior knowledge. However, she added a unique component by encouraging students to imagine the material within the context of the Problem-Based Learning (PBL) model, linking it to contemporary issues to enhance relevance and engagement. Both teachers demonstrated a focus on creating a structured and engaging introduction to foster a productive learning atmosphere.

The implementation of Problem-Based Learning (PBL) in the core activities at MAN Kotawaringin Timur and MAN Kota Palangka Raya has been executed effectively. Observations in the classroom revealed that once students received directions from the teacher, they formed small groups to address the presented problem. Each group was assigned the same issue to analyze and resolve collaboratively. This process encouraged critical thinking as students engaged in discussions, exchanging information, and collaborating to find solutions. They utilized various resources such as textbooks, worksheets, and online materials, demonstrating their ability to access and evaluate information independently. The dynamic interaction among group members further enhanced their understanding and teamwork skills.

These observations align with the insights shared during an interview with Mr. ES, a Class X Fiqh teacher at MAN Kotawaringin Timur. He emphasized that learning resources, such as textbooks, worksheets, and the internet, are integral to guiding students in acquiring comprehensive information. He highlighted that Fiqh serves as a reference for Muslim daily life, making the use of diverse resources essential in enriching students' understanding. His explanation underscores the relevance of connecting

theoretical knowledge with practical applications, a fundamental aspect of PBL that strengthens students' problem-solving abilities.

The observed classroom activities reflect the core principles of PBL, which involve students addressing real-world problems using systematic and collaborative approaches. At MAN Kotawaringin Timur, the implementation of PBL adhered closely to its intended stages. Within group discussions, students took on various roles, such as information seekers, note-takers, and moderators, ensuring active participation from all members. No student remained disengaged during these activities, highlighting the inclusivity and engagement fostered by this approach. Moreover, the PBL process at both institutions exemplified its primary goal of developing students' critical thinking skills. Through collaborative problem-solving, students not only acquired relevant knowledge but also honed their abilities to analyze and address complex issues systematically. This approach empowers learners to navigate challenges effectively while fostering essential skills for academic and personal growth.

Then the students, accompanied by their teacher, look for information about the problem from various learning sources to be able to solve the problem. In this stage, students exchange information with each other. In my observations, it can be seen that all students are active in discussing. This process of searching for information on learning resources encourages students to develop accuracy in searching for learning resources and can develop students' critical thinking abilities. Can familiarize students with solving problems both in learning and everyday life. Improving students' social skills through discussion activities. Strengthening the relationship between teachers and students. Familiarize students with problem solving using scientific methods and experiments as solutions to problem solving (Hendriana et al., 2018; Siregar et al., 2019).

Next, students make temporary answers in their groups from the problems given. This is in accordance with the stages of the Problem Based Learning model based on the results of observations. Students discuss with their group friends to determine temporary answers with direction and guidance from the teacher in their group to determine temporary answers (Awaludin et al., 2017; Plaikoil et al., 2019). Next, students make temporary answers in their groups from the problems given. This is in accordance with the stages of the Problem Based Learning model based on the results of observations. Students discuss with their group friends to determine temporary answers with direction and guidance from the teacher in their group to determine temporary answers. Then students and their groups test the temporary answers to become conclusions. During research and observations in the classroom, the researcher saw how the students drew conclusions together, they were very enthusiastic and active. Class Then students also draw conclusions based on the data they obtain and directions from the teacher. Then, when they are sure of the answer, the researcher looks at the answer that will be written on each student's LKPD which will be used as the final conclusion based on group agreement.

The next activity is to present the answers to the front of the teacher. The teacher appoints one of the groups to present the results of the answers to the class. In the 1 advanced group there were all students who were shy when presenting, some were confident and some were very active during the presentation (Akhmadi, 2023). After the presentation, the teacher directs other groups to respond to questions and refute the group's answers, then when the activity is finished, the teacher assesses each group's presentation. This activity trains students to activate their critical thinking skills and then students' self-confidence, students here also argue with each other. The benefits of this activity are that it creates an active atmosphere in the learning process, students are also more able to think critically about this activity, students look happy and very active in this activity. The goal of critical thinking is to try to maintain an "objective" position. If you think critically, it is weighing all sides of an argument and assessing strengths and weaknesses. This means critical thinking skills require: Animations to navigate through all pages Arguments test claims based on evidence used to support claims. The most important of them Critical thinking is a completely objective way of arguing.

The closing activity, often referred to as the reflection and evaluation stage, plays a crucial role in the learning process. This stage takes place at the end of the learning activity, allowing students to reflect on their discussions and evaluate the solutions they developed to the problems presented. At MAN Kotawaringin Timur, although the closing activity was planned, it was not always realized in class due to time constraints. However, when implemented, it served to provide students with a final opportunity to engage with the material and solidify their understanding of the problem-solving process. According to Mr. ES, this stage allowed students to reflect on their learning and responses after the lengthy discussions. The reflection helps students consolidate the knowledge they have gained, making the closing stage an integral component of the Problem-Based Learning (PBL) model. Mr. ES emphasized that after discussions, he would evaluate and respond to the students' contributions to ensure their understanding was complete.

In contrast, at MAN Kota Palangka Raya, the reflection and evaluation activities were effectively integrated into the closing stages of learning. Mrs. MU explained that through reflection activities, students were able to better grasp the material that had been presented and were also tasked with creating a project as the outcome of their learning. The ability to reflect on the learning process allows students to internalize the content more deeply and provides teachers with insight into how well the students have absorbed the material. This approach to the closing stage was seen as an essential part of the Problem-Based Learning model because it helped both the teacher and the students assess the learning process and make any necessary adjustments for future lessons.

In both schools, the final stage involves assessment activities, which are critical in evaluating the effectiveness of the learning process. Mr. ES described how he observed students' participation during discussions and their ability to articulate their ideas, which allowed him to assess both their cognitive and psychomotor abilities. This assessment also involved individual tasks that tested the students' understanding of the material. Mr. ES highlighted that the feedback provided through these assessments is vital for ensuring that students grasp the content and are able to apply it practically. The assessment serves as a tool for teachers to gauge the success of the lesson and the students' learning outcomes.

Similarly, Mrs. MU carried out assessment activities in her class by observing various aspects of student behavior, including their engagement and participation in discussions. She stated that by paying attention to these behaviors, she could better understand each student's learning challenges and offer appropriate support. Just as with Mr. ES, Mrs. MU used individual tasks as a means of assessing students' knowledge, focusing on cognitive and psychomotor aspects of learning. This assessment process enables teachers to identify areas where students may need additional guidance and helps to ensure that the learning objectives of the PBL model are met. Both teachers emphasized the importance of time allocation and careful attention to student behavior in making assessments that reflect students' true understanding and participation in the learning process. At this stage the educator carries out an assessment. The assessment carried out by teachers includes cognitive aspects, psychomotor and affective aspects. In the learning process, the teacher also sees active students during the assessment process. At this stage, the teacher also evaluates the results of the students' answers and provides conclusions from the material discussed during the learning process (Lider, 2022).

Discussion

Based on the research findings that researchers collected at MAN Kotawaringin Timur observation, interviews and documentation show that the application of Fiqh Subject Teachers Mr. ES and Mrs. MU using problem-based teaching and learning activities has gone very well. While learning model the purpose of this method is to guide students to develop their critical thinking skills, with the help of subject teachers and facilities and infrastructure that support this. They are divided into groups and collaborate to solve the problems found, find sources of information to solve problems, form temporary answers to problems, test the correctness of temporary answers and draw (Ardianti et al., 2022; Rombe et al., 2021). The teacher then presents and evaluates the group work. Understanding the Problem-Based Learning (PBL) Model shows that in its implementation it can present problems to students and emphasize collaborative learning, an innovative approach to learning Active student participation through team or group learning (Cyrilla et al., 2023). Provides learning conditions. Focuses on learning to apply skills to solve problems student activities identify, analyse, create, and present learning outcomes based on real-life experiences (Purwaningrum et al., 2024). These activities are carried out in such a way that students play an active role as problem solvers. As explained by (Syamsidah & Suryani, 2018) states that the problem-based learning model or Problem Based Learning is an approach that provides new knowledge to students to solve problems, so this PBL method is a participatory learning approach that allows teachers to create a pleasant learning environment (Hestiana & Rosana, 2020; Suparman et al., 2021). So, it can help create important and relevant roles for students and starting with problems allows students to have a more realistic learning experience. However, teachers are still expected to direct students to find problems that are relevant, timely and realistic (Albina et al., 2022; Assegaff & Sontani, 2016).

The implementation of the Problem Based Learning model at MAN Kotawaringin Timur and MAN Kota Palangka Raya has been running well in accordance with the characteristics and objectives of this Problem Based Learning model which can make students more active and able to create critical thinking. So that students are more active in finding information to solve their problems, students actively argue with their groups or when refuting answers from other groups, this is in accordance with research (Downing et al., 2020). The same thing was also conveyed by (N. Wahyuni, 2022) that PBL can create critical thinking in the process of solving problems, students think critically to solve their problems and also students are able to exchange information with their friends and then discuss to reach a common

agreement. On the other hand, the PBL model can also foster students' confidence when presenting in front of the class, and during the question-and-answer session students are also very active in refuting adding and asking questions (Amerstorfer & Freiin von Münster-Kistner, 2021; Awalia, 2023). This Problem Based Learning model is very successful for students' critical thinking and is very suitable for use in Fiqh subjects because it can achieve the objectives of this Problem Based Learning model, in the case when students are given material about faraid science/inheritance science, students are able to understand then students become aware of the parts of inheritance then who is inherited and who cannot inherit. Then students can understand in everyday life then they can apply it in society (Strauß & Rummel, 2021). In accordance with the objectives of problem-based learning, which involves children to solve a problem through the stages of the scientific method so that they can learn knowledge related to the problem as well as have the skills to solve (Akhyar et al., 2024; Nugraha et al., 2023).

The research findings from MAN Kotawaringin Timur demonstrate that the implementation of the Problem-Based Learning (PBL) model in Fiqh subjects, has proven to be highly effective in fostering critical thinking and active student participation. The model successfully engages students in collaborative learning, encouraging them to work in groups, research information, and critically evaluate solutions to real-world problems. This aligns with the objective of PBL to promote active learning and problem-solving skills, as students apply knowledge in practical scenarios, such as understanding inheritance laws in Fiqh and applying them in daily life. These findings contribute to the growing body of literature on the effectiveness of PBL in enhancing student engagement, critical thinking, and collaborative skills (Ardianti et al., 2022; Rombe et al., 2021; Purwaningrum et al., 2024). The implication of these findings suggests that the PBL model is an innovative and suitable approach for Fiqh education, as it aligns with the educational goals of fostering problem-solving skills and active participation. It is recommended that teachers continue to incorporate PBL in their teaching strategies, ensuring that problems are relevant, timely, and realistic, to further enhance student learning and engagement. Additionally, adequate time allocation and support for reflection and evaluation stages should be considered to optimize the impact of PBL on students' learning outcomes (Jumhur et al., 2024).

4. CONCLUSION

The implementation of the Problem-Based Learning (PBL) model in Fiqh education has successfully created an active and participatory learning environment, where students are directly involved in solving real-world problems relevant to their lives. This PBL model not only fosters students' critical thinking skills but also encourages them to collaborate, seek information, and collectively develop solutions. Therefore, PBL can be effectively integrated into Fiqh education as it achieves the learning objectives that emphasize deep understanding of concepts, the application of knowledge in real-life contexts, and the development of essential problem-solving skills. This conceptual approach supports the development of more active and relevant learning experiences, while enhancing the quality of education grounded in 21st-century skills.

5. ACKNOWLEDGE

We from the Research Team would like to thank the Madrasah Head and Fiqh Teacher MAN Kotawaringin Timur and also the Madrasah Head and Fiqh Teacher Kota Palangka Raya for their cooperation so that the research could be completed.

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