



## PjBL Strategy on the Motivation of Students' Learning Interest in Fiqh Learning at Madrasah Ibtidaiyah Al-Hidayah Lumbang Probolinggo

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### ABSTRACT

This study investigates the effectiveness of Project-Based Learning (PjBL) strategies in enhancing students' interest and active participation in Fiqh education at MI Al-Hidayah. Many students at MI face significant challenges in mastering Fiqh, resulting in low levels of engagement during lessons. Suboptimal academic performance in this subject is often attributed to the reliance on ineffective instructional methods. Consequently, the integration of PjBL emerges as a critical strategy for enriching learning experiences and promoting practical application within the educational framework of MI. Adopting a qualitative methodology through a case study design, the research collected data using in-depth interviews to gain comprehensive insights. Additionally, both participatory and non-participatory observations were employed to capture authentic behaviors within natural contexts. These methods were further supplemented by the triangulation of data from multiple relevant sources. The findings reveal that PjBL has a significant positive impact on the quality of Fiqh education at MI Al-Hidayah. This pedagogical approach not only increases student engagement and interaction but also enhances their understanding of fundamental concepts. Moreover, PjBL fosters the development of critical social skills, such as collaboration, an appreciation for peaceful coexistence, and a heightened sense of responsibility. These outcomes contribute to the holistic development of students, aligning with the broader educational objectives of MI.

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### INTRODUCTION

Islamic Religious Education (IRE) plays a pivotal role in the curriculum, serving as a foundation for shaping students' character through the internalization of Islamic values that instill moral awareness, ethics, and social responsibility (Isayah, 2021). The

significance of IRE lies in its ability to develop individuals who align with the principles of Islam and contribute to society and cultural development based on Islamic values (Tsaniyatatus Sa'diyah, 2022).

Fiqh education forms the cornerstone of understanding Islamic teachings, particularly in matters related to worship and *muamalah*. Topics such as taharah (purification), prayer, fasting, and other legal aspects not only enhance religious knowledge but also cultivate attitudes and behaviors consistent with Islamic values (Junita et al., 2023). However, significant challenges persist in teaching *Fiqh*, as the conventional teacher-centered approach limits active student involvement, resulting in a superficial understanding of the subject matter (Toyibah et al., 2024).

According to the Decree of the Minister of Religion No. 184 of 2019, which outlines the implementation of the Madrasah curriculum, *Fiqh* is an integral component of the Madrasah Ibtidaiyah curriculum as part of Islamic religious education. *Fiqh* lessons cover essential Islamic teachings, including taharah, prayer, fasting, hajj, and various aspects of *muamalah*, such as the principles of halal and haram, circumcision, offerings, trade, borrowing, *ghasab* (usurping property), and *luqathah* (lost property) (Fakih Khusni et al., 2022).

The objective of *Fiqh* education is to equip students with the ability to comprehend, master, and practice Islamic law in their daily lives. This approach aims to shape students' thought processes, influenced by their learning experiences at school and home, enabling them not only to understand religious principles but also to implement them effectively (Findiyani, 2023).

The adoption of Project-Based Learning (PjBL) at Madrasah Ibtidaiyah Al-Hidayah is expected to enhance students' motivation and engagement in *Fiqh* learning. This method enables students to understand *Fiqh* concepts theoretically and apply them practically through meaningful projects. The study seeks to provide practical solutions to improve students' interest in and understanding of *Fiqh*, creating a more effective, relevant, and engaging learning experience (Siregar et al., 2024).

The PjBL approach is a contextual and relevant learning process that consists of five main stages. In the first stage, Problem Identification, teachers and students collaborate to determine the project topic to address. During Project Planning, the work steps are outlined, and tasks are divided. In the Project Implementation phase, students actively engage in research, discussions, and data collection. The next stage, Results Presentation, involves students presenting their project findings to an audience. Finally, in the Reflection and Evaluation stage, both teachers and students analyze the process and outcomes to deepen their understanding (Nursalam et al., 2023).

At Madrasah Ibtidaiyah, emphasis is placed on strengthening lesson plans to enhance knowledge, skills, actions, and deep philosophical understanding. Teachers are encouraged to design learning strategies that stimulate students' creativity and active participation, ensuring that learning becomes meaningful and applicable to daily life.

Madrasah Ibtidaiyah Al-Hidayah in Lumbang, Probolinggo, envisions producing

graduates who are pious, professional, and possess strong character. However, traditional teaching methods have been less engaging, leading to low student attention and participation. To address this issue, adopting the PjBL method is necessary, as it fosters collaborative problem-solving and idea exchange among students.

Observations reveal that many students face difficulties mastering *Fiqh* concepts. Their participation in learning activities often remains limited to passive tasks, such as writing, observing, and memorizing. This lack of active involvement has contributed to subpar performance in *Fiqh* education, largely due to ineffective teaching strategies. Therefore, it is imperative to design and implement a project-based strategy to enhance *Fiqh* learning at Madrasah Ibtidaiyah.

In response to these challenges, Madrasah Ibtidaiyah Al-Hidayah has integrated PjBL as an innovative pedagogical approach. Unlike traditional methods, PjBL places students at the center of the learning process, encouraging them to explore real-world problems collaboratively and develop practical solutions. This approach not only sharpens critical thinking and analytical skills but also enhances communication and teamwork abilities, which are crucial for everyday life. According to Soliha (2023), the implementation of PjBL strategies is expected to significantly increase students' interest and engagement in learning at Madrasah Ibtidaiyah.

## METHOD

This research employs a qualitative approach through problem research procedures. Qualitative methods, commonly used in the social sciences and humanities, focus on providing in-depth descriptions of events at the micro level (Hastomo et al., 2023). This approach seeks to understand individuals' patterns and attitudes, as well as to examine the factors influencing these attitudes, which cannot be captured by quantitative methods (Harahap, 2020).

In this process, the researcher utilizes triangulation of reliable sources, including interviews with Suwandi, the Head of MI Al-Hidayah; Faisal, the Curriculum Waka; Heru, the Islamic Religious Education Teacher; and Farhan, one of the students at MI. Upon completion of data collection, the researcher conducts effective data selection based on the research questions. At this stage, the researcher analyzes the data obtained from observations, interviews, and document reviews using the analysis techniques of Miles and Huberman, which divide the process into three parts: data condensation, data presentation, and conclusion drawing (Annisa & Mailani, 2023).

The information-gathering techniques used in this qualitative research aim to thoroughly explore events or phenomena (Hastomo et al., 2024; Moleong, 2004). The ultimate goal of this study is to analyze and understand the extent of knowledge regarding the application of PjBL strategies in enhancing students' interest and attention in learning *Fiqh* subjects at MI Al-Hidayah. Consequently, this research not only aims to describe existing phenomena but also seeks to contribute to the achievement of educational goals.

## **RESULTS AND DISCUSSION**

### **Result**

#### ***1. Project-Based Learning in Fiqh Teaching at Madrasah Ibtidaiyah Al-Hidayah***

In general, IRE teachers at Madrasah Ibtidaiyah have adopted a project-based approach linked to *Fiqh* subjects in student learning activities. This approach provides students with opportunities to enhance their social and practical skills in real-life situations. The concept of "learning by doing" in project-based learning is significant, as it allows students to engage in hands-on experiences. As noted by Junita et al. (2023), this approach emphasizes the importance of developing the skills necessary to complete tasks using specific steps. Project-based learning provides an opportunity for students to gain valuable experience in fulfilling their responsibilities collaboratively, with the goal of achieving optimal results together.

Project-based *Fiqh* learning at Madrasah Ibtidaiyah plays a vital role in developing critical thinking, project management skills, and collaboration among students. This approach emphasizes students' active roles in completing tasks or projects assigned by the teacher within group settings. The integration of PjBL in the IRE curriculum contributes to the development of students' social actions. This is accomplished through well-structured programming, the selection of relevant projects, and providing a foundation for students to deepen their understanding and insights.

The PjBL method in *Fiqh* learning at Madrasah Ibtidaiyah offers students experiences that lead to applications in social and religious practices (Kahyani Kusuma et al., 2023). The learning process follows a pre-established plan, which includes various stages: project preparation, explanation, group division, and the implementation of tasks or projects that have been outlined (Silviyanti & Irawan, 2024).

In applying IRE learning through Project-Based Learning, the goal is to instill social and religious actions within student groups across several levels. First, the theme to be explored is introduced through the PjBL framework. Second, relevant modules are selected to align with the *Fiqh* curriculum. Third, the formation of groups to work on completing the project represents a critical stage in the learning process. The selection of a project theme that aligns with religious and moral values is crucial before it is presented to students.

Subsequently, the project that students will undertake must be designed to align with the chosen theme and the skills they aim to develop, such as critical thinking, creativity, communication, and other related activities. In this context, Suwandi, the head of Madrasah Ibtidaiyah Al-Hidayah, emphasized that once the project program is selected, all students must carry out their respective projects following the predetermined methodology. Throughout the project implementation, teachers are expected to monitor and evaluate students' engagement in solving the challenges they encounter. Upon completion of the project, each group will present the results of their activities in the designated format.

## ***2. Disadvantages and Advantages PjBL in Fiqh Teaching at Madrasah Ibtidaiyah Al-Hidayah***

The application of the PjBL method in teaching Fiqh at Madrasah Ibtidaiyah Al-Hidayah offers several advantages, particularly in the development of students' social and collaborative skills. According to Hasanah and Himami (2021), by working in groups, students learn to communicate effectively, appreciate differences, and take responsibility for task completion. This method also fosters the enhancement of critical thinking and creativity, which are essential for successfully completing Fiqh-based projects. Moreover, PjBL provides a learning experience that emphasizes religious values, enabling students to apply religious teachings through concrete social actions.

However, the implementation of PjBL also presents several challenges. One significant challenge is the increased need for time and resources compared to traditional learning methods. Additionally, imbalances in group participation may arise, with more dominant students taking on larger roles while others may be less involved. Furthermore, the assessment process in PjBL becomes more complex, as it must account for not only the final outcomes but also the process and the development of social skills (Yusuf, 2023).

Overall, the application of Project-Based Learning in Fiqh education at Madrasah Ibtidaiyah Al-Hidayah offers students an in-depth, practical learning experience. This form of PjBL has the potential to increase student engagement and deepen their understanding of the concepts being studied. The application of Project-Based Learning also contributes to reinforcing key concepts that support the development of social actions, such as cooperation, appreciation for diversity, responsibility, and effective communication.

## **Discussion**

### ***1. PjBL Strategies in Fiqh Learning at MI Al-Hidayah***

The PjBL strategy is a pedagogical approach that involves teachers in conceptualizing and regulating learning methods through projects that address environmental problems and challenges. The projects are designed to encourage students to actively participate in formulating solutions, both individually and collaboratively within groups (Mira Shodiqoh & M. Mansyur, 2022). The main goal of this approach is to foster student independence in tackling tasks and challenges, making it easier for them to absorb Fiqh learning at MI Al-Hidayah.

In the application of PjBL in Fiqh education, students are expected to be active participants in the learning process. This project-based approach not only deepens students' insights but also helps develop critical, analytical, and problem-solving skills (Fatimah et al., 2020). According to an interview with Suwandi, the Head of MI Al-Hidayah, this approach has significant potential to enhance students' engagement in practical applications, as it shifts the focus from purely theoretical knowledge to the application of insights in real-life, making learning more meaningful.

The implementation of PjBL also encourages students to be more active, innovative, and independent in their learning, which positively impacts their attention and knowledge retention (Rindengan, 2023). Furthermore, Rianda and Sayekti (2023) emphasize that PjBL fosters collaboration, communication, and other essential group activities, which help students develop meaningful skills for daily life. In this context, Mr. Heru, a Fiqh teacher, highlighted that this strategy significantly enhances students' abilities to form critical assumptions, solve problems, and make informed decisions in the context of Fiqh at MI Al-Hidayah.

To further enhance students' engagement and learning outcomes, PjBL should incorporate relevant elements and select projects that connect lessons with students' real-life experiences (Asih Rohima, 2018). Such relevant projects can motivate students to pursue Fiqh by linking the concepts learned to real-world applications, resulting in more contextual and engaging learning experiences. Ansya (2023) also argues that selecting projects aligned with students' everyday lives plays a crucial role in enhancing their interest and achievement in Fiqh learning.

Projects that are directly linked to daily life provide students with experiences that demonstrate the relevance of the concepts they are learning in real-world situations, helping them understand the meaning and purpose of Fiqh lessons more effectively (Prasetya Benny et al., 2022). This approach can further motivate students to be more active and engaged in completing tasks or projects, as they recognize the practical value and usefulness of the lessons in their daily lives (Andewi & Hastomo, 2022; Waruwu et al., 2023).

## **2. Challenges and Obstacles in PjBL Strategy in Fiqh Learning at MI Al-Hidayah**

The PjBL approach, while recognized as an innovative pedagogical method capable of actively promoting student engagement, faces significant challenges in its implementation, particularly in *Fiqh* learning at MI Al-Hidayah. One of the primary challenges is the limited availability of resources, both in terms of facilities and time allocation. PjBL requires more time for project implementation compared to conventional learning methods, which often conflicts with the constraints of a tight curriculum schedule (Feb, 2020). Infrastructure limitations, such as inadequate space, lack of access to technology, and limited material resources, further restrict the effective implementation of PjBL (Zuhaida, 2023). This highlights the importance of strong support in terms of logistics and strategic time management for the successful execution of PjBL.

Teacher readiness is another critical factor that should not be overlooked. PjBL demands that teachers not only possess in-depth knowledge of *Fiqh* content but also have the skills to design, manage, and evaluate projects relevant to students' lives. Teachers who have not received specialized training may overlook important aspects such as student collaboration, critical thinking, and problem-solving (Ryan, 2024). This emphasizes the need for a paradigm shift in the learning process, where teachers must

transition from being mere content deliverers to dynamic facilitators. Continuous professional development is essential to ensure that teachers are adequately prepared to implement this approach effectively.

Mr. Faisal, the Deputy Curriculum Officer, pointed out that student motivation and participation are also crucial factors in the success of PjBL. Although the approach is designed to enhance student engagement, the reality is that not all students respond positively. Farhan, a student, shared that some students are more comfortable with traditional, structured learning methods. However, other students are more enthusiastic and active in the learning process. Mulyasa (2023) emphasizes that this variation suggests the need for a more inclusive approach to project design, one that accommodates diverse learning styles and students' comfort levels, ensuring active participation from all students.

Assessment in PjBL presents additional challenges, especially in Fiqh learning, which involves moral, ethical, and religious values. The process-oriented and formative nature of PjBL assessment complicates the measurement of students' understanding of abstract values and ethical principles (Nurjaman, 2021). Fair and objective evaluation in this context requires instruments that assess not only the final outcomes but also the process, including critical thinking, cooperation, and the depth of understanding of Fiqh content.

To address these challenges, MI Al-Hidayah must develop a comprehensive strategy that includes intensive and ongoing teacher training, infrastructure improvements, and flexible, contextually relevant project design. Strong institutional support, collaboration with various stakeholders, and a commitment to developing holistic evaluation methods are also necessary. With such an approach, PjBL can serve as an effective tool for creating *Fiqh* learning experiences that are more relevant, meaningful, and applicable to students' everyday lives.

### **3. The Impact of PjBL Strategy in Fiqh Learning at MI Al-Hidayah**

The application of PjBL in Fiqh education is highly effective in enhancing students' engagement and knowledge retention, as projects relevant to daily life provide deeper meaning. As noted by Magdalena et al. (2024), relevant projects motivate students to engage in practical activities and become more enthusiastic about their learning. Wathon (2018) further emphasizes the importance of facilitating group discussions with teachers to encourage students to collaborate, interact, and deepen their insights through social interaction. This approach also supports the development of skills in collaborative activities and problem-solving.

The PjBL approach is considered particularly efficient for learning *Fiqh*, as it enables students to connect the concepts they learn to real-world applications, thereby making the learning process more relevant and engaging. By integrating *Fiqh* and project-based activities, students can master the relationship between knowledge and its practical application in daily life, resulting in a more holistic and meaningful learning

experience (Dayusman, 2023). Relevant support and education in these projects help students design, perform, and evaluate their tasks more effectively, increasing their sense of support and motivation in the learning process (Nur Efendi & Muh Ibn Sholeh, 2023).

In this context, Hayati et al. (2023) emphasize the importance of fostering creativity and innovation within learning projects, which provides students with opportunities to develop ideas and potential solutions, thus enhancing their participation and focus in Fiqh lessons. Regular formative assessments allow teachers to track students' progress and offer constructive feedback, which can be used to refine teaching strategies and maximize learning outcomes (Pramita, 2023).

Overall, the PjBL strategy offers significant advantages in enhancing critical thinking, collaboration, communication, and creativity, while also linking learning to real-life contexts, making the learning process more meaningful for students. However, challenges related to time constraints and resource allocation must be carefully considered in its implementation. Effective supervision and assessment by teachers are essential for ensuring the success of this approach.

From a novel perspective, this study highlights the explicit integration of religious values within PjBL-based *Fiqh* learning, which sets it apart from previous research that primarily focuses on the managerial aspects of project-based learning. Additionally, the role of the madrasah head in ensuring that projects align with the goals of Islamic character education makes a significant contribution, further enhancing the novelty of this research.

## **CONCLUSION**

The implementation of PjBL at Madrasah Ibtidaiyah Al-Hidayah, Lumbang, Probolinggo, represents an innovative educational approach that positions students at the center of the learning process, particularly in Fiqh subjects. This method not only enhances critical, analytical, and collaborative thinking skills, but also fosters the integration of *Fiqh* theory with practical application in everyday life. The success of PjBL implementation is largely contingent upon sufficient educational support, which allows teachers to closely monitor student progress and provide constructive feedback, enabling adjustments to learning strategies for optimal outcomes.

Future research should focus on three key areas. First, an in-depth examination of time and resource management within PjBL is needed to ensure efficiency without compromising the quality of learning. Second, the development of innovative formative assessments is crucial, particularly in creating more adaptive and interactive evaluation instruments that promote students' critical thinking and collaboration skills. Third, further exploration of the contextualization of PjBL within local cultural settings is essential. This would ensure that projects are designed to meet the specific needs of the local community, especially in faith-based learning such as Fiqh, thereby enhancing the relevance and pedagogical impact of PjBL within



the broader educational context.

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