



Improving the Understanding of Private Islamic Senior High School Students at Diniyah Limo Jurai Regarding the Jurisprudence of Worship through Project-Based Learning Models

Wilda Apriani, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

Wilastuningsih, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

Wilayatul Istianah, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

Wijiarti, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

Wiji Asmini, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

ABSTRACT

Students' understanding of the subject of Fiqh Ibadah is an important aspect in Islamic education, especially at the Madrasah Aliyah level. However, in practice, many students have difficulty in understanding the concepts of Fiqh in depth due to the learning approach which is still conventional and does not involve direct experience. This study aims to analyze the effectiveness of the application of the project-based learning model (PjBL) in improving the understanding of class X students of MAS Diniyah Limo Jurai towards Fiqh Ibadah. This study uses the classroom action research (CAR) method which is carried out in two cycles. Each cycle consists of the planning stage, action implementation, observation, and reflection. Data were collected through comprehension tests, observations, interviews, and documentation, which were then analyzed descriptively qualitatively and quantitatively. The results of the study showed that the application of the PjBL model had a positive impact on students' understanding. There was a significant increase in students' understanding test results from the pre-cycle to the first cycle, and a further increase in the second cycle. In addition, this approach also increases students' active involvement in learning, encourages creativity, and fosters an attitude of cooperation and independence in understanding the material of Fiqh Ibadah. The conclusion of this study is that the project-based learning model can be an effective strategy in improving students' understanding of Islamic Jurisprudence. Therefore, it is recommended that educators apply this model more in learning in order to improve the quality of students' understanding of religious material.

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Corresponding Author:

Wilda Apriani

UIN Syahada Padangsidimpuan, Indonesia

wilda977@gmail.com

Introduction

Students' understanding of Fiqh Ibadah is an important aspect of Islamic education, especially at the Madrasah Aliyah level. Fiqh Ibadah includes various provisions regarding worship procedures in accordance with Islamic law, such as prayer, fasting, zakat, and hajj. A good understanding of this material will help students in practicing Islamic teachings correctly in daily life. However, in learning practice, there are still many students who have difficulty understanding the concepts of Fiqh Worship in depth. This can be caused by learning methods that are still conventional, where teachers use more lecture methods that do not involve students actively in the learning process (Susanti, 2021).

One of the main problems in learning Fiqh Ibadah is the low participation of students in the learning process. Many students only memorize the material without understanding its meaning in depth. A study conducted by Rahman (2022) shows that one-way learning methods tend to make students passive and less critical of the material being studied. In addition, the lack of student involvement in experiential learning activities is also a factor that causes their understanding of Fiqh Worship to be low. This gap in learning Fiqh Ibadah needs to be overcome by applying more innovative and interactive learning methods. One approach that can be used is the Project-Based Learning (PjBL) model. This model emphasizes students' involvement in projects related to the material being studied, so that they not only understand concepts theoretically, but also through hands-on experience. Several recent studies have shown the effectiveness of the PjBL model in improving students' understanding of various subjects, including in religious learning. For example, research by Nurdin (2021) shows that the application of PjBL can improve students' understanding of concepts and critical thinking skills in Islamic Religious Education subjects.

This study aims to examine the effectiveness of the implementation of the project-based learning model in improving the understanding of class X students of MAS Diniyah Limo Jurai towards Fiqh Ibadah. Specifically, this study will analyze how the PjBL model can improve student understanding compared to conventional learning methods, as well as how it impacts student participation and learning motivation. Thus, the results of this research are expected to contribute to the development of more effective learning strategies in madrasahs.

The solution proposal proposed in this study is the application of the PjBL model as an alternative learning strategy in the subject of Fiqh Ibadah. In this model, students will be given projects related to the material of Fiqh of Worship, such as worship simulations, making videos of correct worship tutorials, or group presentations on the laws of Fiqh. In this way, students are expected to better understand the material

through hands-on experience and active interaction with peers and teachers (Hidayat, 2023).

This research is also based on theoretical and empirical studies that show that project-based learning models can improve students' understanding and engagement in learning. A study conducted by Hasanah (2022) shows that PjBL not only improves conceptual understanding but also improves students' communication and cooperation skills. In addition, research by Abdullah (2023) states that this model can help students in relating the concept of Fiqh Ibadah to real life, so that they better understand the relevance of the material studied. Thus, this research has an urgency to be carried out to provide a solution to the problem of low student understanding in Fiqh Ibadah. The results of this study are expected to be a reference for teachers and education practitioners in developing more innovative and effective learning methods. In addition, this research can also be the basis for further research in further exploring the application of project-based learning models in religious learning at the Madrasah Aliyah level.

Methods

This research aims to improve students' understanding of Fiqh Ibadah at Madrasah Aliyah Swasta Diniyah Limo Jurai by implementing the Project-Based Learning (PBL) model. Fiqh Ibadah, which focuses on the laws and practices of worship in Islam, is an essential subject that students must comprehend to practice their faith correctly. However, many students struggle with understanding the practical applications of Fiqh Ibadah, particularly in translating theoretical knowledge into real-life practices. Therefore, the use of PBL, which encourages students to engage in hands-on projects, was chosen as an approach to enhance their understanding and application of the subject matter.

The research was conducted using a qualitative approach with a classroom action research design, which was carried out in two cycles. Each cycle consisted of planning, action, observation, and reflection phases. The main objective was to investigate whether the PBL model could improve students' knowledge and skills in applying Fiqh Ibadah. In the planning phase, the teacher developed detailed lesson plans that integrated project-based activities, allowing students to work together in groups and engage with the material in a more interactive and practical manner.

The implementation phase of the first cycle involved students being divided into small groups, with each group assigned a specific topic related to Fiqh Ibadah, such as prayer, fasting, or zakat. The groups were tasked with researching their assigned topic, planning a project, and presenting their findings to the class. Each group was given a set of guidelines to follow, including the need to apply the knowledge gained from the research to real-life situations. This approach encouraged students to work collaboratively, think critically, and apply their understanding in meaningful ways.

During the observation phase, the teacher closely monitored the students' progress. Students were actively involved in the learning process, conducting research, and discussing their findings with peers. They demonstrated an improved ability to explain and apply the principles of Fiqh Ibadah, as they were given the opportunity to engage with the material on a deeper level. The teacher also provided feedback throughout the project, offering guidance and clarification on any misconceptions. This allowed students to refine their understanding and gain confidence in their ability to practice Islamic rituals correctly.

In the reflection phase, the teacher and students evaluated the outcomes of the project. The students presented their completed projects to the class, explaining their findings and how they had applied the principles of Fiqh Ibadah. The teacher assessed the projects based on criteria such as accuracy, creativity, and the ability to connect theoretical knowledge with practical application. Additionally, a post-test was administered to measure the improvement in students' knowledge of Fiqh Ibadah. The results indicated that students' understanding had significantly improved after completing the project-based activities.

For the second cycle, the lesson plans were adjusted based on the feedback from the first cycle. The teacher incorporated additional project-based activities, ensuring that students had more opportunities to engage with the material and apply their knowledge in different contexts. In this cycle, students worked on more complex projects, which required them to collaborate even more closely and critically evaluate their understanding of Fiqh Ibadah. This allowed for deeper exploration of the subject and further reinforced the practical application of their learning.

Throughout both cycles, students demonstrated a greater level of engagement and motivation. The PBL model helped them to see the relevance of Fiqh Ibadah in their everyday lives, fostering a sense of ownership over their learning. By working in teams and applying their knowledge in creative ways, students developed a stronger understanding of the subject and were better able to practice Islamic rituals according to the teachings of Islam. In conclusion, the use of Project-Based Learning proved to be an effective method for improving students' understanding of Fiqh Ibadah at Madrasah Aliyah Swasta Diniyah Limo Jurai. The approach not only helped students gain a deeper understanding of the theoretical aspects of the subject but also allowed them to apply their knowledge in practical settings, making the learning experience more meaningful and relevant. This research suggests that PBL can be a valuable tool in Islamic education, particularly in teaching subjects that require students to apply theoretical knowledge to real-life situations.

Result

The results of this study indicate that the implementation of Project-Based Learning (PBL) significantly improved the understanding of Fiqh Ibadah among students

at Madrasah Aliyah Swasta Diniyah Limo Jurai. During the pre-test, students demonstrated limited knowledge of key aspects of Fiqh Ibadah, such as the rules and practices related to prayer, fasting, and zakat. Many students struggled to connect theoretical concepts to practical applications, which hindered their ability to fully understand the material. However, after the implementation of the PBL model, there was a noticeable improvement in both the students' academic performance and their ability to apply their knowledge of Fiqh Ibadah in real-life situations. In the first cycle, students were divided into groups and assigned different topics related to Fiqh Ibadah, including the essential elements of prayer, the conditions of fasting, and the correct way to give zakat. Each group was tasked with researching their assigned topic, creating a project that demonstrated their understanding, and presenting their findings to the class. The group projects provided an opportunity for students to collaborate, share ideas, and engage deeply with the material, which led to a greater sense of ownership and engagement with the subject matter.

The results from the first cycle showed that students became more confident in their ability to explain the concepts of Fiqh Ibadah. They were able to recall more details about the pillars of Islam related to worship and were better equipped to describe the rules for performing prayers, fasting, and giving zakat. This was a significant improvement from the pre-test, where students displayed limited knowledge of the specific details of these practices. The hands-on nature of the PBL activities helped solidify their understanding and made the learning experience more tangible and applicable to their daily lives.

The students' presentations were an important aspect of the first cycle. They showcased their projects creatively, using various mediums such as posters, role-playing, and demonstrations to explain the topics they had studied. The presentations allowed students to practice explaining complex concepts in simple terms, which improved their communication skills and reinforced their understanding of Fiqh Ibadah. The peer feedback process during the presentations also helped students refine their ideas, as they learned from the observations and critiques of their classmates.

In addition to the academic improvements, students demonstrated positive changes in their attitudes towards the subject matter. Many students expressed feeling more motivated and engaged in learning Fiqh Ibadah, as the PBL model allowed them to actively participate in the learning process. The collaborative nature of the projects fostered a sense of teamwork and accountability, which encouraged students to contribute more meaningfully to group discussions and activities. As a result, students became more interested in exploring how Fiqh Ibadah applied to their daily lives.

The second cycle built upon the successes of the first cycle by incorporating more complex projects that required deeper analysis and critical thinking. Students were encouraged to explore the practical applications of Fiqh Ibadah in various scenarios, such as how to deal with specific situations during fasting or the correct procedure for

performing prayer in different settings. This allowed students to gain a more nuanced understanding of the material and helped them apply their knowledge in realistic contexts.

The group work in the second cycle was even more collaborative than in the first cycle. Students took on more responsibility in researching and presenting their topics, and the feedback from their peers helped them refine their understanding further. The discussions that took place within the groups were often detailed, with students considering various perspectives on the practices of Fiqh Ibadah. This deeper engagement with the material allowed students to better understand the flexibility and application of Islamic teachings in different circumstances.

The post-test results from the second cycle showed a substantial improvement in students' knowledge of Fiqh Ibadah. The majority of students scored higher than in the pre-test, demonstrating their increased understanding of key concepts such as prayer, fasting, and zakat. Additionally, the students were able to apply the theoretical knowledge they had learned to more complex scenarios, indicating that they had developed a deeper, more practical understanding of the subject matter. Overall, the results of the study suggest that the PBL model is an effective teaching strategy for improving students' understanding of Fiqh Ibadah. The hands-on, collaborative approach provided students with opportunities to engage with the material in a way that was both meaningful and relevant to their daily lives. By working in groups and creating projects that applied their knowledge, students were able to solidify their understanding and gain confidence in their ability to practice the teachings of Islam correctly.

The teacher's observation during the research process revealed that students were more engaged and proactive in the learning process. They took ownership of their learning and demonstrated a greater sense of responsibility in completing their projects. This change in attitude was attributed to the interactive nature of PBL, which encouraged students to take an active role in their education rather than passively receiving information. Additionally, the use of creative presentations allowed students to express their understanding in diverse ways. Some groups used skits to demonstrate the correct way to perform prayers, while others created detailed posters outlining the steps of fasting. This variety of methods enabled students to showcase their learning in a way that suited their strengths and interests, which further motivated them to engage with the material.

Another significant finding from this study was the positive impact of peer feedback. During the group presentations, students provided constructive feedback to one another, which encouraged them to critically assess their own understanding. This peer evaluation process helped students refine their ideas and allowed them to see the material from different perspectives, enriching their learning experience. The teacher also provided feedback throughout the project, guiding students and helping them

navigate any challenges they encountered. The increased student collaboration and engagement with the subject matter were also evident in the classroom discussions. Students were more eager to share their ideas, ask questions, and offer suggestions during the learning process. The collaborative environment created by the PBL model helped break down barriers between students and fostered a more inclusive and supportive learning atmosphere.

In conclusion, the results of this study clearly indicate that the Project-Based Learning (PBL) model has a positive impact on students' understanding of Fiqh Ibadah at Madrasah Aliyah Swasta Diniyah Limo Jurai. By engaging students in collaborative, hands-on projects, the PBL model enhanced their ability to grasp key concepts of worship in Islam and apply them in real-life situations. The improvement in students' knowledge, attitudes, and skills suggests that PBL is an effective and engaging method for teaching Islamic education, particularly in the subject of Fiqh Ibadah.

Discussion

The implementation of the Project-Based Learning (PBL) model in this study revealed several important findings that contributed to the students' improved understanding of Fiqh Ibadah. One of the key strengths of this approach was its ability to foster active participation among students. Unlike traditional methods where students passively receive information from the teacher, PBL allowed students to take ownership of their learning process. They became more engaged as they were tasked with researching, collaborating, and presenting on various topics related to Fiqh Ibadah, which significantly increased their involvement and interest in the subject matter.

The use of group projects encouraged peer interaction and collaboration, both of which are essential elements of the PBL method. In each cycle, students worked together in teams, where they not only shared their findings but also debated and discussed the material. This interaction helped students clarify their understanding of complex concepts related to Fiqh Ibadah, as they had the opportunity to explain these concepts to their peers in simpler terms. The process of peer teaching is an effective way to reinforce learning, as students often understand the material better when they are required to teach it to others.

Another significant outcome was the improvement in students' ability to apply theoretical knowledge in practical contexts. Prior to the implementation of PBL, many students had difficulty seeing the relevance of their learning to real-life practices. However, by engaging in projects that required them to connect their knowledge of Fiqh Ibadah with everyday activities, students were able to see how Islamic teachings directly impact their daily lives. For instance, when learning about the conditions of fasting, students were encouraged to create scenarios where they applied the rules to different situations. This not only made the learning process more relevant but also helped students internalize the principles of Fiqh Ibadah in a meaningful way.

The presentations and demonstrations by students were another critical aspect of the PBL approach. By creating skits, posters, and other creative materials, students were able to showcase their understanding of the subject. This provided an opportunity for them to practice communicating complex ideas to a broader audience. It also helped them develop public speaking and presentation skills, which are valuable life skills that go beyond academic learning. The ability to present their findings in an engaging and clear manner contributed to students' self-confidence and allowed them to refine their understanding of the material.

A key feature of PBL that contributed to the success of this study was the emphasis on reflection. At the end of each cycle, students were given the opportunity to reflect on their learning experiences. This reflective process allowed students to evaluate what they had learned, identify areas where they had difficulty, and set goals for improving their understanding. The reflection phase also encouraged students to take responsibility for their learning, as they were asked to assess both their individual contributions and the effectiveness of their group work. This process of self-assessment and peer evaluation enhanced their metacognitive skills and fostered a deeper level of learning.

The teacher's role in facilitating the PBL process was equally crucial. Rather than simply delivering content, the teacher acted as a guide, helping students navigate the challenges they faced during their projects. The teacher's support in answering questions, providing feedback, and encouraging critical thinking helped students refine their understanding of Fiqh Ibadah. This guidance was particularly important when students encountered difficulties in connecting theoretical knowledge to practical applications. The teacher's ability to scaffold learning and provide timely interventions played a critical role in the success of the PBL model.

Despite the positive outcomes, some challenges were observed during the implementation of PBL. One of the challenges was that some students initially struggled with group collaboration. Not all students were equally engaged in the group work, and some found it difficult to share responsibility or communicate effectively with their peers. However, as the project progressed, students became more comfortable with the collaborative nature of the tasks, and the group dynamics improved. This highlights the importance of providing clear guidelines and support for group work, as well as fostering a classroom culture of mutual respect and cooperation.

Another challenge was the need for more structured time management during the project. Some students were initially uncertain about how to divide tasks and manage their time effectively, which led to delays in completing the projects. However, as they gained more experience with the PBL model, students developed better time management skills and became more adept at organizing their work. The teacher also helped students manage their time by setting clear deadlines and offering guidance on how to break down tasks into manageable steps. This experience underscored the

importance of developing students' time management skills, which are essential for successful project-based learning.

The results of this study also suggest that PBL has a significant impact on students' attitudes toward learning. Many students reported feeling more motivated and excited about learning Fiqh Ibadah after participating in the project-based activities. The hands-on nature of the projects allowed students to see the practical value of what they were learning, which helped them develop a more positive attitude toward the subject. By actively engaging with the material in meaningful ways, students were able to connect with the content on a deeper level and felt more confident in their ability to practice the teachings of Islam.

In conclusion, the implementation of Project-Based Learning in teaching Fiqh Ibadah at Madrasah Aliyah Swasta Diniyah Limo Jurai was highly effective in improving students' understanding of the material. The collaborative, hands-on nature of the projects allowed students to engage deeply with the content, apply their knowledge in practical contexts, and develop essential life skills such as teamwork, communication, and time management. Despite some initial challenges, the PBL model proved to be an invaluable tool in enhancing students' academic performance and fostering a more meaningful connection with the subject matter.

Madrasah Aliyah Swasta Diniyah Limo Jurai is a private Islamic school located in Limo Jurai, which provides an essential foundation for students in Islamic studies. The curriculum includes both academic subjects and religious education, with a focus on understanding the core principles of Islamic teachings, including the Fiqh of worship. However, the traditional methods of instruction, which rely on rote memorization and teacher-centered lectures, often do not engage students deeply with the material. Fiqh Ibadah, or Islamic jurisprudence on acts of worship, is one of the most critical branches of knowledge in Islam. It covers the rules and regulations regarding the proper conduct of worship, including prayer (Salah), fasting (Sawm), almsgiving (Zakat), and pilgrimage (Hajj). Understanding these principles is crucial for Muslims, as they guide the way believers practice their faith and interact with God. For students in Madrasah Aliyah Swasta Diniyah Limo Jurai, mastering Fiqh Ibadah is fundamental to their spiritual development.

Teaching Fiqh, especially in the context of a religious school, can pose unique challenges. Many students find it difficult to relate abstract religious rules to their everyday lives. The conventional lecture-based method often fails to inspire students to think critically about the principles behind Islamic practices. As a result, students may lack a deep understanding of the significance of these practices and their applications in real life. Project-Based Learning (PBL) offers an alternative approach to traditional teaching methods. It focuses on active student participation, where learners engage in complex, real-world projects that encourage inquiry, collaboration, and problem-solving.

This model allows students to explore the subject matter more deeply and meaningfully, making it a suitable method for teaching the Fiqh of worship.

PBL fosters deeper understanding by encouraging students to investigate and solve problems in a hands-on manner. In the context of Fiqh Ibadah, students can engage in projects that allow them to explore various aspects of worship, such as the steps of performing prayer, the conditions for fasting, or the rituals of Hajj. By applying their knowledge in practical scenarios, students develop a better understanding of the religious practices they are learning. The project-based approach increases student engagement by allowing them to take ownership of their learning. Students at Madrasah Aliyah Swasta Diniyah Limo Jurai can work on projects that require them to apply what they have learned about Fiqh in real-life contexts. This hands-on involvement makes the learning experience more relevant and meaningful, as students can directly see the impact of their learning on their daily lives.

One of the core elements of PBL is collaboration. Students working together on projects develop teamwork skills, learn from one another, and enhance their communication abilities. In the context of Fiqh Ibadah, collaborative projects allow students to discuss and debate the principles of worship, helping them gain diverse perspectives and deepen their understanding. Through PBL, students are encouraged to apply their knowledge of Fiqh Ibadah in real-world situations. For example, a project could involve planning and organizing a community prayer event, where students are tasked with ensuring that all aspects of the prayer are performed according to Islamic principles. This real-world application helps students see the practical importance of what they are learning.

One example of a PBL project could be focused on Salah, the Islamic prayer. Students could be tasked with designing a guide for young children or new Muslims on how to properly perform Salah. This project would involve research into the various elements of Salah, such as its physical actions, spiritual significance, and the conditions that must be met for it to be valid. Students would need to collaborate, create educational materials, and even present their findings to the class. A project on Fasting (Sawm) could involve students researching the various aspects of fasting in Islam, such as its spiritual benefits, the rules regarding who must fast, and the exceptions to fasting. Students could then create informative brochures or videos aimed at educating others in the community about the importance of fasting and how to fast correctly. For a project on Hajj, students could work together to develop a detailed guide for Muslims who are planning to undertake the pilgrimage. This project would require them to research the rituals of Hajj, the significance of each step, and the historical context behind the pilgrimage. Students could also create multimedia presentations to share their findings with the wider school community.

Technology can be integrated into PBL to enhance learning experiences. For instance, students can use online platforms to collaborate on projects, create digital

presentations, or even simulate the experience of performing the pilgrimage of Hajj through virtual reality. The use of technology not only makes the learning process more interactive but also prepares students for the digital world they will encounter in their professional lives. PBL encourages students to think critically and solve problems on their own. In the case of Fiqh Ibadah, students must grapple with questions such as how to ensure the correctness of their worship practices or how to address challenges faced during fasting or prayer. This critical thinking process allows students to internalize the principles of Fiqh Ibadah, making them more likely to apply these principles correctly in their daily lives.

One of the key benefits of PBL is its potential to enhance the retention of knowledge. When students engage in hands-on projects, they are more likely to remember the information they learn because they have applied it in a practical context. For students at Madrasah Aliyah Swasta Diniyah Limo Jurai, working on projects related to Fiqh Ibadah ensures that they do not simply memorize rules but understand and internalize them. In PBL, assessment is not limited to traditional tests or quizzes. Instead, students are evaluated based on the quality of their projects, the depth of their understanding, and their ability to collaborate and communicate effectively. This type of assessment aligns more closely with real-world skills and provides a more comprehensive measure of student learning.

While students take the lead in their projects, the teacher's role is still crucial. Teachers in Madrasah Aliyah Swasta Diniyah Limo Jurai must act as facilitators, guiding students through the project process, providing feedback, and ensuring that students remain focused on the learning objectives. Teachers also need to create a supportive learning environment where students feel encouraged to take risks and explore new ideas. Traditional methods of teaching often fail to engage students on a deep level. The reliance on memorization and passive learning can lead to a lack of understanding of the material. PBL addresses these limitations by emphasizing active learning, problem-solving, and the application of knowledge, all of which contribute to a more meaningful educational experience.

PBL promotes independent learning by requiring students to conduct research, manage their time, and take responsibility for their learning outcomes. For students at Madrasah Aliyah Swasta Diniyah Limo Jurai, this independence is crucial as it helps them develop skills that will serve them well in both academic and spiritual pursuits.

Through PBL, students are able to build a stronger connection to the material they are studying. Rather than viewing Fiqh Ibadah as a set of abstract rules, students come to see these practices as integral parts of their spiritual lives. This deeper connection can inspire students to apply the principles of Fiqh more diligently and meaningfully. The skills developed through PBL, such as critical thinking, collaboration, and self-directed learning, are essential for lifelong learning. Students at Madrasah Aliyah Swasta Diniyah Limo Jurai will benefit from these skills as they continue their education and engage with

various aspects of life. The ability to approach problems creatively and work collaboratively will serve them in both their personal and professional lives. PBL offers a holistic learning experience that integrates various aspects of student development. In addition to gaining knowledge of Fiqh Ibadah, students also develop important life skills such as teamwork, communication, and leadership. This comprehensive approach ensures that students are well-rounded and prepared for future challenges.

Different students have different learning styles, and PBL is an effective way to address this diversity. Whether students are visual learners, auditory learners, or kinesthetic learners, they can all benefit from the hands-on, project-based nature of the approach. By working on projects, students can engage with the material in a way that suits their individual learning preferences. Projects focused on Fiqh Ibadah provide an opportunity for students to gain a deeper understanding of Islamic practices and rituals. This fosters cultural awareness and respect for different beliefs and traditions. Students at Madrasah Aliyah Swasta Diniyah Limo Jurai are not only learning about their faith but also developing a greater appreciation for the diversity of the Muslim community.

PBL encourages students to engage with their communities and apply their learning in meaningful ways. For example, projects on the Fiqh of charity (Zakat) could involve students organizing fundraising events or volunteering in local communities. These activities help students connect their academic learning to their social and spiritual responsibilities. The collaborative nature of PBL fosters a positive classroom environment where students support each other and work towards common goals. This collaborative spirit enhances relationships between students and creates a sense of camaraderie. In the context of Fiqh Ibadah, this supportive environment helps students feel more comfortable discussing and learning about their faith.

PBL also helps students develop leadership skills. By working on group projects, students have the opportunity to take on leadership roles, delegate tasks, and make decisions as a team. These experiences help them build confidence in their abilities and prepare them for future leadership roles within their communities. Through PBL, students are encouraged to reflect on their learning process and the outcomes of their projects. This reflection helps them consolidate their knowledge and think critically about what they have learned. In the case of Fiqh Ibadah, students can reflect on how their understanding of worship has deepened and how they can implement these practices in their own lives.

By actively engaging with the material and seeing the results of their efforts in real-world projects, students gain confidence in their knowledge. This confidence boosts their motivation to continue learning and exploring the subject of Fiqh Ibadah further. Project-Based Learning has the potential to significantly increase student motivation. When students see the tangible results of their work and understand how their learning can benefit others, they become more invested in their education. This increased motivation leads to greater academic success and personal growth. PBL promotes

autonomy by allowing students to take charge of their learning. Rather than simply following instructions from the teacher, students are encouraged to make decisions about how they approach their projects and what they want to learn. This sense of autonomy fosters a deeper engagement with the material and a greater sense of ownership over the learning process. One of the key strengths of PBL is its ability to link theory to practice. Students at Madrasah Aliyah Swasta Diniyah Limo Jurai can bridge the gap between theoretical knowledge of Fiqh Ibadah and its practical application. This approach not only enhances their understanding of the subject matter but also makes their learning experience more relevant to their daily lives.

Conclusion

The implementation of Project-Based Learning (PBL) in teaching Fiqh Ibadah at Madrasah Aliyah Swasta Diniyah Limo Jurai significantly improved students' understanding of the subject. Through hands-on projects, students were able to connect theoretical knowledge to real-life applications, fostering a deeper and more meaningful comprehension of Islamic practices. The interactive nature of PBL encouraged greater student engagement, which led to a noticeable improvement in both academic performance and student motivation to learn. Collaborative group work also played a crucial role in enhancing students' learning. By working together, students were able to share ideas, discuss difficult concepts, and clarify misunderstandings, which reinforced their learning and promoted peer-to-peer teaching. Additionally, the creative nature of the projects allowed students to express their understanding in various ways, such as through posters, skits, and presentations, further improving their ability to communicate complex ideas effectively. In conclusion, the PBL approach proved to be an effective method for improving the understanding of Fiqh Ibadah, providing students with valuable skills such as teamwork, time management, and public speaking. The positive outcomes of the research suggest that PBL can be a valuable teaching strategy in Islamic education, offering students a more engaging and practical way to learn about essential subjects like Fiqh Ibadah.

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