International Journal of Islamic Studies Higher Education
https://insight.ppj.unp.ac.id/index.php/insight

Project Based Learning in Fiqh Learning and Its Effect on Students' Higher Order Thinking Skills

Laili Ramadani[1], Juliwis Kardi[1], Taufik Hidayat[2], Adi Putra[3], Hamdani Abdi[4]

[1]Department of Early Childhood Education Faculty of Tarbiya and Teacher Training STIT Diniyyah Puteri Rahmah El-Yunusiyyah Padang Panjang, Indonesia
[2]Department of Islamic Education Faculty of Tarbiya and Teacher Training Universitas Muhammadiyah Sumatera Barat, Indonesia
[3]Department of Islamic Education Faculty of Tarbiya and Teacher Training Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia
[4]Department of Islamic Education Faculty of Tarbiya and Teacher Training STAI Pengembangan Ilmu Al-Qur'an Sumatera Barat, Indonesia
lailiramadani86@gmail.com*

Article Information:
Received January 8, 2024
Revised February 20, 2024
Accepted March 10, 2024

Keywords: *Higher Order Thinking Skills, fiqh, project based learning*

Abstract

This study aims to determine the project-based learning model in learning Fiqh and its effect on the achievement of Higher Order Thinking Skills (HoTS) of students at the madrasah tsanawiyah level. This type of research is a quantitative true experimental design. This study used two sample classes, namely the control class and the experimental class. The experimental class was treated using project-based learning. While in the control class without using project-based learning in learning. At the end of the study, the experimental and control classes were given a test to see the achievement of students' Higher Order Thinking Skills (HoTS). The research design used was randomize control group posttest only design, the sample was selected using purposive sampling technique from the study population, namely 21 students in the experimental class who used project-based learning model in Fiqh learning and 21 students in the control class who used conventional learning. To collect data from the sample, a final test was used using Higher Order Thinking Skills (HoTS) quality questions. The data was analyzed using the SPSS window 18.0 program. From the data analysis, the average HoTS value of the experimental class was 94.28 and the average value of the control class was 82.95. From the results of hypothesis testing obtained t count of 9.568 with t table of 1.684. The condition is that H_0 is rejected if $t_{count} > t_{table}$. So it can be concluded that the application of project-based learning model in learning Fiqh affects the achievement of Higher Order Thinking Skills (HoTS) of students at the madrasah tsanawiyah level.

How to cite: Ramadani, L., Kardi, J., Hidayat, T., Putra, A., Abdi, H. (2024). Project Based Learning in Fiqh Learning and Its Effect on Students' Higher Order Thinking Skills. *International Journal of Islamic Studies Higher Education,* 3(1), 22-31. https://doi.org/10.24036/insight.v3i1.173

E-ISSN: 2964-1861
Published by: Islamic Studies and Development Center Universitas Negeri Padang

INTRODUCTION

The teaching method that is widely used in madrasah is the lecture method, because it is considered the easiest way to convey information about a lesson (Karomah, 2019; Muammar & Suhartina, 2018; Assuyuti et al., 2022; Nugroho, 2020; Rohman et al., 2023). By using this lecture method, the teacher is usually very active and plays the main role. While students only accept what is conveyed by the teacher so that students are passive. As a result of using this method, learning becomes less interesting, students are not challenged to learn, and in turn cannot train students to have higher order thinking skills (HoTS) or higher order thinking skills (Arifin, 2014; Maurin & Muhamadi, 2018; Savira et al., 2018). In fact, the government strongly recommends that the exam questions given to students are at the Higher Order Thinking Skills (HoTS) level not at the Lower Order Thinking Skills (LoTS) level. Therefore, learning must be created in such a way as to involve students to actively participate in the lesson and develop their thinking.

HoTS, higher order thinking skills, which in Indonesian is known as higher order thinking skills, is an approach to learning where students are taught to think critically, logically, reflectively, and think creatively (Gradini, 2019; Tasrif, 2022). Alice Thomas and Glenda Thorne explained the definition of HoTS in an article entitled How to Increase Higher Order Thinking as a way of thinking at a higher level than memorizing or retelling something someone else told (Usmaedi, 2017). This skill was originally defined based on Bloom's Taxonomy which categorizes different levels of thinking, starting from the lowest to the highest, namely the cognitive domain. The other two domains, affective and psychomotor, have their own levels. This cognitive domain was later revised by Lorin Anderson, David Krathwohl, the order was changed to first, remember; second, understand; third, apply; fourth, analyze; fifth, evaluate; and sixth, create (Mahmudah & Suyadi, 2020; Qomariyah & Rif'an, 2020). The first to third levels, according to the initial concept, are categorized as low-level thinking skills (LoTS). Meanwhile, items four to six are categorized as higher-level thinking skills (HoTS) (Nirmala et al., 2024).

A teacher must be able to think about what teaching approaches and methods need to be used in presenting learning materials, and what activities need to be carried out to support the success of the learning process in accordance with the learning objectives that have been set (RimahDani et al., 2023).

Based on the researcher's initial observation at the madrasah tsanawiyah, the researcher saw that the teacher had tried to vary the learning method, but it was still related to LoTS (Lower Order Thinking Skills), and had not really trained students' HoTS (Higher Order Thinking Skills). So to improve this situation, the researcher tried to conduct experimental research by using the project-based learning (PBL) method in learning to improve students' Higher Order Thinking Skills (HoTS). The selection of this method is not only based on consideration of its advantages, but also this method is one of the methods recommended in the 2013 curriculum.

LITERATURE REVIEW

Learning activities that are dominated by the lecture method alone are not appropriate for conveying all material, and certainly not able to develop students' HoTS (Aprilia et al., 2020; Helmi, 2016; M. Mahmudah, 2016). Whereas teaching methods are a way to achieve learning objectives (Aseri, 2022; Saleh, 2013; Syafruddin, 2017). For this reason, the right method is needed in learning activities, with the intention of changing the atmosphere of learning activities from passive

students to be more active. A teacher must be able to generate individual enthusiasm for learning, because each child has differences in experience, ability, and personal characteristics (Simamora & Simamora, 2022). Children who have a strong spirit of learning are expected to be able to develop their thinking skills with full initiative, innovation, creativity and be able to solve all their problems. Therefore, teachers can create effective learning situations and conditions by using appropriate methods and considering the situation and conditions of students and their environment.

The use of appropriate methods affects the achievement of learning objectives at school. One of them is by applying learning methods that can foster the habit of critical thinking and solving problems to produce products. The learning method in question is the project-based learning method (Setiawan et al., 2022).

Project Based Learning is a way of providing learning experiences by confronting children with everyday problems that must be solved in groups, through projects and producing products (Arifin, 2019; Hotimah, 2020). The Project Based Learning method comes from John Dewey's thinking about the concept of "learning by doing", namely the process of obtaining learning outcomes by doing certain actions in accordance with its objectives, especially the process of mastering children on how to do a job consisting of a series of behaviors to achieve predetermined goals, its characteristics are doing something and producing a product (Mayasari et al., 2016; Nugraha et al., 2023; Sari, 2018).

By using the project method, children gain learning experience in various jobs and responsibilities to be carried out in an integrated manner in order to achieve common goals (Suprapti, 2022). Because education is a life process and not a preparation for life in the future, the teacher's work will be very important and very valuable if what the teacher does is not only teaching subject matter, but working on how to live life. Humans live life with various problems faced to be resolved satisfactorily.

John Dewey's idea of "learning by doing" was developed by William H. Kilpatrich in the project method (Purnawanto, 2019). The project method seeks to help children to increase learning activities, improve problem-solving skills from an orientation of responsibility whose emphasis on the teacher shifts to responsibility to students. Learning activities using the project method are intended to help children find solutions to problems faced that occupy their minds. Because it relates to problems in everyday life, the project method is expected to be a vehicle for mobilizing the ability to cooperate wholeheartedly and solve certain problems effectively and efficiently.

This learning method is used to stimulate children to think and learn to solve problems, so that learning is oriented towards authentic and meaningful problems, so that it can make it easier for students to carry out investigations and inquiries. The role of the teacher in the project-based learning method is to present the project or task in the form of a problem, ask questions, facilitate investigation and dialog. More important is that the teacher performs scaffolding, namely providing assistance to a child in the form of a large amount of support during the early stages of learning and then reducing assistance in providing opportunities for children to take on increasingly greater responsibilities as soon as the child is able to do it alone (Zulaiha, 2016).

Project-based learning cannot occur without teachers developing a classroom

that allows an open exchange of ideas, so this project learning method cannot be separated from class discussions (Jannah & Jumari, 2024). Project-based learning is useful to help students develop the ability to think critically, creatively and cooperate with their friends in completing projects or tasks given by the teacher, so that the subject matter that is suitable for teaching with project-based learning methods is a subject that requires students to complete projects or tasks given by the teacher by working together (Wulandari et al., 2015). Thus, it is expected that project-based learning can improve students' HoTS.

METHODS

This type of research is a quantitative true experimental design (Akbar et al., 2023; Arib et al., 2024; Kahfi et al., 2021; Khoiroh et al., 2020; Sabrina et al., 2023; Sultanik et al., 2022; Yaumas et al., 2023). This study used two sample classes, namely the control class and the experimental class. The experimental class was treated using project-based learning. Meanwhile, the control class did not use project-based learning in learning. At the end of the study, the experimental class and control class were given a test to see students' HoTS achievement. The research design used is Randomize Control Group Posttest Only Design (Aini et al., 2019; Engkizar et al., 2018; Mashuri et al., 2023; Munawaroh et al., 2022; Mutathahirin et al., 2022; Prihatini et al., 2022; Rafles et al., 2017; Syaifulloh, 2016). As the stages of the research method are shown in the following figure.

Fig 1. Stages of the true experimental design research method

This research was conducted at Madrasah Tsanawiyah Diniyyah Puteri Padang Panjang, West Sumatra, Indonesia specifically on Fiqh subjects. The population in this study were 323 students while the sample in this study were students of class IX B totaling 21 people and IX D as an experimental class totaling 21 people selected using purposive sampling technique, namely determining the sample with certain considerations. The subject to which this strategy will be applied is the subject of Fiqh.

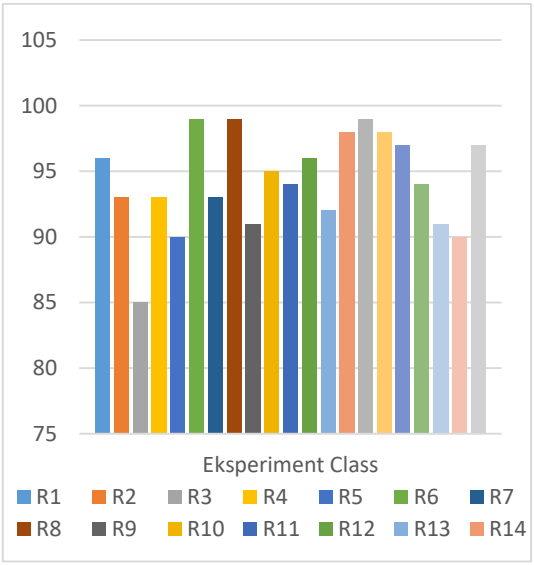
Data collection techniques used observation and tests with HoTS quality questions. All questions are made with difficulty levels ranging from C4-C6, analysis, evaluation and creation levels. This is intended to determine the extent to which the increase in students' higher order thinking skills has developed properly. The questions made will be tested first. The results of the test of the question were declared 25 out of 30 valid questions. Data analysis aims to see whether the final test completeness between the experimental class is different from the control class. Data that has been obtained, identified and analyzed. Quantitative data from experimental and control classes were analyzed using quantitative analysis of the SPSS window 18.0 program.

RESULT AND DISCUSSION

The experimental class is a class that is given learning using a project-based learning strategy. Meetings in the experimental class were conducted four times, with activities providing material and concepts in working on projects, preparing plans for

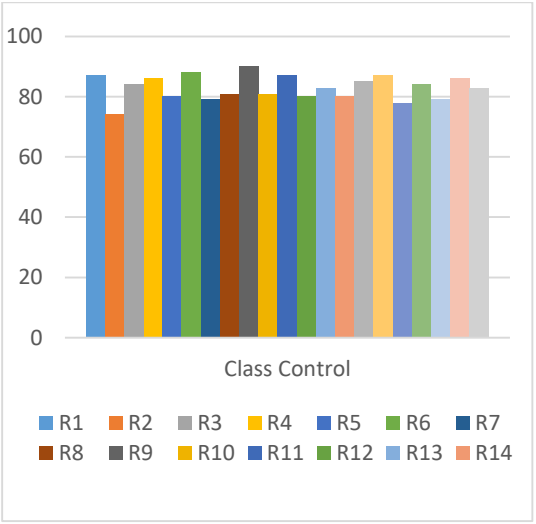
making learning projects, preparing the equipment needed to make projects, implementing project-based learning to produce products, making project work reports, presenting learning product results and reflecting on the results of achieving students' higher order thinking skills. The control class is a class that is given learning without using a project-based learning strategy. Learning is given classically using conventional strategies.

The achievement of students' higher order thinking skills can be after given the final test. The final test was attended by students in the experimental and control classes. Data on the results of students' higher order thinking skills can be seen in the following graph.



Graph 1. Experiment Class HoTS Score

Based on the data above, the results of higher order thinking skills of experimental class students obtained the average class score is 94.28. The control class HoTS results are:



Graph 2. Control Class HoTS Score

Based on the table above, the result of higher order thinking skills of control class students is 82.95. The results of the calculation of the experimental class and control class can be seen in the table below:

Table 1. Calculation Results of Experimental Class and Control Class

Class	Total Score	Average
Experiment	1980	94,28
Control	1742	82,95

Based on table 1 above, it can be seen that the average HoTS results of students in the experimental class are higher than the average results of the control class. This means that there is an indication that the application of the project-based learning model in learning Fiqh has an effect in improving students' higher order thinking skills.

The HoTS test results of the experimental and control classes were analyzed using quantitative analysis of the SPSS window 18.0 program to determine whether the research hypothesis was accepted or rejected.

The test criteria are H_0 accepted if $t_{count} < t_{table}$ where t_{table} is obtained from the t distribution list with degrees of freedom (dk) = $((n_1 + n_2)-2)$ and odds (1- a) with a=0.05. H_0 is rejected if $t_{count} > t_{table}$ obtained from the t distribution list with degrees of freedom (dk) = $(n_1 + n_2-2)$ and odds (1- a). Hypothesis testing using the SPSS program as follows:

Table 2. Independent Samples Test

		Levene's Test of Equality of Variances		t-test for Equality of Means						
									95% confidence interval of the difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
Eksperimen	Equal variances assumed	,253	,618	9,568	40	,000	11,33333	1,18446	8,93945	13,72722
	Equal variances not assumed			9,568	39,729	,000	11,33333	1,18446	8,93945	13,72722

Based on the table above, t_{count} is 9.568. Degrees of freedom *dk = n1 + n2 - 2* and t_{table} = 1.684.

The provision is H_0 is rejected if $t_{count} > t_{table}$. So it can be concluded that the application of the project-based learning model in learning Fiqh has an effect in improving students' higher order thinking skills.

The final test data in this study showed that the scores obtained by the experimental class were much higher than the control class scores. This can prove that the application of the project-based learning model in learning Fiqh has an effect in improving students' higher order thinking skills than not using the project-based learning model. It is further confirmed by the hypothesis test which states that $t_{count} > t_{table}$ so that the null hypothesis is rejected and the alternative hypothesis is accepted.

During the research, there were five things as a result of the researcher's observations related to the application of the project-based learning model in learning Fiqh influences in improving students' higher order thinking skills, namely first, students feel interested in learning by using this model because it makes students have to creatively design and think about the projects they will complete. Second, during

the process there were many debates and discussions that were able to increase students' critical thinking. Third, students are able to solve various problems given by the teacher in learning. Fourth, students are enthusiastic about completing the project given by the teacher. Fifth, students cooperate well, dividing tasks according to the abilities of their respective group members.

CONCLUSION

Fiqh learning using project-based learning model has an effect in improving students' higher order thinking skills. Based on the results of quantitative analysis, it is found that H_0 is rejected and H_a is accepted, where t_{count} of 9.568 is greater than t_{table} = 1.684. So it can be concluded that the project-based learning model has an effect in improving students' higher order thinking skills. In addition to the effect on students' HoTS, it turns out that the project-based learning model can also improve students' cooperation, critical thinking, improve students' ability in problem solving and good in supporting students' development in a better direction.

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