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Developing a *Fiqh* Student Worksheet Based on Problem-Based Learning to Improving Critical Thinking Skills

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| Article Information | Abstract |
|---|--|
| Received: 4 January 2024 | <i>The urgency of this research is developing (Problem Based Learning) PBL Student Worksheets to improve fiqh learning in schools, improve students' critical thinking skills and reduce the gap between theory and practice. This research aims to develop a PBL-based Student Worksheet to enhance students' critical thinking skills in fiqh, focusing on design, implementation and evaluation of its impact. This research is R&D research that develops a PBL-based fiqh Worksheet by adopting the Four-D Model, which includes the define, design, develop, and disseminate stages, to ensure a systematic and practical instructional development process. The development of PBL-based student worksheets that consider learning needs and PBL syntax and are validated by experts has improved student learning outcomes, as evidenced by increased N-Gain scores and more active student participation in learning. The limitations of this research include the focus on one school as a sample, as well as limited time for implementing PBL-based Student Worksheets, while the implications emphasise the importance of developing innovative learning methods and continuous support from educational stakeholders to expand the application of PBL-based learning models in learning fiqh. This research proposes a systematic approach to developing Fiqh Worksheets with PBL, starting from identifying challenges to testing and increasing their effectiveness, which contributes to increasing student engagement and learning outcomes, as well as critical thinking skills through proven PBL-based Student Worksheets in the N-Gain test results.</i> |
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Urgensi penelitian ini adalah pengembangan Lembar Kerja Siswa PBL (*Problem Based Learning*) untuk meningkatkan pembelajaran Fiqh di sekolah, meningkatkan kemampuan

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berpikir kritis siswa dan mengurangi kesenjangan antara teori dan praktek. Penelitian ini bertujuan untuk mengembangkan Lembar Kerja Siswa berbasis PBL untuk meningkatkan kemampuan berpikir kritis siswa dalam bidang fiqh, dengan fokus pada perancangan, implementasi dan evaluasi dampaknya. Penelitian ini merupakan penelitian R&D yang mengembangkan Lembar Kerja Fiqh berbasis PBL dengan mengadopsi *Model Four-D* yang meliputi tahap mendefinisikan, merancang, mengembangkan, dan menyebarkan untuk menjamin proses pengembangan pembelajaran yang sistematis dan praktis. Pengembangan lembar kerja siswa berbasis PBL yang mempertimbangkan kebutuhan pembelajaran dan sintaksis PBL serta divalidasi oleh para ahli telah meningkatkan hasil belajar siswa, terbukti dengan peningkatan skor *N-Gain* dan partisipasi siswa yang lebih aktif dalam pembelajaran. Keterbatasan penelitian ini antara lain fokus pada satu sekolah sebagai sampel, serta terbatasnya waktu pelaksanaan LKS berbasis PBL, sedangkan implikasinya menekankan pentingnya pengembangan metode pembelajaran yang inovatif dan dukungan berkelanjutan dari pemangku kepentingan pendidikan untuk memperluas penerapannya. Model pembelajaran berbasis PBL dalam pembelajaran fiqh. Penelitian ini mengusulkan pendekatan sistematis dalam pengembangan LKS fiqh dengan PBL, mulai dari mengidentifikasi tantangan hingga menguji dan meningkatkan efektivitasnya, yang berkontribusi terhadap peningkatan keterlibatan siswa dan hasil belajar, serta keterampilan berpikir kritis melalui LKS berbasis PBL yang terbukti di *N-Gain* hasil tes.

I. INTRODUCTION

Learning Fiqh is essential for students to understand the provisions regarding halal and haram food and the importance of choosing consumption according to halal and tayyib principles in the era of globalisation. Awareness of this impacts physical health, purity of heart, and morality, influencing their daily attitudes and behaviour (Iman et al., 2023). Learning Fiqh is also powerfully relevant to students' critical thinking abilities. This ability allows students to solve problems, formulate arguments, examine sources of information, and make informed decisions. By encouraging critical thinking through the study of Fiqh, students can better understand religious principles and develop vital thinking skills in everyday moral and spiritual contexts (Hutagaol et al., 2024; Agiyanto et al., 2021).

Several problems in Fiqh learning have led to a lack of development of student's critical thinking skills due to the traditional approach used by Fiqh teachers and learning materials that differ from students' needs. Apart from that, the

questions in the teaching materials have yet to stimulate students to think critically, and students are often not active during learning. This lack of student involvement impacts their academic results, with most failing to meet the set completion standards. This condition could make students see Fiqh learning only as material that must be memorised without developing an interest in understanding it in depth.

Using Student Worksheets (LKPD) in learning Fiqh is essential to achieving predetermined learning objectives (Rahmawati, 2015). Learner Worksheets are instructional resources that guide students in completing assignments related to the skills they need to succeed (Prastowo, 2011). The purpose of using Student Worksheets is to support the achievement of indicators, goals and competencies by the curriculum (Murtosiah & Arrochman, 2023). Learner Worksheets help students build knowledge and improve their problem-solving abilities (Budi, 2023). Problem-based learning models, such as problem-based learning (PBL), are also emphasised in educational regulations (Killen, 2007).

This research applies constructivism theory in the development of Student Worksheets for learning Fiqh, with an emphasis on critical thinking skills. Problem-based learning (PBL) considers prior knowledge, problem quality, tutor performance, group functioning, individual study time, student interest, and assessment (Hendry et al., 1999).

This research aims to develop Problem-Based Learning (PBL) based worksheets that effectively improve students' critical thinking skills in learning Fiqh. The research problem in this study includes designing, implementing, and evaluating the impact of Problem-Based Learning Worksheets on improving students' critical thinking skills in the context of Fiqh learning.

This research is essential because it focuses on developing Problem-Based Learning (PBL) worksheets to improve Fiqh learning in schools. PBL integration will provide diverse, effective learning methods and broaden student experiences. The main goal is to enhance students' critical thinking skills to overcome complex challenges in everyday life. By applying religious values to solve real problems through PBL, this research reduces the gap between theory and practice in learning Fiqh.

Several previous studies by Marhamah Saleh showed that learning only with school books was less effective in developing students' thinking abilities, emphasising the importance of an active, student-centred approach (Saleh, 2013). Basyar highlights the role of student worksheets in changing the focus of learning from teachers to students, increasing student involvement, and helping students learn independently. The advantage of using Student Worksheets, as the Ministry of National Education explains, is that it makes it easier for teachers and trains students in independent learning. This reference emphasises the importance of using Student Worksheets to increase student engagement by providing opportunities for independent learning (Basyar, 2020). A study by Agustia Rini Fitri shows that using the PBL approach in education can improve students' cognitive learning outcomes and critical thinking abilities (Fitri & Sulaiman, 2023). Rohman & Kusaeri discuss the constructivist approach to developing LKS (Rohman & Kusaeri, 2021). Rizqiyana & Pujiati highlight critical thinking skills in learning Fiqh with five indicators on the WGCTA test, namely inference, introduction of assumptions, deduction, interpretation, and evaluation of arguments (Rizqiyana & Pujiati, 2018). Previous research by Yustina & Kapsin (2017), Fajriah & Suryaningsih, and Hifarianti & Yulkifli also shows that the constructivist approach to worksheets in learning provides positive results (Fajriah & Suryaningsih, 2020; Hifarianti & Yulkifli, 2019; Yustina & Kapsin, 2017).

The gap in previous research lies in the need for more research explicitly integrating PBL with the Constructivist Approach to learning Fiqh. So, there is a need to incorporate the problem-based learning (PBL) learning method and the constructivist approach in the context of Fiqh learning. Therefore, this research fills this gap by exploring the integration between PBL and the Constructivist Approach in learning Fiqh through Student Worksheets (LKPD).

II. METHOD

This research is of the R&D (Research and Development) type in developing Problem-Based Learning (PBL) based Fiqh Worksheets in improving critical thinking skills (Setyosari, 2010; Sugiyono, 2010). This research adopts the Four-D Model

developed by Sivasailam Thiagarajan, Dorothy Semmel, and Melvyn Semmel a systematic approach to development research (Thiagarajan, 1974).

The Four-D Model, which consists of Defining, Designing, Developing, and Disseminating, is a systematic framework for instructional development. The Define stage involves initial analysis, such as user and task analysis and specification of learning objectives. On the other hand, the Design stage consists of selecting appropriate media and formats and initial design. In the development stage, the worksheet is assessed by experts and tested in a limited way to ensure its quality, while formative evaluation is also carried out. The final stage, Disseminate, involves validity testing, product packaging, and user diffusion and adoption. A summative evaluation was also carried out to evaluate the success of implementing the worksheet. Using this Four-D model, the worksheet development process can be directed systematically and effectively to improve student's critical thinking skills in learning Fiqh.

The research was carried out at *Madrasah Tsanawiyah* (MTs) Junior High School Amal Shaleh Medan, North Sumatra, Indonesia. Research subjects, Fiqh subject teachers, and 22 class VIII students at MTs Amal Shaleh Medan. The object of this research is a Student Worksheet (LKPD) based on Problem-Based Learning (PBL) related to halal and haram food material for class VIII at MTs Amal Shaleh Medan.

Data collection techniques used in this research include observation, unstructured interviews, and questionnaires. The observation aims to obtain systematic data regarding using Student Worksheets (LKPD) by class 8 Fiqh teachers at MTs Amal Shaleh Medan during the learning process. Unstructured interviews were conducted with class VIII Fiqh teachers to obtain information about the learning process, student conditions, and the use of student worksheets in Fiqh learning. The questionnaire will be used to test the validity of the product being developed and will be given to experts in the fields of materials, design, and language.

Analysis of questionnaire data for expert appraisal of Student Worksheets uses a Likert scale with four preference levels.

Table 1. Likert Scale

| Score | Criterion Score |
|-------|-------------------|
| 4 | Strongly agree |
| 3 | Agree |
| 2 | Disagree |
| 1 | Strongly disagree |

The average score for each aspect assessed will be calculated using the formula below:

$$P = \frac{\sum}{\sum xi} \times 100\%$$

After carrying out the calculations, the results are then interpreted based on the guidelines for interpreting the average validity score as follows:

Table 2. Guidelines for Average Likert Scale Scores

| Score | Category |
|-------------------------------|----------------|
| $81.25\% \leq x \leq 100\%$ | Very worthy |
| $62.5\% \leq x \leq 79, 69\%$ | Possible to do |
| $43.75\% \leq x \leq 60.94\%$ | Not Worth It |
| $25\% \leq x \leq 42, 19\%$ | Not feasible |

Analysis of questionnaire data for the practical ability test of Student Worksheets uses a Likert scale with four preference levels.

$$P = \frac{f}{n} \times 100$$

After carrying out the calculations, the results are then interpreted based on the guidelines for interpreting the average practicability score as follows:

Table 3. Practicality Criteria

| No | Intervals | Criteria |
|----|-----------|------------------|
| 1 | 81%-100% | Very practical |
| 2 | 61%-80% | Practical |
| 3 | 41%-60% | Less Practical |
| 4 | 21%-40% | Not practical |
| 5 | 0%-20% | Very Impractical |

Validation Test analysis (pre-test and post-test) uses the normalised gain formula to measure the increase in the average score or value of a group on a particular variable, such as learning outcomes, between the pre-test (before intervention) and post-test (after intervention or treatment). This helps in evaluating the effectiveness of an intervention or learning program in improving student understanding or skills (Ikhwan, 2020).

$$score\ acquisition = \frac{posttest\ score - pretest\ score}{Max\ possible\ score - pretest\ score}$$

After carrying out the N-Gain calculation, the results are then interpreted based on the guidelines for interpreting based on the N-Gain assessment criteria as follows:

Table 4. N-Gain Assessment Criteria

| N-Gain Value | Category |
|-----------------------|-----------|
| $G > 0.7$ | Tall |
| $0.3 \leq g \leq 0.7$ | Currently |
| $g < 0.3$ | Low |

The results of the N-Gain calculation will be used to interpret the level of improvement in critical thinking skills using predetermined assessment categories.

Table 5. Classification of Critical Thinking Abilities

| Percentage (%) | Classification |
|-----------------------|----------------|
| $81.25 < x \leq 100$ | Very high |
| $71.5 < x \leq 81.25$ | Tall |
| $62.5 < x \leq 71.5$ | Currently |
| $43.75 < x \leq 62.5$ | Low |
| $0 < x \leq 43.75$ | Very low |

III. FINDINGS AND DISCUSSION

Stage 1. Define

Front-end analysis from an interview with a Fiqh teacher on October 14 2023, revealed challenges in learning Fiqh material at MTs Amal Shaleh Medan. Teachers tend to use conventional lecture methods due to their lack of formal educational background, and the Student Worksheets (LKPD) used are still limited to descriptive questions without stimulating students to think critically. The lack of material connection with everyday life makes

Learner analysis found a lack of student involvement while learning in class VIII MTs Amal Shaleh Medan, with most students failing to meet the KKM for the Fiqh subject. Students are less active, so it is necessary to develop PBL-based Student Worksheets to increase student engagement and learning outcomes in Fiqh learning.

Task analysis identifies student sub-skills, including critically analysing and relating material to real situations. Concept analysis identifies an understanding of the principles of halal-haram food and the importance of choosing consumption according to the principles of halal and tayyib in the era of globalisation.

Specifying instructional objectives is based on task analysis to develop student's abilities to analyse, think critically, and relate the material to real situations. This includes students' ability to analyse, formulate arguments, and make decisions regarding the principles of halal-haram food. Apart from that, from the concept analysis, the focus of learning is understanding and applying the principles of halal-haram food and the importance of choosing appropriate consumption in the era of globalisation. This impacts an individual's physical health, purity of heart, and morality while improving students' critical thinking skills in solving problems, formulating arguments, and examining information appropriately in real life.

Stage 2. Design

At the design stage of the PBL-based Halal and Haram Food and Drink Student Worksheet, the appropriate media was selected to suit learning needs. The press chosen must be able to support student interaction and participation in discussions, which is in line with the principles of problem-based learning. Preparing Student Worksheets, *Rencana Pelaksanaan Pembelajaran* (RPP) or Lesson Plan, and assessment sheets is carried out by considering PBL syntax and findings from relevant research, as Irfana has done. The structure of Student Worksheets follows the standard format set by the Ministry of National Education, including various essential elements such as cover, foreword, instructions for use, *Kompetensi Inti* (KI), *Kompetensi Dasar* (KD), objectives, concept map, introduction to the material, supporting information, problem-based activities, and bibliography.

Apart from that, a format that meets the learning needs and guidelines set for preparing Student Worksheets has been chosen. The structure of the Student Worksheet also pays attention to PBL syntax and student involvement in discussions, which is in line with the results of research by Irfana. After the initial design is complete, the Student Worksheet is validated by a validator team of three expert lecturers to ensure its quality before being submitted to Fiqh teachers and students to obtain further responses and comments.

In the initial design stage of the PBL-based Halal and Haram Food and Drink Student Worksheet, every required element has been designed in detail. This includes student worksheets, lesson plans, assessment sheets, and critical thinking

questions. This design follows PBL syntax and considers student involvement in discussions by Irfana's research. The structure of Student Worksheets follows a predetermined standard format, including essential elements such as cover, foreword, instructions for use, KI, KD, objectives, concept map, introduction to the material, supporting information, problem-based activities, and bibliography according to guidelines—Ministry of National Education. After the initial design is complete, the Student Worksheet is validated by a team of validators and revised based on their input before being submitted to the Fiqh teacher and students to obtain further feedback.

Stage 3. Develop

Expert Appraisal (Expert Assessment)

The suitability of the Student Worksheet on halal and haram food and drinks using the PBL approach has been tested through evaluation by design, materials and language experts.

Material Expert Validation

Table 6. Material Expert Validation

| Validator | Total score | Percentage | Criteria | Eligibility Level |
|--------------------|-------------|------------|------------|-------------------|
| Zaini Dahlan, M.Pd | 44 | 91.667% | Very Valid | Very Valuable |

Based on the assessment of material experts, the Student Worksheet on halal and haram food and drinks using the PBL approach received a total score of 44 or 91.667%, indicating a high level of validity. Evaluation by Mr Dr Zaini Dahlan, M.Pd., placed the Student Worksheet in the "very worthy" category, with eight indicators getting a score of 4 (very worthy) and four indicators getting a score of 3 (decent) out of a total of 12 assessment indicators. This shows that the Student Worksheet meets the required eligibility criteria, including conformity with KI and KD, accuracy of concepts, use of case examples in everyday life, and the ability to encourage curiosity (Depdiknas, 2006). In conclusion, the Student Worksheet meets the standards and can be used effectively as a learning tool, especially in learning Fiqh regarding halal and haram food and drinks.

Design Expert Validation

Table 7. Design Expert Validation

| Validator | Total score | Percentage | criteria | Eligibility Level |
|---------------------------|-------------|------------|------------|-------------------|
| Prof. Dr. Mardianto, M.Pd | 33 | 75% % | Legitimate | Possible to do |

Based on the data above, the Student Worksheet developed received a total assessment score of 33 with a percentage of 75% from design experts, indicating its feasibility for application in learning. The assessment was carried out by Prof. Mardianto, M.Pd., by considering aspects of component presentation, appropriateness of learning presentation, and graphics. Even though the Student Worksheet is in the "decent" category, with several indicators getting low scores, the indicators for component presentation and appropriateness of learning presentation show excellent quality, with a score of 100 (Prastowo, 2011). This indicates that the PBL-based Student Worksheet design meets the requirements for fiqh learning, especially regarding halal and haram food and drink. The Student Worksheet product is designed to improve students' critical thinking skills by the PBL syntax that is inserted, as supported by research by Sari & Ma'rifah, which shows that the Student Worksheet feature with PBL syntax can improve the thinking abilities of students' critical thinking through the problem-solving process (Sari & Ma'rifah, 2020).

Linguist Validation

Table 8. Language Expert Validation

| Validator | Total score | Percentage | Criteria | Eligibility Level |
|------------------------------|-------------|------------|-----------------|-------------------|
| Riris Nurkholida Rambe, M.Pd | 42 | 80.769% | Perfectly Legal | Very Worth It |

Based on the data above, the combined assessment by language experts on the PBL-based Halal and Haram Food and Drink Student Worksheet obtained a total score of 44 with a percentage of 80.769%, indicating very high suitability for use in learning. An assessment by Dr Riris Nurkholida Rambe, M.Pd., considers straightforward, communicative, dialogical, interactive, appropriate to development, language rules, and using terms, symbols or icons. The Student Worksheet is included in the "very appropriate" category, with three indicators getting a score of 4 (very worthy) and ten indicators getting a score of 3 (decent) out of a total of 13 assessment indicators. According to Borich (1994), this assessment reflects validator agreement and an agreement percentage above 75% indicates validator agreement. This conclusion confirms that the PBL-based Student Worksheet has met high language suitability and interaction standards and can actively involve students in the learning process (Sry Astuti, Muhammad Danial, 2018). Thus,

student worksheets can improve students' learning abilities, conceptual understanding and critical thinking abilities in solving problems.

Practicality Test

Table 9. Education Practitioner Assessment Results

| Assessment Aspects | Total score |
|----------------------------------|-------------------------|
| Display Aspects | 28 |
| Content Feasibility Aspects | 14 |
| Language Suitability | 20 |
| Presentation Feasibility Aspects | 8 |
| Total | 70 |
| Percentage | 93% (Very practical) |

If the percentage of teacher practitioners shows a figure above 75%, further revision is unnecessary. From this data, a rate of 93% was obtained with efficient criteria, concluding that the PBL-based Student Worksheet developed was convenient to use. Research on the practicality of the PBL-based halal and haram food and drink Student Worksheet was carried out by giving teachers and students questionnaires to determine the practicality level. The Fiqh teacher's response to the PBL-based Student Worksheet is included in the very appropriate category with a total score of 51 and a percentage of 85%. The teacher assessed the Student Worksheet's appearance, content and language, where six indicators received a score of 4 (very appropriate), and 9 received a score of 3 (decent). According to teachers, Student Worksheets have an excellent appearance, relevant material, and easy-to-understand language, as well as improve students' abilities in the problem-solving process (Risfalidah et al., 2019). Based on the criteria of interest, appropriateness of presentation, and language, student responses are included in the excellent group with an average score of 92% in the "good" category. Student Worksheets encourage students' curiosity about the material being taught. According to Irfana's findings regarding students' active involvement in learning through discussions, they are active in discussions (Irfana et al., 2019).

Stage 4. Disseminate

The dissemination stage involves three essential steps: validation testing, packaging, and diffusion and adoption. The first step, validation testing, involves testing and evaluating the effectiveness of the developed product or program to

ensure its quality and suitability to needs. Validation tests at the dissemination stage use pre-tests and post-tests for students.

Validity and reliability tests were carried out before distributing the pre-test and post-test questions to students. The findings from the validity and reliability tests of the pre-test and post-test questions are shown in the following table.

Table 10. Validity test

| Question No. | Pearson Correlation | Score signature. | Conclusion | Interpretation |
|--------------|---------------------|------------------|------------|----------------|
| Problem_1 | 0.469 | 0.028 | Legitimate | Enough |
| Problem_2 | 0.603 | 0.003 | Legitimate | Tall |
| Problem_3 | 0.736 | 0,000 | Legitimate | Tall |
| Problem_4 | 0.726 | 0,000 | Legitimate | Tall |
| Problem_5 | 0.770 | 0,000 | Legitimate | Tall |
| Problem_6 | 0.829 | 0,000 | Legitimate | Very high |
| Problem #7 | 0.758 | 0,000 | Legitimate | Tall |

Using the correct formula, if the significance value is less than 0.05 in the validation test, the test questions are considered valid with a significance level of 95% or $\alpha = 0.05$. Based on data analysed using IBM SPSS Statistics 15 software, it can be concluded that the test questions have been declared valid. The next step is to test the reliability of the questions, the results of which are in the following table.

Table 11. Reliability Test

| Cronbach's Alpha | N Items |
|------------------|---------|
| ,771 | 8 |

Based on calculations using the Cronbach alpha formula, a value of 0.771 was obtained. Because this value is more significant than 0.70, it can be concluded that the test questions are considered reliable. Next, the problem-based student worksheet will be tested on class VIII students at MTs Amal Shaleh Medan to evaluate whether the student worksheet developed can improve students' critical thinking abilities. The increase in students' critical thinking skills will be measured using N-Gain.

Table 12. N-Gain Gain Score

| N-Gain Score | Category | Number of Students |
|-----------------------|-----------|--------------------|
| $G > 0.7$ | Tall | Five people |
| $0.3 \leq g \leq 0.7$ | Currently | 13 people |

| | | |
|-----------|-------|-------------|
| $g < 0.3$ | Low | Four people |
| | Total | 22 people |

Student learning outcomes showed a significant increase, as seen in Table 7. Of the total of twenty-two students who participated, five students achieved high learning outcomes, thirteen students achieved moderate learning outcomes, and four students achieved poor learning outcomes. The average increase in students' N-Gain scores reached 0.58, indicating that the Student Worksheet significantly improved students' critical thinking abilities (Afiful Ikhwan, 2019).

This research shows students' critical thinking skills can be improved using problem-based Student Worksheets to learn about halal and haram food and drinks. Observations during learning activities indicated that only a few students were initially active. Still, at the third meeting, student participation increased, as seen from the number of students who were more active in working on Student Worksheets, asking questions, and providing opinions.

Students are given post-test questions to assess their abilities after going through the learning process using Student Worksheets. Previously, students had also taken a pre-test. The pre-test results show an average score of 44.03, while the average post-test score is 75.45. This shows a significant improvement in student learning outcomes. A standard Gain value of 0.58 places the increase in students' critical thinking abilities in the medium category. Based on previous research, problem-based student worksheets have been proven effective in improving students' critical thinking skills (Puji Rahayu Ningsih, Arif Hidayat, 2018).

The following packaging involves preparing effective communication strategies and materials to deliver Problem-Based Learning-based Fiqh Worksheets in Improving Critical Thinking Skills to Fiqh teachers and students, especially class VIII. Diffusion and adoption focus on the widespread distribution of Problem-Based Learning Fiqh Worksheets in Improving Critical Thinking Skills to target users or interested parties and encourage their adoption or acceptance of the product or program.

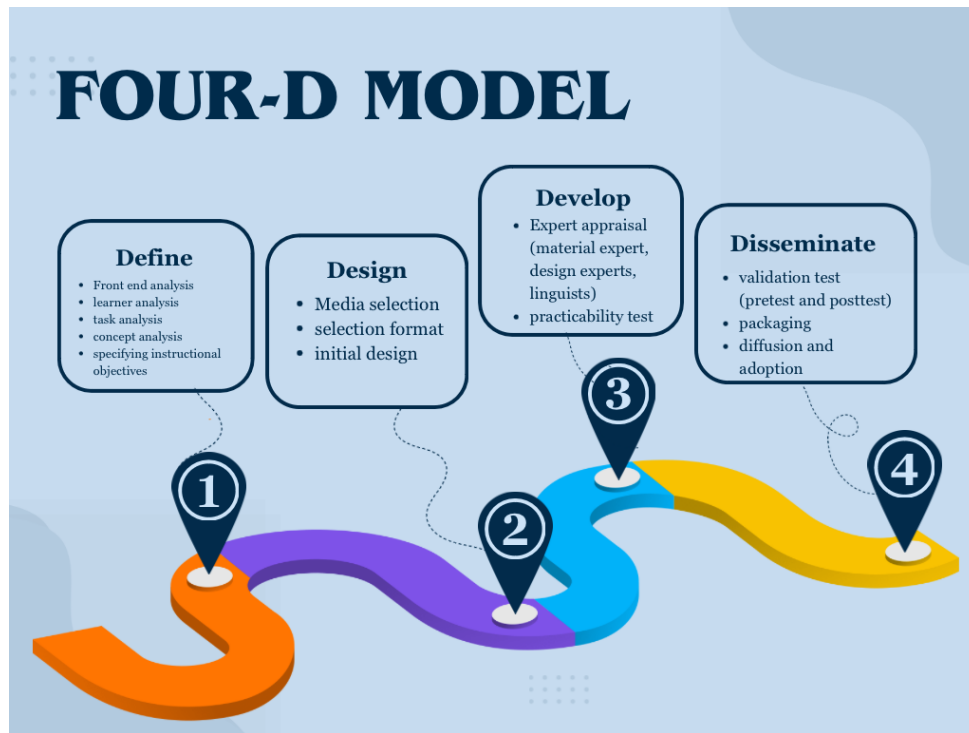


Figure 1. Problem Based Learning in Improving Critical Thinking Skills

Impact on Fiqh Learning

The development of Problem-Based Learning (PBL) based Fiqh Worksheets using the Four-D model has significantly impacted Fiqh learning at MTs Amal Shaleh Medan. Through the use of PBL-based Student Worksheets, there is increased student engagement, better learning outcomes, and students' critical thinking abilities. This method successfully overcomes the challenges of using conventional lecture methods and the limitations of previous Student Worksheets in stimulating students' critical thinking and improving learning outcomes. Thus, the development of PBL-based Student Worksheets has positively contributed to improving the quality of Fiqh learning at MTs Amal Shaleh Medan.

IV. CONCLUSION

Developing Problem-Based Learning (PBL) based Fiqh Worksheets using the Four-D model approach is practical in overcoming challenges in learning Fiqh at MTs Amal Shaleh Medan. The Define stage highlights the need for changes in learning methods to stimulate students' critical thinking. In contrast, the Design and Development stage shows a structured process in designing and developing Student

Worksheets that suit learning needs and receive strong expert validation. Apart from that, the dissemination stage shows the success of student worksheets in improving student learning outcomes, especially in increasing critical thinking skills and student participation in learning. Thus, using the Four-D model to develop PBL-based Student Worksheets has positively impacted the quality of Fiqh learning at MTs Amal Shaleh Medan.

The implications of the results of this research indicate that the development of Problem-Based Learning (PBL) based Fiqh Worksheets using the Four-D model has great potential in improving Fiqh learning at MTs Amal Shaleh Medan. This research provides empirical support for continuing the development and implementation of PBL-based Student Worksheets to enhance the quality of Fiqh learning at MTs Amal Shaleh Medan. They can also be used as a reference for developing similar programs in other educational institutions.

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