Implementation of problem solving strategies and methods in fiqih learning at ma roudlotul jannah

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ABSTRACT

Fiqh learning has characteristics that require in-depth understanding and application skills to solve various problems in everyday life. This study aims to analyze the implementation of problem solving strategies and methods in fiqh learning at MA Roudlotul Jannah. The focus of the study includes planning, implementation, evaluation, and supporting and inhibiting factors in the implementation of problem solving methods. The study used a descriptive qualitative approach with data collection techniques through participatory observation, in-depth interviews, and documentation studies. The results of the study indicate that the implementation of problem solving strategies in fiqh learning at MA Roudlotul Jannah is carried out through the following stages: (1) identification of problems relevant to students' lives, (2) analysis of problems based on a fiqh perspective, (3) submission of alternative solutions by referring to sources of Islamic law, (4) evaluation and selection of solutions based on the rules of ushul fiqh, and (5) implementation and reflection. This strategy has been proven to improve students' critical thinking skills, conceptual understanding, and application skills in the field of fiqh. The main challenges in implementation include time constraints, diversity in student ability levels, and the need for continuous teacher professional development. The conclusion of the study confirms that the problem solving method is very relevant and effective for contemporary fiqh learning, with the note that there needs to be adaptation that is appropriate to the madrasah context and student characteristics.

Introduction

Fiqh learning in Islamic senior high schools has a strategic position in shaping students' understanding and ability to implement Islamic law in everyday life. Fiqh as a discipline that regulates the procedures for worship and muamalah requires a learning approach that is not only oriented towards mastering theory, but also practical skills in solving various contemporary Islamic legal problems (Rohman, 2018). In the context of Islamic education, fiqh learning should ideally be able to form students who have a complete understanding of Islamic law and are able to apply it in the context of increasingly complex modern life. The reality of education in Islamic senior high schools currently shows a tendency for fiqh learning to still be dominated by conventional methods such as lectures and memorization (Zainiyati, 2017). According to Hasibuan (2020), this approach has not been able to develop students' critical and analytical thinking skills in dealing with various contemporary fiqh problems. As a result,

even though students have adequate theoretical knowledge, they often have difficulty when faced with complex fiqh problems that require in-depth analysis. This shows a gap between theoretical mastery and application skills in fiqh learning in Islamic senior high schools.

This phenomenon is also seen in MA Roudlotul Jannah, where based on the researcher's initial observations, fiqh learning tends to be theoretical and does not develop students' abilities in solving contemporary fiqh problems. This condition is a challenge in itself considering that graduates of madrasah aliyah are expected to have the ability to implement Islamic values and laws in community life. As stated by Muhaimin (2019), graduates of madrasah aliyah ideally not only have a textual understanding of Islamic law, but also contextual abilities in interpreting and applying the law in accordance with the times. The problem solving method offers an alternative learning that is relevant to the characteristics of fiqh learning. According to Polya in Sanjaya (2019), problem solving is an effort to find a way out of a difficulty or achieve a goal that cannot be achieved immediately. In the context of fiqh learning, this method allows students to identify problems, analyze them based on the perspective of Islamic law, formulate alternative solutions, and make the right decisions. Muhajir (2021) stated that the implementation of problem solving in Islamic religious learning can improve students' critical and analytical thinking skills in understanding and applying religious values.

Several previous studies have shown the effectiveness of the problem solving method in learning Islamic Religious Education clusters. Nasution's research (2018) shows that the application of the problem solving method in learning Akidah Akhlak can improve students' ability to analyze contemporary moral problems. Meanwhile, Fathurrahman's research (2020) revealed that the implementation of the problem solving method in learning Islamic Religious Education can improve student motivation and learning outcomes. However, research that specifically examines the implementation of the problem solving method in fiqh learning in Islamic senior high schools is still limited, especially those that comprehensively analyze aspects of planning, implementation, and evaluation. Based on this background, this study aims to analyze the implementation of problem solving strategies and methods in fiqh learning at MA Roudlotul Jannah. The focus of the research includes: (1) planning fiqh learning with the problem solving method, (2) implementing fiqh learning with the problem solving method, (3) evaluating fiqh learning with the problem solving method, and (4) supporting and inhibiting factors for the implementation of the problem solving method in fiqh learning at MA Roudlotul Jannah.

Research Methods

This study uses a qualitative approach with a descriptive research type. The qualitative approach was chosen because this study aims to understand the phenomenon of implementing problem-solving strategies and methods in fiqh learning holistically and contextually (Creswell & Poth, 2018). The descriptive research type is used to describe systematically, factually, and accurately the facts, nature, and relationships between the phenomena studied (Sugiyono, 2020). The research was conducted at MA Roudlotul Jannah with the consideration that this madrasah has implemented innovations in fiqh learning through the problem-solving method. The research subjects included fiqh teachers, madrasah principals, deputy principals of madrasahs for curriculum, and grade XI and XII students of MA Roudlotul Jannah. The determination of research subjects used a purposive sampling technique, where subjects were selected based on certain considerations in accordance with the research objectives (Patton, 2015).

Data collection techniques used in this study include Participatory Observation, where researchers are involved in fiqh learning activities in the classroom to directly observe the implementation of the problem solving method. Observations are carried out with the help of observation sheets containing indicators of the implementation of the problem solving method in fiqh learning. As stated by Marshall & Rossman (2016), participatory observation allows researchers to understand the context of the data holistically and gain direct experience of the phenomena being studied. In-depth interviews with fiqh teachers, madrasah principals, vice

principals of madrasahs for curriculum, and students. Interviews were conducted to obtain information about the planning, implementation, and evaluation of fiqh learning with the problem solving method, as well as supporting and inhibiting factors. Interviews used semi-structured interview guidelines that allowed researchers to develop questions according to the context and responses of informants (Brinkmann, 2018). Documentation study, which includes analysis of learning planning documents (syllabus and RPP), teaching materials, evaluation instruments, and student learning outcome documents. Documentation study aims to obtain data on the planning and evaluation of fiqh learning with the problem solving method. According to Bowen (2019), document analysis can provide contextual and historical data that complements data from observations and interviews.

Data analysis in this study used the interactive model of Miles, Huberman, and Saldana (2018) which includes data condensation, data display, and conclusion drawing/verification. Data condensation was carried out through the process of selection, focus, simplification, abstraction, and transformation of data obtained from field notes, interview transcripts, and documents. Data presentation is done in the form of narrative text, tables, and diagrams to facilitate understanding of patterns and relationships between data. Conclusions are drawn inductively based on patterns, themes, and relationships found in the data.

To ensure the validity of the data, this study uses several techniques, namely: Source triangulation, by comparing data from various sources (teachers, principals, and students) to check the accuracy of the data obtained. Denzin & Lincoln (2018) stated that source triangulation can increase the credibility of research results through data confirmation from various perspectives. Technique triangulation, by comparing data obtained through observation, interviews, and documentation studies. Patton (2015) stated that technique triangulation can minimize bias that may occur in the use of one data collection technique. Member checking, by confirming the results of data analysis to informants to ensure the accuracy of the researcher's interpretation. According to Creswell & Poth (2018), member checking is an important strategy for building credibility in qualitative research. Audit trail, by systematically documenting the process of data collection and analysis so that it can be traced by an independent auditor. Lincoln & Guba in Nowell et al. (2017) stated that audit trails can increase the dependability and confirmability of research results.

The research procedure was carried out through three stages, namely the preparation stage, the implementation stage, and the data analysis stage. In the preparation stage, the researcher conducted a preliminary study, prepared research instruments, and managed research permits. In the implementation stage, the researcher collected data through observation, interviews, and documentation studies. In the data analysis stage, the researcher analyzed the collected data using an interactive analysis model and compiled a research report.

Results and Discussion
Fiqh Learning Planning with Problem Solving Method at MA Roudlotul Jannah

Learning planning is a fundamental stage in implementing the problem solving method in fiqh learning. The results of the study show that fiqh teachers at MA Roudlotul Jannah have carried out systematic learning planning by integrating the problem solving method. The planning is stated in the syllabus document and the Learning Implementation Plan (RPP) which is prepared based on the Merdeka Curriculum with contextual adaptation according to the characteristics of the madrasah.

Analysis of the RPP documents shows that fiqh teachers have developed learning scenarios that reflect the stages of problem solving. These stages include: (1) orienting students to problems, (2) organizing students to learn, (3) guiding individual and group investigations, (4) developing and presenting work results, and (5) analyzing and evaluating the problem-solving process. This is in line with Arends' (2020) opinion that problem-based learning must be designed by paying attention to stages that facilitate students to construct knowledge through the problem-solving process.

In an interview with a fiqh teacher, it was found that planning learning with the problem solving method requires more intensive preparation compared to conventional methods. As

stated by Mr. Muhammad Khoirudin (a grade XI fiqh teacher): "Planning fiqh learning with the problem solving method requires more intensive time and preparation. I have to choose problems that are relevant, authentic, and in accordance with the students' cognitive level. In addition, I also need to prepare various learning resources, including references from various perspectives of the fiqh school of thought to support the problem analysis process."

This finding is in accordance with the research results of Rahmawati (2021) which states that the implementation of the problem solving method in Islamic Religious Education learning requires careful planning, especially in selecting problems and preparing learning resources that support the analysis and problem-solving process. An important aspect in planning fiqh learning with the problem solving method at MA Roudlotul Jannah is the selection and development of contemporary fiqh cases or problems. The results of document analysis and interviews show that fiqh teachers choose problems by considering several criteria, namely: (1) relevance to students' real lives, (2) suitability to the basic competencies to be achieved, (3) sufficient complexity to encourage high-level thinking processes, and (4) availability of adequate reference sources.

According to Mrs. Maghfirotul Laila (grade XII fiqh teacher): "In choosing problems for fiqh learning with the problem solving method, I try to raise contemporary fiqh issues that are close to students' lives, such as the problem of professional zakat, online buying and selling, Islamic banking, and so on. This aims to show students that fiqh is not only a theoretical science, but is very applicable in modern life."

This statement reflects the principle of contextuality in learning put forward by Johnson (2022), where learning will be more meaningful if it is linked to the real-life context of students. In the context of fiqh learning, the use of authentic problems can facilitate students to see the relevance of fiqh to everyday life. Another aspect that is a concern in learning planning is the development of evaluation instruments. Document analysis shows that fiqh teachers have developed evaluation instruments that not only measure mastery of concepts, but also analytical, evaluation, and creative abilities in solving fiqh problems. The evaluation instrument is in the form of authentic assessment which includes process assessment (observation and journal) and outcome assessment (written tests, projects, and portfolios).

This is in line with Witherington's opinion in Sudjana (2019) that learning evaluation must be comprehensive and cover various aspects of student abilities. In the context of learning with the problem solving method, evaluation should not only focus on the final results, but also on the problem-solving process carried out by students.

Implementation of Fiqh Learning with the Problem Solving Method at MA Roudlotul Jannah

Based on the results of learning observations and interviews with teachers and students, the implementation of fiqh learning using the problem solving method at MA Roudlotul Jannah was carried out through five main stages, namely: (1) problem orientation, (2) problem analysis, (3) submission of alternative solutions, (4) evaluation and selection of solutions, and (5) implementation and reflection.

1. Problem Orientation Stage

At this stage, the teacher presents contemporary fiqh problems that are relevant to the basic competencies to be achieved. Presentation of problems is done in various ways, such as playing videos, presenting news articles, or case narratives. One example of a problem presented is the problem of professional zakat in a modern context, where students are faced with the problem of calculating zakat from various types of professions with various salary systems.

Observation results show that fiqh teachers use stimulating questions to build students' awareness of problems and relate them to previously acquired knowledge. This is in line with Vygotsky's constructivism theory in Woolfolk (2019) which emphasizes the importance of the zone of proximal development and scaffolding in the learning process. According to a grade XI student, Agus Nur Syafi'i: "Fiqh learning becomes more interesting when the teacher starts with real problems. For example, when discussing online buying and selling, the teacher

presents various problematic online buying and selling cases from a fiqh perspective. This makes us feel that fiqh material is very relevant to everyday life."

This problem orientation stage is in line with the concept of "triggering event" in Garrison et al.'s (2021) reflective practice model, where the problem presented serves as a trigger for subsequent exploration, integration, and resolution processes.

2. Level of Problem Analysis

At this stage, students are organized into small groups (4-5 people) to analyze the problem from a fiqh perspective. Students are guided to identify important aspects of the problem, examine relevant sources of Islamic law (the Qur'an, hadith, ijma, and qiyas), and explore the opinions of scholars from various schools of fiqh.

Observation results show that fiqh teachers provide scaffolding in the form of guiding questions and relevant reference sources. This helps students to conduct systematic and comprehensive analysis. As stated by Wood, Bruner & Ross in Fani & Ghaemi (2018), scaffolding is support given to students in completing tasks that cannot be mastered independently. At this stage, students are also encouraged to identify `illat (legal reasons) from various fiqh provisions that are relevant to the problem. This helps students in making analogies (qiyas) to contemporary problems for which there are no explicit legal provisions in the primary sources.

3. Alternative Solution Submission Stage

Based on the results of the problem analysis, students were asked to formulate alternative solutions by referring to relevant fiqh principles and rules. The observation results showed that the teacher encouraged students to think divergently by exploring various perspectives of fiqh schools. One of the strategies implemented by the teacher was a "gallery walk", where each group presented alternative solutions on a flipchart paper attached to the classroom wall. Other groups visited, provided responses, and asked questions or objections. This strategy facilitated dialogue and exchange of ideas between groups.

According to Muhammad Khoiruddin, a grade XII student: "Through the gallery walk method, we can see how other groups propose different solutions to the same problem. This makes us realize that in fiqh, there are various interpretations and possible solutions to one problem." This finding is in line with the results of Sadikin's (2020) research which shows that the gallery walk strategy is effective in developing students' critical and collaborative thinking skills in problem-based learning.

4. Solution Evaluation and Selection Stage

At this stage, students compare and evaluate various alternative solutions based on the strength of the argument, its conformity to the sources of Islamic law, and its applicability in a modern context. Students are also encouraged to consider the principle of maqashid sharia (the purpose of Islamic law) in evaluating solutions.

Observation results show that teachers facilitate class discussions to evaluate the strengths and weaknesses of each alternative solution. Teachers also ask critical questions to help students conduct in-depth evaluations. As stated by Paul & Elder (2019), critical questions can encourage students to analyze assumptions, identify biases, and evaluate arguments objectively.

5. Implementation and Reflection Stage

In the final stage, students are asked to reflect on the process and results of problem solving. Reflection is directed at several aspects, namely: (1) the suitability of the solution to Islamic principles and values, (2) the thought process carried out in problem solving, (3) the obstacles faced and strategies to overcome them, and (4) the implications of the solution for everyday life.

The results of interviews with students show that this reflection stage is very meaningful in building students' metacognitive awareness. As stated by Ahmad Hasyim Muhammad, a grade XII student: "The reflection stage helped me realize how my thinking process is in analyzing fiqh problems. I also learned that in fiqh, context and situation are very important to consider in determining the law of an act."

This finding is in line with the concept of "reflection-on-action" proposed by Schön in

Farrell (2018), where reflection on actions that have been taken can build deeper understanding and develop metacognitive abilities.

Evaluation of Fiqh Learning with the Problem Solving Method at MA Roudlotul Jannah

Evaluation of fiqh learning with the problem solving method at MA Roudlotul Jannah was carried out comprehensively, including assessment of the process and results. Based on document analysis and interviews with fiqh teachers, it was found that the evaluation was carried out using various instruments that were in accordance with the characteristics of the problem solving method.

1. Process Assessment

    Process assessment is conducted to measure students' ability in carrying out problem-solving stages. The instruments used include observation sheets, journals, and peer assessments. The observation sheet contains indicators that reflect problem analysis skills, group collaboration, argumentation quality, and communication skills.

    According to Mrs. Maghfirotul Laila: "Process assessment is very important in learning with the problem solving method. Through process assessment, I can identify the difficulties faced by students and provide appropriate scaffolding. In addition, process assessment also motivates students to be actively involved in each stage of problem solving."

    This opinion is in line with the concept of assessment for learning put forward by Black & Wiliam (2018), where assessment not only functions to measure learning outcomes, but also to support the learning process.

2. Outcome Assessment

    The assessment of the results is carried out to measure students' conceptual understanding and application skills in the field of fiqh. The instruments used include written tests, projects, and portfolios. Written tests not only measure the ability to remember, but also high-level thinking skills such as analysis, evaluation, and creation.

    The project is implemented in the form of an investigation task on fiqh problems in society. Students are asked to identify fiqh problems in everyday life, analyze them from an Islamic law perspective, and formulate applicable solutions. The results of the investigation are presented in the form of a written report and oral presentation.

    Portfolios are used to document the development of students' understanding of fiqh material and problem-solving skills. Students are asked to collect their best work, self-reflection, and evidence of the application of fiqh concepts in everyday life.

    Based on the results of document analysis and interviews, it was found that the evaluation system implemented had accommodated the principles of authentic assessment as stated by Mueller (2018), where the assessment is designed to measure students' ability to apply knowledge and skills in real-world contexts.

3. Fiqh Learning Outcomes with the Problem Solving Method

    Based on the analysis of student learning outcome documents and interviews with fiqh teachers, it was found that the implementation of the problem solving method has a positive impact on student learning outcomes. The positive impact is seen in several aspects:

    a. Improved conceptual understanding, where students not only know the provisions of fiqh law, but also understand the reasons ('illat) and objectives (maqashid) of these provisions. As stated by Mr. Muhammad Khoirudin: "Students who learn using the problem solving method have a deeper understanding of the concept of fiqh. They not only memorize the law, but also understand the reasons and objectives of these legal provisions."

    b. Development of critical thinking skills, where students are able to analyze fiqh problems from various perspectives, evaluate various opinions, and formulate systematic arguments. The results of the analysis of students' answers in the written test showed an increase in argumentation skills based on the evidence and

rules of fiqh.

c. Increased learning motivation, where students show higher enthusiasm and involvement in fiqh learning. According to Agus Nur Syafi'I, a grade XI student: "Learning fiqh with the problem solving method makes me more interested and motivated. When we are asked to solve real problems, I feel that fiqh is not just a theoretical religious lesson, but can really be applied in everyday life."

d. Better application skills, where students are able to apply the concept of fiqh in real-life contexts. This can be seen from the results of the investigation projects carried out by students, where they successfully identified and analyzed contemporary fiqh problems in society.

This finding is in line with the results of Nata's (2020) research which shows that problem-based learning can improve students' application skills in the field of Islamic religious education. Likewise, Hidayat's (2022) research revealed that problem-solving learning strategies are effective in improving students' critical thinking skills in fiqh subjects.

Supporting and Inhibiting Factors for the Implementation of Problem Solving Methods in Fiqh Learning

Based on the results of interviews with fiqh teachers and madrasah principals, as well as observations of the learning process, several supporting and inhibiting factors were found in the implementation of the problem solving method in fiqh learning at MA Roudlotul Jannah.

1. Supporting Factors

a. Madrasah Policy Support

The Head of MA Roudlotul Jannah strongly supports learning innovation, including the implementation of problem solving methods in fiqh learning. This support is manifested in the form of curriculum development policies, provision of learning resources, and development of teacher professionalism.

As stated by the Head of Madrasah: "We strongly support teachers' efforts in developing innovative learning, including the implementation of problem solving methods in fiqh learning. We demonstrate our support through policies, provision of learning facilities, and teacher professional development programs."

Madrasah policy support is an important factor in the implementation of learning innovations. This is in line with the results of Anwar's (2021) research which shows that school policy support has a significant effect on the success of implementing learning innovations.

b. Teacher Competence and Motivation

Fiqh teachers at MA Roudlotul Jannah have adequate competence in implementing problem solving methods. They actively participate in training and workshops related to learning innovations, and are members of the Teacher Working Group (KKG) which routinely shares learning practices.

In addition to competence, teacher motivation is also an important supporting factor. Fiqh teachers show a high commitment in developing meaningful and relevant learning for students. As stated by Mrs. Maghfirotul Laila: "I always try to develop fiqh learning that is relevant to students' lives. The problem-solving method allows me to facilitate students in applying fiqh concepts in real-life contexts."

Teacher competence and motivation are key factors in implementing learning innovations. This is in line with the opinion of Darling-Hammond et al. (2020) who emphasized the importance of pedagogical knowledge, content knowledge, and teacher commitment in implementing effective learning practices.

c. Availability of Learning Resources

MA Roudlotul Jannah has a fairly complete library with a collection of classical and contemporary fiqh books, as well as adequate internet access. The availability of these learning resources makes it easier for students to explore various fiqh perspectives in the problem-solving process. As stated by Abdullah, a grade XII student: "The availability of learning resources in the library and internet access really help us in working on fiqh problem-solving

assignments. We can access various fiqh books and journal articles that are relevant to the problems we are analyzing."

The availability of learning resources is an important factor in problem-based learning. According to Jonassen in Ozcinar (2022), the availability of relevant and diverse information sources can enrich the exploration process and facilitate comprehensive problem solving.

2. Inhibiting Factors

a.   Time Limitation

Fiqh learning at MA Roudlotul Jannah is only allocated 2 hours of lessons per week. This limited time allocation is an obstacle in implementing the problem solving method which requires a longer time for each stage. As stated by Mr. Muhammad Khoirudin: "Time constraints are the main obstacle in implementing the problem solving method. Ideally, each stage requires sufficient time, but with an allocation of 2 hours per week, I have to make modifications and adjustments."

To overcome these obstacles, fiqh teachers use several adaptation strategies, such as: (1) integrating several stages in one meeting, (2) providing structured assignments for certain stages, and (3) utilizing online learning platforms as an extension of classroom learning.

b.   Diversity of Student Ability Levels

Students at MA Roudlotul Jannah have diverse educational backgrounds. Some come from junior high schools/Islamic junior high schools with adequate basic knowledge of fiqh, while others come from general junior high schools with minimal basic knowledge of fiqh. This diversity is a challenge in implementing the problem solving method which requires students to have adequate basic knowledge to analyze problems.

According to the Deputy Head of Madrasah for Curriculum: "The diversity of students' ability levels is a challenge for teachers in implementing the problem solving method. Teachers must be able to facilitate students with various levels of ability so that all can be actively involved in the problem solving process."

To overcome these obstacles, Islamic jurisprudence teachers apply learning differentiation strategies, such as: (1) providing scaffolding that is adjusted to the students' ability levels, (2) forming heterogeneous groups by taking into account the diversity of abilities, and (3) assigning assignments in stages according to the students' proximal development zone.

c.   The Need for Continuing Professional Development

The implementation of problem solving methods in fiqh learning requires special competencies, both in terms of mastery of contemporary fiqh content and constructivist pedagogy. The results of interviews with fiqh teachers indicate the need for continuous professional development, especially related to the analysis of contemporary fiqh problems and problem-solving facilitation strategies.

According to Mrs. Maghfirotul Laila: "I feel the need to continue to develop my competence, especially in terms of analyzing contemporary fiqh problems and facilitating problem-solving strategies. Fiqh problems continue to develop along with the development of technology and society."

To overcome these obstacles, the madrasah has developed a teacher professional development program, including workshops, lesson studies, and collaboration with Islamic universities. As stated by the Head of the Madrasah: "We realize the importance of continuous teacher professional development. Therefore, we facilitate various programs, such as workshops, lesson studies, and collaboration with nearby Islamic universities."

This finding is in line with the research results of Darling-Hammond et al. (2020) which shows that continuous teacher professional development is a key factor in the successful implementation of learning innovations.

Problem Solving Strategy Implementation Model in Fiqh Learning

Based on the results of the analysis of the implementation of problem solving strategies in fiqh learning at MA Roudlotul Jannah, a systematic and contextual implementation model can be formulated. This model consists of three main components, namely: planning, implementation, and evaluation which are integrated in a continuous cycle.

1. Planning Components

The planning components include several key elements:

a. Analysis of student characteristics and learning contexts, where teachers identify students' prior knowledge, learning styles, and needs, and analyze the socio-cultural context that influences fiqh learning.

b. Formulation of learning objectives based on problem solving, which includes aspects of knowledge, skills, and attitudes in the context of solving fiqh problems.

c. Development of authentic, relevant and complex fiqh issues by paying attention to the principles of contextuality and usefulness.

d. Preparation of diverse learning resources, including classical and contemporary fiqh books, journal articles, and digital sources.

and. Development of authentic and comprehensive assessment instruments, which include process and outcome assessments.

2. Implementation Components

The implementation components include five systematic stages:

a. Problem orientation, where the teacher presents contemporary fiqh problems and builds students' awareness of the problems through stimulating questions.

b. Problem analysis, where students in groups identify important aspects of the problem, examine relevant sources of Islamic law, and explore the opinions of scholars from various schools of thought.

c. Submission of alternative solutions, where students formulate solutions based on the principles and rules of fiqh, and present and discuss them with other groups.

d. Evaluation and selection of solutions, where students compare and evaluate various alternative solutions based on the strength of the argument, conformity with Islamic legal sources, and their applicability in a modern context.

and. Implementation and reflection, where students formulate a solution implementation plan and reflect on the problem-solving process and results.

3. Evaluation Components

The evaluation components include several aspects:

a. Process assessment, which measures students' ability to carry out problem-solving stages through observation, journals, and peer assessment.

b. Outcome assessment, which measures students' conceptual understanding and application skills through written tests, projects, and portfolios.

c. Learning reflection, where teachers and students reflect on the learning process and identify areas of improvement for the next learning cycle.

This implementation model is cyclical and sustainable, where the results of evaluation and reflection become input for planning in the next learning cycle. This is in line with the concept of continuous improvement in education as stated by Deming in Bhuiyan & Baghel (2019). This model also emphasizes the importance of contextual adaptation, where teachers need to make adjustments according to student characteristics, learning facilities, and madrasah culture. As stated by Bråten (2021), the implementation of learning strategies needs to pay attention to the socio-cultural context in which learning takes place.

Conclusion

Based on the results of the research and discussion, it can be concluded that the implementation of problem solving strategies and methods in fiqh learning at MA Roudlotul Jannah has been carried out systematically and contextually. Several specific conclusions can be formulated as follows: First, the planning of fiqh learning with the problem solving method at MA Roudlotul Jannah has been developed by considering the aspects of contextuality and usefulness. The planning includes the development of learning scenarios that reflect the stages of problem solving, the selection of contemporary fiqh problems that are relevant to students' lives, and the development of authentic and comprehensive evaluation instruments. This thorough planning is the foundation for the implementation of effective problem solving methods. Second, the implementation of fiqh learning with the problem solving method at MA

Roudlotul Jannah is carried out through five systematic stages, namely: problem orientation, problem analysis, submission of alternative solutions, evaluation and selection of solutions, and implementation and reflection. The implementation of learning emphasizes student activities in constructing knowledge through the problem solving process, with the teacher acting as a facilitator who provides appropriate scaffolding. Third, the evaluation of fiqh learning with the problem solving method at MA Roudlotul Jannah is carried out comprehensively, including assessment of the process and results. Process assessment is conducted through observation, journals, and peer assessment, while outcome assessment is conducted through written tests, projects, and portfolios. The evaluation results show a positive impact of the implementation of the problem solving method on conceptual understanding, critical thinking skills, learning motivation, and students' application skills in the field of fiqh. Fourth, the implementation of the problem solving strategy in fiqh learning at MA Roudlotul Jannah is supported by several factors, namely: support from madrasah policies, teacher competence and motivation, and the availability of adequate learning resources. Meanwhile, inhibiting factors include: time constraints, diversity of student ability levels, and the need for continuous professional development. Various adaptation strategies have been developed to overcome these inhibiting factors. Fifth, based on the results of the analysis of the implementation of the problem solving strategy in fiqh learning at MA Roudlotul Jannah, a systematic and contextual implementation model has been formulated. This model consists of three main components, namely: planning, implementation, and evaluation which are integrated in a continuous cycle.

This study provides theoretical and practical implications in the development of fiqh learning in Islamic high schools. Theoretically, this study enriches the scientific treasury about the implementation of problem solving methods in the context of fiqh learning, especially related to contextual adaptation according to the characteristics of the madrasah. Practically, the formulated implementation model can be a reference for fiqh teachers in Islamic high schools in developing learning that is oriented towards problem-solving abilities.

Based on the research results, several recommendations can be put forward. First, for fiqh teachers, it is necessary to develop a bank of fiqh problems that are contextual and relevant to students' lives, and to adapt problem solving methods according to time allocation and student characteristics. Second, for madrasas, it is necessary to facilitate the development of teacher professionalism on an ongoing basis, especially related to the analysis of contemporary fiqh problems and problem-solving facilitation strategies. Third, for further researchers, it is necessary to study in more depth the impact of implementing the problem solving method on students' critical thinking skills and application skills in the field of fiqh through experimental research.

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