

ABSTRAK

Panca Mega Akbar. (221.371.101). Model Pembelajaran Berbasis Masalah terhadap Hasil Belajar Fiqih Materi Zakat Siswa Kelas VIII MTs Jamilurrahman Yogyakarta Tahun Ajaran 2025/2026. Skripsi. Yogyakarta: Program Studi Pendidikan Agama Islam, Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, 2026.

Penelitian ini dilatarbelakangi oleh rendahnya pemahaman siswa terhadap materi zakat serta dominasi metode pembelajaran yang berpusat pada guru sehingga siswa kurang aktif dan kesulitan mengaitkan materi fiqih dengan kehidupan sehari-hari. Penelitian ini bertujuan mendeskripsikan penerapan Model Pembelajaran Berbasis Masalah (Problem-Based Learning/PBL), mengetahui keterlibatan siswa, hasil belajar, serta faktor pendukung dan penghambat dalam pembelajaran fiqih materi zakat di kelas VIII MTs Jamilurrahman Yogyakarta.

Penelitian menggunakan pendekatan kualitatif dengan jenis deskriptif interpretatif. Informan penelitian terdiri atas satu guru fiqih dan tiga siswa kelas VIII yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui observasi partisipatif pasif, wawancara semi-terstruktur, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi dengan uji keabsahan melalui triangulasi sumber dan teknik.

Hasil penelitian menunjukkan bahwa penerapan PBL dilaksanakan melalui lima tahap, yaitu orientasi masalah, pengorganisasian kelompok, pembimbingan penyelidikan, penyajian hasil, dan evaluasi. Penerapan model ini mampu meningkatkan hasil belajar siswa pada aspek kognitif, afektif, dan psikomotorik. Siswa lebih memahami konsep zakat dan ketentuan nisab, memiliki kepedulian sosial yang lebih baik, serta mampu menganalisis permasalahan zakat secara kontekstual. Selain itu, proses pembelajaran menjadi lebih aktif, interaktif, dan berpusat pada siswa. Penelitian ini masih memiliki keterbatasan pada jumlah informan dan ruang lingkup yang hanya mencakup satu kelas sehingga hasil penelitian bersifat kontekstual sesuai kondisi lokasi penelitian.

Kata Kunci: *Problem-Based Learning, Pembelajaran Fiqih, Hasil Belajar Zakat.*

ABSTRACT

Panca Mega Akbar. (221.371.101). The Implementation of Problem-Based Learning on Fiqh Learning Outcomes of Zakat Material for Eighth-Grade Students of MTs Jamilurrahman Yogyakarta in the Academic Year 2025/2026. Undergraduate Thesis. Yogyakarta: Islamic Education Study Program, Madani Institute of Islamic Studies Yogyakarta, 2026.

This study was motivated by students' low understanding of zakat material and the dominance of teacher-centered learning methods, which made students less active and unable to relate Fiqh concepts to everyday life. The study aimed to describe the implementation of the Problem-Based Learning (PBL) model, examine student participation and learning outcomes, and identify the supporting and inhibiting factors in teaching Fiqh on zakat material for eighth-grade students at MTs Jamilurrahman Yogyakarta.

This research employed a qualitative approach with an interpretative descriptive design. The research informants consisted of one Fiqh teacher and three eighth-grade students selected through purposive sampling. Data were collected through passive participatory observation, semi-structured interviews, and documentation. The data were analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing and verification. The validity of the data was ensured through source and technique triangulation.

The findings reveal that the implementation of the Problem-Based Learning model was carried out through five stages: problem orientation, group organization, guided investigation, presentation of results, and evaluation. The application of this model improved students' learning outcomes in the cognitive, affective, and psychomotor domains. Students demonstrated a better understanding of zakat concepts and nisab regulations, developed greater social awareness, and were able to analyze zakat-related issues in a contextual manner. Furthermore, the learning process became more active, interactive, and student-centered. This study was limited by the small number of informants and its focus on a single classroom, making the findings contextual to the research setting.

Keywords: *Problem-Based Learning, Fiqh Learning, Zakat Learning Outcomes.*