

ABSTRAK

Skripsi dengan judul “**Implementasi Pembelajaran Melalui Metode *Problem Based Learning* Guna Meningkatkan Keterampilan 4C Dalam Mata Pelajaran Fiqh Di MA Roudlotul Mutaallimin Blitar**” ini ditulis oleh Arvela Dwi Rahmawati, NIM 126201213233. Program Studi Pendidikan Agama Islam, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Sayyid Ali Rahmatullah, Pembimbing Ibu Errifa Susilo, M.Pd. NIP. 198305122023212026

Kata kunci: Implementasi, *Problem Based Learning*, Keterampilan 4C, Pembelajaran Fiqh

Penelitian ini dilatarbelakangi oleh pentingnya pengembangan keterampilan abad 21 (4C) yang mencakup critical thinking, communication, collaboration, dan creativity dalam proses pembelajaran, khususnya dalam mata pelajaran Fiqh. MA Roudlotul Mutaallimin telah menerapkan metode *Problem Based Learning* (PBL) dalam pembelajaran Fiqh sebagai upaya untuk meningkatkan keterampilan 4C siswa. Melalui penerapan metode ini, siswa didorong untuk menjadi subjek aktif dalam memecahkan permasalahan kontekstual yang relevan dengan materi pembelajaran. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan implementasi kegiatan pembelajaran melalui metode *Problem Based Learning* dalam mata pelajaran Fiqh.

Tujuan penelitian ini adalah : (1) Untuk mendeskripsikan implementasi kegiatan pembelajaran melalui metode *Problem Based Learning* guna meningkatkan keterampilan berpikir kritis siswa dalam pembelajaran Fiqh. (2) Untuk mendeskripsikan implementasi metode *Problem Based Learning* guna meningkatkan keterampilan komunikasi siswa. (3) Untuk mendeskripsikan implementasi metode *Problem Based Learning* guna meningkatkan keterampilan kolaborasi siswa dalam pembelajaran Fiqh. (4) Untuk mendeskripsikan implementasi metode *Problem Based Learning* guna meningkatkan kreativitas siswa dalam pembelajaran Fiqh.

Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Analisis data yang dilakukan melalui pengambilan/pengumpulan data, kondensasi data, pemaparan, dan penarikan kesimpulan/verifikasi. Adapun pengecekan keabsahan data menggunakan triangulasi sumber, triangulasi teknik, serta perpanjangan pengamat.

Hasil penelitian menunjukkan bahwa: (1) Siswa menunjukkan kemampuan berpikir kritis yang meningkat, ditandai dengan kemampuan mengidentifikasi masalah, menganalisis informasi, dan menyusun argumen secara logis. (2) Kemampuan komunikasi siswa berkembang melalui diskusi kelompok, presentasi hasil pemecahan masalah, dan interaksi aktif dengan guru maupun teman sekelas. (3) Keterampilan kolaborasi tampak dari kerja sama yang solid dalam kelompok kecil, adanya pembagian tugas yang merata, serta sikap saling menghargai pendapat antaranggota tim. (4) Kreativitas siswa terlihat dalam cara mereka merancang solusi yang inovatif dan orisinal terhadap permasalahan yang diberikan, baik dalam bentuk lisan maupun tulisan.

ABSTRACT

This thesis with the title “**The Implementation of Learning Through the Problem Based Learning Method to Enhance 4C Skills in Fiqh Subject at MA Roudlotul Mutaallimin Blitar.**” was written by Arvela Dwi Rahmawati, NIM 126201213233. Islamic Education Study Program, Faculty of Tarbiyah and Teacher Training, Sayyid Ali Rahmatullah State Islamic University, Supervisor Errifa Susilo, M.Pd. NIP. 198305122023212026

Keywords: *Implementation, Problem Based Learning, 4C Skills, Fiqh Learning*

This study is motivated by the importance of developing 21st-century skills (4C), which include critical thinking, communication, collaboration, and creativity in the learning process, particularly in the subject of Fiqh. MA Roudlotul Mutaallimin has implemented the Problem Based Learning (PBL) method in Fiqh lessons as an effort to enhance students' 4C skills. Through this method, students are encouraged to take an active role in solving contextual problems related to the learning material. Therefore, this study aims to describe the implementation of learning activities through the PBL method in Fiqh subjects.

The objectives of this study are: (1) To describe the implementation of learning activities using the Problem-Based Learning method to enhance students' critical thinking skills in Fiqh learning. (2) To describe the implementation of the Problem-Based Learning method to improve students' communication skills. (3) To describe the implementation of the Problem-Based Learning method to enhance students' collaboration skills in Fiqh learning. (4) To describe the implementation of the Problem-Based Learning method to improve students' creativity in Fiqh learning.

This research uses a qualitative approach with data collection techniques including observation, interviews, and documentation. The data analysis was conducted through data collection, data condensation, data presentation, and drawing conclusions. The validity of the data was checked using source triangulation, technique triangulation, and prolonged observation.

The findings indicate that: (1) Students demonstrate improved critical thinking skills, marked by their ability to identify problems, analyze information, and construct logical arguments. (2) Communication skills are enhanced through group discussions, problem-solving presentations, and active interaction with both teachers and peers. (3) Collaboration skills are evident in the strong teamwork within small groups, equitable task distribution, and mutual respect among team members. (4) Students' creativity is reflected in their ability to design innovative and original solutions to given problems, both orally and in written form.