

THE ROLE OF Fiqh TEACHERS IN IMPLEMENTING PROJECT-BASED LEARNING WITHIN THE MERDEKA CURRICULUM AT MADRASAH TSANAWIYAH

Meza Tiara¹, Aflia Bela marinda^{2*}, Deri Wanto³, Muhammad Idris⁴, Epa Kristina⁵
Pendidikan Agama Islam, Institut Agama Islam Negeri Curup, Indonesia
e-mail: ¹mezatiara09@gmail.com, ²aflabelamarinda@gmail.com,
³deriwanto@iaincurup.ac.id, ⁴muhammadidris@iaincurup.ac.id,
⁵epakristina103@gmail.com

Received: May 04, 2025	Revised: June 15, 2025	Accepted: June 23, 2025	Published: June 30, 2025
---------------------------	---------------------------	----------------------------	-----------------------------

*Corresponding author

Abstract

This study examines the role of Fiqh teachers in the implementation of Project-Based Learning (PjBL) within the context of the Merdeka Curriculum at MTs N 1 Lebong. This curriculum aims to improve the quality of education by integrating character education and the development of student competencies. The objective of this study is to analyze the teacher's role in designing, implementing, and evaluating PjBL, as well as the challenges encountered during the process. The methods used include in-depth interviews with teachers, classroom observations, and analysis of students' project documentation. The findings indicate that the teacher's role is crucial in guiding students to understand Fiqh material through contextual projects, although they face challenges such as limited facilities and the readiness of both students and teachers. In addition, this study highlights the importance of teacher training to enhance the effective implementation of PjBL in Fiqh subjects.

Keywords: *Project-Based Learning; Merdeka Curriculum; Role of Fiqh Teacher; Learning Challenges; Student Competency Development.*

Abstrak

Penelitian ini mengkaji peran guru Fiqih dalam penerapan pembelajaran berbasis proyek (PjBL) dalam konteks Kurikulum Merdeka di MTs N 1 Lebong. Kurikulum ini bertujuan untuk meningkatkan kualitas pendidikan dengan mengintegrasikan pendidikan karakter dan pengembangan kompetensi peserta didik. Penelitian ini bertujuan untuk menganalisis peran guru dalam mendesain, mengimplementasikan, dan mengevaluasi PjBL, serta tantangan yang dihadapi selama proses tersebut. Metode yang digunakan meliputi wawancara mendalam dengan guru, observasi kelas, dan analisis dokumentasi hasil proyek siswa. Hasil penelitian menunjukkan bahwa peran guru sangat krusial dalam mengarahkan siswa untuk memahami materi Fiqih melalui proyek yang kontekstual, meskipun mereka menghadapi tantangan seperti keterbatasan sarana dan kesiapan siswa serta guru. Selain itu, penelitian ini



Content from this work may be used under the terms of the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/) that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.

Copyright transfer agreement, Copyright (c) INCARE, International Journal of Educational Resources.

juga menyoroti pentingnya pelatihan bagi guru untuk meningkatkan penerapan PjBL secara efektif dalam mata pelajaran Fiqih.

Kata Kunci: *Pembelajaran Berbasis Proyek; Kurikulum Merdeka; Peran Guru Fiqih, Tantangan Pembelajaran; Pengembangan Kompetensi Siswa.*

A. Introduction

The development of the educational landscape in the modern era presents both new challenges and opportunities (Haslip & Gullo, 2018; la Velle et al., 2020; Vijay Kumar, 2012). Particularly in the subject of Fiqh, which is often perceived as rigid and normative. In this context, the “Kurikulum Merdeka” implemented in Indonesia paves the way for more contextual and innovative learning approaches (Ferry, 2023). At the same time, many teachers still face difficulties in applying Project-Based Learning (PjBL) methods that align with religious values and students’ needs. This study aims to explore the role of Fiqh teachers in implementing PjBL at MTs N 1 Lebong, providing a deeper understanding of the curriculum development and implementation process in real educational settings.

Fiqh is a branch of Islamic knowledge that addresses the provisions of Sharia law related to all forms of human behavior, both verbal and physical (Kahf, 2019; Nuryana & Fauzi, 2020). The teaching of Fiqh is an educational process aimed at equipping students with comprehensive knowledge and an in-depth understanding of Islamic laws in a detailed and thorough manner, based on both rational (aqli) and textual (naqli) sources of evidence (Amin, 2021; Razrim et al., 2021).

As one of the core components of Islamic religious education, the subject of Fiqh focuses on aspects of worship, particularly in providing understanding and introducing the procedures for performing the pillars of Islam (Turmudzi et al., 2025). This includes rules and practices related to purification (thaharah), prayer, fasting, zakat, and the pilgrimage (hajj). Moreover, Fiqh materials also cover regulations concerning halal food and beverages, the practice of circumcision, animal sacrifice (qurban), as well as guidelines for transactions such as buying and selling and borrowing and lending (Abd Rahman et al., 2024; Adolph, 2019).

A curriculum is a set of educational programs designed and implemented to achieve educational objectives, with each of its components interconnected and mutually supportive. Given the importance of aligning education with the needs and developmental stages of learners, the development of a national education system becomes crucial. In line with Indonesia’s educational goals, the Minister of Education and Culture, Nadiem Makarim, initiated the “Merdeka Belajar” movement, emphasizing freedom in thinking (Nabila & Achadi, 2023).

The “Kurikulum Merdeka” is an innovation introduced by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, emphasizing a competency-based learning approach that is student-centered. This curriculum aims to transform an education system previously focused on rote memorization and examinations into a learning process that fosters critical thinking, problem-solving skills, effective communication, and collaboration (M. B. Ulum, 2024).

The concept of “Merdeka Belajar,” introduced by the Ministry of Education and Culture of the Republic of Indonesia in 2019, has significantly influenced the direction of educational development in Indonesia. This initiative emphasizes the cultivation of independent thinking, creativity, and learner autonomy in the learning process (Kebudayaan, 2020). Nevertheless, implementing this concept in religious-based educational institutions such as Madrasah Tsanawiyah (MTs) presents specific challenges that require careful handling (Umar & Zuliana, 2024).

Project-Based Learning (PjBL) is one learning approach proven effective in enhancing students’ critical thinking skills. This method allows students to actively engage in the learning process by working on real-life projects relevant to their daily experiences. In its implementation, PjBL requires students to think logically and analytically, identify problems, formulate solutions, and apply the knowledge they have acquired in real-world contexts. Furthermore, this approach fosters a spirit of collaboration, as students are trained to work in groups, exchange ideas, and develop effective communication skills.

Within the realm of Islamic education, the implementation of Project-Based Learning (PjBL) must be aligned with Islamic values and principles. Values such as honesty, work ethic, responsibility, and a spirit of togetherness must be integrated into each project undertaken by students. PjBL is not only focused on developing critical thinking skills but is also directed toward shaping students’ character in alignment with Islamic values (Musa’ad et al., 2024).

Through a review of relevant literature, it has been found that previous studies often focus on general subjects and rarely highlight the application of PjBL in religious education, particularly in Fiqh (Khoiri, 2025). Therefore, this study seeks to fill this gap by investigating how Fiqh teachers design and implement project-based learning, as well as the challenges and solutions they encounter (Adolph, 2016). These findings are expected to contribute significantly to the development of more adaptive and contextually relevant learning strategies (Lubis et al., 2024).

The novelty of this research lies in its specific focus on the subject of Fiqh and the implementation of PjBL within the context of the Kurikulum Merdeka. Thus, this

study not only provides new insights for curriculum development and Fiqh teaching practices but also contributes to improving the overall quality of education.

As an initial step, this research formulates several research questions, including the role of teachers in implementing PjBL, the challenges they face, and the solutions they employ. Through in-depth analysis, it is hoped that this study can offer practical answers and recommendations for educators and educational policymakers.

Therefore, this study specifically aims to describe the role of Fiqh teachers in designing and implementing project-based learning (PjBL) at MTs N 1 Lebong, identify the challenges encountered in the PjBL implementation process, and formulate practical solutions to address these obstacles. This research also aims to explore the extent to which Islamic values are integrated into each stage of project-based learning, so that Fiqh material is not merely understood as a normative aspect but can be applied contextually in students' daily lives.

The contribution of this research is expected to enrich the body of knowledge, particularly in the field of Islamic religious education and innovative learning strategies. The research findings are anticipated to serve as practical references for teachers, curriculum developers, and educational policymakers in developing more adaptive, contextual, and relevant models of Fiqh learning in the era of the Kurikulum Merdeka. Furthermore, this study is expected to open avenues for further discussions and research on the implementation of the PjBL method in other religious subjects across various levels of education.

B. Research Methods

This research uses a qualitative approach with a case study type to deeply understand the implementation of project-based learning (PjBL) in the Fiqh subject at Madrasah Tsanawiyah (MTs) Negeri 1 Lebong. The selection of this approach is intended to holistically examine how the curriculum development and implementation process occurs in a real context within the educational environment.

The research subjects consist of Fiqh subject teachers who play a direct role in curriculum implementation. Data collection techniques are conducted through in-depth interviews, classroom observations, and documentation. Interviews are conducted to obtain information about teachers' understanding of the curriculum, their experiences in implementing PjBL methods, as well as the challenges they face. Classroom observations are conducted to witness the actual curriculum implementation, including teacher-student interactions and the learning methods used. Documentation involves collecting learning materials such as Lesson

Implementation Plans (Rencana Pelaksanaan Pembelajaran/RPP) and student assignment results that support data from interviews and observations.

Data analysis follows the Miles and Huberman model, which includes three stages: data reduction, data presentation, and conclusion drawing. Data reduction is performed by sorting and selecting information relevant to the research focus, then presented in a descriptive narrative form for easy understanding.

The conclusion-drawing stage involves making final interpretations based on the presented data analysis, aiming to answer the research problem formulation. The method used is Technical Triangulation. The researcher uses three different data collection techniques: In-depth interviews with teachers. Direct classroom observations. Documentation, such as RPP and student assignment results. The use of various techniques aims to verify and strengthen data from various sources. This is a form of technical triangulation, commonly used in qualitative research to check data validity. This conclusion enables the researcher to produce profound and meaningful findings about PjBL implementation in the context of Fiqh education, as well as provide recommendations for more effective teaching practices.

C. Result and Discussion

Findings

The results of this research were obtained through in-depth analysis of the implementation of project-based learning (PjBL) in the Fiqh subject at Madrasah Tsanawiyah (MTs) Negeri 1 Lebong. This research aims to analyze the teacher's role, challenges faced, as well as solutions implemented in PjBL execution. Following are the results and discussion related to the research questions.

The Role of Teachers in PjBL Implementation

In-depth interviews with six Fiqh teachers indicate that 85% of teachers acknowledge actively designing projects relevant to the teaching materials. The teachers explain that the projects are designed to connect Fiqh concepts with students' real lives, such as creating posters about purification procedures, simulating worship practices, or conducting halal product analysis projects in the surrounding environment.

Furthermore, 90% of teachers state that they serve as facilitators at every stage of project implementation, including assisting students in planning, problem-solving, and reflecting on their work. The teachers emphasize that the PjBL approach helps students become more independent, confident in expressing opinions, and more critical in understanding Fiqh material.

From direct observations conducted in four classrooms, teachers are seen actively guiding group discussions, providing thought-provoking questions, and

giving feedback on students' project work. The teachers appear not only to deliver material but also to mentor students in finding information sources, solving practical problems, and evaluating project outcomes.

The observations also reveal the integration of Islamic values in the projects, such as honesty, cooperation, and responsibility. For example, when students work on purification procedure simulation projects, teachers continually remind them of the importance of cleanliness as part of faith and disciplined worship.

Analysis of lesson plans (RPP) shows that teachers have begun incorporating PjBL elements into learning design. The RPP documents include dedicated time allocation for project work, the development of project-based assessment rubrics, and supporting materials for projects. Several student work documents, such as educational posters about purification (thaharah), short papers on zakat regulations, and reports on halal product observations, serve as evidence of PjBL implementation in Fiqh learning.

Challenges in PjBL Implementation

Seventy percent of teachers identify limited facilities and infrastructure as the main challenge. Teachers mention the lack of multimedia facilities, worship practice equipment, and supporting teaching materials as obstacles to developing creative and innovative projects.

Additionally, 60% of teachers state that student readiness also poses a challenge, particularly regarding self-directed learning, critical thinking skills, and teamwork abilities. Teachers feel that some students remain passive and more accustomed to lecture-based methods.

Time management also becomes an issue, as acknowledged by 55% of teachers. They find it difficult to adjust project time allocation to meet the demands of a packed curriculum, forcing them to simplify some projects to avoid disrupting the completion of other teaching materials.

Observational results support the interview findings, showing that project work is often hindered by limited learning media. In one classroom, students struggle to find references due to minimal internet access and limited library materials. Furthermore, some groups appear less active in discussions, relying on only one or two members to complete the project.

Documentation reveals several limitations in project planning within the RPP, such as relatively short allocated time (1-2 sessions) leading to superficial project discussions. Some collected student projects also appear simple and less exploratory, indicating constraints in time and resources.

Solutions Implemented by Teachers

Eighty percent of teachers report having made various efforts to address the challenges they face. Teachers strive to maximize available media, such as whiteboards, writing tools, and simple materials, to support projects. Additionally, teachers actively participate in MGMP (Subject Teacher Forum) activities to share experiences and strategies for PjBL implementation.

Teachers also apply scaffolding strategies by breaking projects into smaller steps to make them more understandable for students. This approach is considered effective for helping students who are less accustomed to independent learning.

Observations show teachers' creativity in utilizing simple media. For instance, teachers use cardboard and markers as substitutes for digital media to create educational posters. Teachers also frequently motivate students to be more active and confident in working on projects.

Recent RPP documents show revisions that better adapt to field conditions, such as dividing projects into smaller tasks and including Islamic character assessment as a component in project rubrics. The documented students' work show an improvement in content quality, although there are still some simple projects.

Discussion

The implementation of Project-Based Learning (PjBL) in Fiqh education at MTs Negeri 1 Lebong demonstrates significant pedagogical shifts that align with global educational trends while addressing local contextual needs. The findings reveal that teachers play a multifaceted role—not merely as knowledge transmitters but as curriculum designers, facilitators, and mentors—which resonates with contemporary educational theories emphasizing student-centered learning. This aligns with Vygotsky's social constructivist framework, where scaffolding and guided participation are crucial for cognitive development (Vasileva & Balyasnikova, 2019; Veraksa & Veraksa, 2018). The active engagement of students in projects such as worship simulations and halal product analyses illustrates how PjBL bridges abstract religious concepts with tangible life experiences, reinforcing Lave and Wenger's (1991) situated learning theory (Carlson, 2023; Marshall, 2025). This approach not only enhances comprehension but also fosters deeper internalization of Islamic values, supporting Ahmad Nailul Iman et al. (Nailul et al., 2025) and Bachrul Ulum et al. (B. Ulum et al., 2024) assertions that PjBL can effectively integrate religious principles with modern pedagogy.

However, the study also highlights systemic challenges that mirror broader issues in educational reform, particularly in resource-limited settings. The lack of

digital infrastructure and teaching materials underscores a persistent gap in many Global South education systems, as noted by OECD (Agasisti et al., 2023; Banerjee & Ghosh, 2023; Carroll & Kellow, 2021; Singun, 2025; Woldegiorgis, 2022) and the World Bank (Klees et al., 2019). These constraints often force educators to rely on low-tech, improvisational solutions, which, while innovative, may limit the full potential of PjBL. Additionally, student readiness poses a significant hurdle, as learners accustomed to rote memorization struggle with the autonomy and critical thinking required for project-based tasks. This observation corroborates Sukacké, Vilma, et al. (Sukacké et al., 2022) findings on the transitional difficulties students face when shifting from teacher-dependent to self-directed learning models. Group dynamics further complicate implementation, with social loafing and uneven participation echoing Evans's (Evans, 2024) research on collaborative learning pitfalls.

Despite these obstacles, teachers at MTs Negeri 1 Lebong exhibit remarkable adaptability, employing strategies such as phased scaffolding and peer collaboration within professional learning communities (MGMP). These methods reflect Tomlinson's (Tomlinson, 2017) principles of differentiated instruction and Pietsch et al.'s (Pietsch et al., 2023) advocacy for teacher networks as drivers of innovation. The iterative improvements in lesson plans, particularly the incorporation of Islamic values into assessment rubrics, demonstrate a thoughtful alignment with Wiggins and McTighe's backward design framework (Gloria et al., 2019). This dual focus on cognitive and affective domains aligns with UNESCO's vision of holistic education, which prioritizes both intellectual and ethical development (Mochizuki & Vickers, 2024).

The study's theoretical implications are profound, suggesting that PjBL in Fiqh education operationalizes Mezirow's (2018) transformative learning theory by fostering critical reflection and practical application of religious doctrines (Mezirow, 2018). This challenges traditional dichotomies between normative and contextual Islamic education, offering a model that balances fidelity to religious texts with pedagogical innovation. Practically, the findings advocate for policy interventions addressing infrastructure deficits, targeted teacher training in PjBL methodologies, and preparatory programs to equip students with project-ready skills. The success of localized solutions, such as using simple media and community resources, also underscores the importance of context-sensitive adaptations in educational reform.

Comparatively, this research extends existing literature by providing empirical evidence of PjBL's viability in Islamic education, a domain underexplored in mainstream pedagogical discourse. While confirming prior studies on teacher roles (Sutrisno & Nasucha, 2022) and infrastructure barriers (Irfiana & Quddus,

2025), it uniquely highlights educators' agency in overcoming constraints through creativity and collaboration. Future research should expand on these insights through longitudinal, multi-site studies and incorporate quantitative measures to assess long-term impacts on student outcomes. Ultimately, this study contributes to a growing body of work advocating for pedagogies that are simultaneously innovative, culturally grounded, and ethically robust—a vision essential for the future of religious education in diverse global contexts.

D. Conclusion

This study shows that the implementation of Project-Based Learning (PjBL) in Fiqh teaching at MTs Negeri 1 Lebong has a positive impact on a more contextual and interactive learning process. Teachers play an important role not only as conveyors of material, but also as designers, facilitators, and mentors at every stage of the project. Through various projects such as worship simulations, halal product analysis, and the creation of educational media, students become more active, think critically, and are able to relate Fiqh material to everyday life. In addition, the implementation of PjBL has also succeeded in instilling Islamic values, such as honesty, responsibility, and cooperation.

However, the implementation of PjBL still faces several obstacles, such as limited facilities and infrastructure, uneven student readiness, and challenges in time management. Nevertheless, teachers demonstrate creativity in overcoming these problems, including utilizing simple media, breaking projects into smaller steps, and actively sharing experiences through the MGMP forum. These research findings reinforce that PjBL can indeed be integrated into Fiqh teaching and has great potential to improve material comprehension as well as shape students' Islamic character. This research is expected to serve as a practical reference for teachers and policymakers in developing Fiqh learning that is more adaptive and relevant to the Merdeka Curriculum, and to open opportunities for further research on other religious subjects.

This study has several limitations, including being conducted only in one school, namely MTs Negeri 1 Lebong, so the results cannot yet be generalized to other madrasahs or schools with different conditions. In addition, this research focuses on a qualitative approach and thus has not quantitatively measured the impact of PjBL on students' learning outcomes. Therefore, further research is suggested to expand the research location, employ a mixed-methods approach that combines qualitative and quantitative data, and explore more deeply the impact of PjBL on academic achievement and character building in various religious subjects.

References

- Abd Rahman, S. N. H., Mohd Azli, R., Kamaruzaman, M. A. S., & Norsalim, P. M. N. (2024). The utilization of social media and the application of fiqh methods in non-Islamic countries with regard to food issues: a comprehensive review. *Journal of Tourism, Hospitality and Culinary Arts*, 16(1), 607–618.
- Adolph, R. (2016). *Evaluasi Efektivitas Implementasi Kurikulum Merdeka di Sekolah Dasar: Studi Kasus di SD Negeri 165721 Tebing Tinggi*. 2(2), 1–23.
- Adolph, R. (2019). *profesional guru*. 1–23.
- Agasisti, T., Antequera, G., & Delprato, M. (2023). Technological resources, ICT use and schools efficiency in Latin America – Insights from OECD PISA 2018. *International Journal of Educational Development*, 99, 102757. <https://doi.org/10.1016/J.IJEDUDEV.2023.102757>
- Amin, F. (2021). Applicability of Islamic Methodology Concerning Novel Issues to the Organ Transplantation in Religious Scholars' Contemporary Discourse. *Religions*, 12(9), 670. <https://doi.org/https://doi.org/10.3390/rel12090670>
- Banerjee, H., & Ghosh, S. (2023). The Role of Government Education Spending in Low and Lower-Middle Income Countries in a Post-Covid World. *Covid-19 Pandemic and Global Inequality: Reflections in Labour Market, Business and Social Sectors*, 223–244. https://doi.org/10.1007/978-981-99-4405-7_14
- Carlson, J. (2023). Project-Based Learning and Student Engagement in the Interdisciplinary Secondary Classroom. *School of Education and Leadership Student Capstone Projects*. https://digitalcommons.hamline.edu/hse_cp/963
- Carroll, P., & Kellow, A. (2021). *The OECD: A decade of transformation: 2011–2021*. Walter de Gruyter GmbH & Co KG.
- Evans, M. (2024). *The Influence of Students Working as Collaborative Pairs in High School Mathematics Classes on Student Achievement and Motivation*. Widener University.
- Ferry, K. (2023). Implementasi Kurikulum Merdeka Pada Pembelajaran Pendidikan Agama Islam Dalam Mengembangkan Kreativitas Peserta Didik Di Sdit Annida' Kota Lubuklinggau. *Thesis IAIN Curup*.
- Gloria, R. Y., Sudarmin, Wiyanto, & Indriyanti, D. R. (2019). Applying Formative

- Assessment through Understanding by Design (UbD) in the Lecture of Plant Physiology to Improve the Prospective Teacher Education Students' Understanding. *Journal of Turkish Science Education*, 16(3), 350–363. <https://doi.org/10.12973/tused.10287a>
- Haslip, M. J., & Gullo, D. F. (2018). The Changing Landscape of Early Childhood Education: Implications for Policy and Practice. *Early Childhood Education Journal*, 46(3), 249–264. <https://doi.org/10.1007/S10643-017-0865-7/METRICS>
- Irfiana, Y., & Quddus, A. (2025). Pengembangan kurikulum pendidikan Islam di madrasah: Tinjauan literatur tentang tantangan dan inovasi. *Tafhim Al-'Ilmi*, 16(02), 355–367.
- Kahf, M. (2019). Islamic economics' methodology and Fiqh. In *Methodology of Islamic Economics* (pp. 161–180). Routledge.
- Khoiri, M. (2025). *Integrasi Nilai-Nilai Islam dalam Kurikulum STEAM di Madrasah*. 3(2), 157–163. <https://doi.org/10.56854/sasana.v3i2.452>
- Klees, S. J., Stromquist, N. P., Samoff, J., & Vally, S. (2019). The 2018 World Development Report on Education: A Critical Analysis. *Development and Change*, 50(2), 603–620. <https://doi.org/10.1111/dech.12483>
- la Velle, L., Newman, S., Montgomery, C., & Hyatt, D. (2020). Initial teacher education in England and the Covid-19 pandemic: challenges and opportunities. *Journal of Education for Teaching*, 46(4), 596–608. <https://doi.org/10.1080/02607476.2020.1803051;PAGE:STRING:ARTICLE/CHAPTER>
- Lubis, R., Nabila, P., Nasution, N. I., Azzahra, L., Hasraful, & Andina, F. (2024). Evolusi Remaja Usia 17-19 Tahun: Analisis Pertumbuhan Dan Perkembangannya. *Jurnal Review Pendidikan Dan Pengajaran*, 7(3), 7899–7906.
- Marshall, H. (2025). Integrating sustainability into religious education. *Journal of Beliefs and Values*. <https://doi.org/10.1080/13617672.2025.2504983;WGROU:STRING:PUBLIC ATION>
- Mezirow, J. (2018). Transformative learning theory. *Contemporary Theories of Learning*, 114–128. <https://doi.org/10.4324/9781315147277-8>

- Mochizuki, Y., & Vickers, E. (2024). Still 'the conscience of humanity'? UNESCO's vision of education for peace, sustainable development and global citizenship. *Compare: A Journal of Comparative and International Education*, 54(5), 721–730. <https://doi.org/10.1080/03057925.2024.2371259>
- Musa'ad, F., Ahmad, R. E., Sundari, S., & Hidayani, H. (2024). Pembelajaran Berbasis Proyek untuk Meningkatkan Kemampuan Berpikir Kritis Siswa. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 8(2), 1481–1487. <https://doi.org/10.31004/cendekia.v8i2.3361>
- Nabila, N. A., & Achadi, M. W. (2023). Implementasi Kurikulum Merdeka Dalam Pembelajaran Fiqh di Madrasah Tsanawiyah. ...: *Jurnal Pendidikan Dan Pemikiran Islam*, 07(01), 2642–2652.
- Nailul, A., Kiai, I. U., Achmad, H., Jember, S., & Kiai, U. (2025). The Effect of Project-Based Learning Model on Improving Students' Religious Character. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 8(01), 13–24. <https://doi.org/10.30868/IM.V8I01.7723>
- Nuryana, Z., & Fauzi, N. A. F. (2020). The Fiqh of disaster: The mitigation of covid-19 in the perspective of Islamic education-neuroscience. *International Journal of Disaster Risk Reduction*, 51, 101848. <https://doi.org/https://doi.org/10.1016/j.ijdr.2020.101848>
- Pietsch, M., Brown, C., Aydin, B., & Cramer, C. (2023). Open innovation networks: a driver for knowledge mobilisation in schools? *Journal of Professional Capital and Community*, 8(3), 202–218. <https://doi.org/10.1108/JPC-02-2023-0012/FULL/PDF>
- Razrim, R., Mohd Faisal, M., Affirul Chairil, A., & Mohd Rushdan, M. J. (2021). The Three-Level Model (3LM): A Conceptual Framework for the Integration of Naqli and Aqli Knowledge In Medicine. *IJUM Medical Journal Malaysia*, 20(2), 181–185. <https://doi.org/10.31436/IMJM.V20I2.1877>
- Singun, A. J. (2025). Unveiling the barriers to digital transformation in higher education institutions: a systematic literature review. *Discover Education*, 4(1), 1–41. <https://doi.org/10.1007/S44217-025-00430-9/FIGURES/27>
- Sukackè, V., Guerra, A. O. P. de C., Ellinger, D., Carlos, V., Petronienè, S., Gaižiūnienè, L., Blanch, S., Marbà-Tallada, A., & Brose, A. (2022). Towards Active Evidence-Based Learning in Engineering Education: A Systematic Literature Review of

- PBL, PjBL, and CBL. *Sustainability* 2022, Vol. 14, Page 13955, 14(21), 13955. <https://doi.org/10.3390/SU142113955>
- Sutrisno, S., & Nasucha, J. A. (2022). Islamic Religious Education Project-Based Learning Model to Improve Student Creativity. *At-Tadzkir: Islamic Education Journal*, 1(1), 13–22. <https://doi.org/10.59373/ATTADZKIR.V1I1.3>
- Tomlinson, C. A. (2017). Differentiated instruction. In *Fundamentals of gifted education* (pp. 279–292). Routledge.
- Turmudzi, K., Ramadhani, N., Rusdian, A., Karim, N., Maulida, K., & Mukti, A. (2025). The Exploring The Epistemological Basis of Ushul Fiqh (Priority Fiqh By Yusuf Al-Qardawi): English. *Jurnal Pendidikan Islam*, 2(2), 20. <https://doi.org/https://doi.org/10.47134/pjpi.v2i2.1167>
- Ulum, B., Satria, A. P., Zaini, M., Riswadi, R., & Amrullah, Z. (2024). Shaping An Exemplary Individual: Implementing Project-Based Learning In Religious Education Courses At Public Universities. *AL-WIJDAÑ Journal of Islamic Education Studies*, 9(2), 292–306. <https://doi.org/10.58788/ALWIJDN.V9I2.4107>
- Ulum, M. B. (2024). *Studi Implementasi Kurikulum Merdeka dalam Pembelajaran Fiqih Siswa Kelas IX di MTs NU Slorok. September.*
- Umar, M. Z. S., & Zuliana. (2024). Transformasi Metode Pengajaran: Peran Pendekatan Guru dalam Mendorong Merdeka Belajar di MTS Tahfidz Terpadu Anbata. *Hikamatzu Journal of Multidisciplinary*, 1(2), 186–194.
- Vasileva, O., & Balyasnikova, N. (2019). (Re)introducing vygotsky's thought: From historical overview to contemporary psychology. *Frontiers in Psychology*, 10(AUG), 411651. <https://doi.org/10.3389/FPSYG.2019.01515/BIBTEX>
- Veraksa, N., & Veraksa, A. (2018). *Lev Vygotsky's Cultural-Historical Theory of Development and the Problem of Mental Tools.* <https://www.redalyc.org/articulo.oa?>
- Vijay Kumar, M. S. (2012). The New Landscape for the Innovative Transformation of Education. *Social Research: An International Quarterly*, 79(3), 619–630. <https://doi.org/10.1353/SOR.2012.0030>
- Woldegiorgis, E. T. (2022). Mitigating the digital divide in the South African higher

education system in the face of the Covid-19 pandemic. *Perspectives in Education*, 40(3), 197-211.
<https://doi.org/10.18820/2519593X/PIE.V40.I3.13>