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Optimization of Problem-Based Student Performance Assessment in Fiqh Learning

[1]Nadhifa Fajrin & [2]Indah Sari

[1]UIN Sunan Kalijaga Yogyakarta
[2] Universitas Pendidikan Indonesia

Corresponding author:
Nadhifa Fajrin, E-mail: nadhifafajrin16@gmail.com

Abstract This study aims to evaluate the implementation of problem-based student performance assessment instruments in Fiqh subjects at MTs YAPI Pakem. Problem-based assessment is designed to improve students' problem-solving and critical reasoning skills. The research method used is qualitative with a case study approach, where data collection is carried out through documentation, interviews, and observations. The results of the study indicate that the use of problem-based performance assessment instruments can improve students' thinking skills and encourage active student involvement in the learning process. However, this study also found several obstacles, namely the lack of instructor understanding of the assessment method and time constraints in the learning process. These findings emphasize the importance of training for instructors and adjusting learning time to optimize the implementation of problem-based assessment.

Keywords*: Performance Assessment, Problem Based, Jurisprudence Learning*

Abstrak Penelitian ini bertujuan untuk mengevaluasi penerapan instrumen asesmen kinerja siswa berbasis masalah pada mata pelajaran Fiqih di MTs YAPI Pakem. Asesmen berbasis masalah dirancang untuk meningkatkan kemampuan pemecahan masalah dan penalaran kritis siswa. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan studi kasus, dimana pengumpulan data dilakukan melalui dokumentasi, wawancara, dan observasi. Hasil penelitian menunjukkan bahwa penggunaan instrumen asesmen kinerja berbasis masalah dapat meningkatkan kemampuan berpikir siswa dan mendorong keterlibatan siswa secara aktif dalam proses pembelajaran. Namun demikian, penelitian ini juga menemukan beberapa kendala yaitu kurangnya pemahaman instruktur terhadap metode asesmen dan keterbatasan waktu dalam proses pembelajaran. Temuan tersebut menekankan pentingnya pelatihan bagi instruktur dan penyesuaian waktu pembelajaran untuk mengoptimalkan penerapan asesmen berbasis masalah.

Kata Kunci: *Penilaian Kinerja, Berbasis Masalah, Pembelajaran Yurisprudensi*

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Introduction

Fiqh learning includes more than just understanding theoretical principles; it also involves developing practical skills such as critical thinking, analysis, and decision-making. These abilities are essential in the 21st century where students are required to be able to solve problems, collaborate, communicate, and think critically. Fiqh themes require a deep understanding of Islamic concepts as well as the ability to deal with practical situations while considering the moral, ethical, and legal aspects of Islam. Fiqh is not something that is rigid to changes and developments in the times. Therefore, fiqh is required to provide answers to various demands and problems of human life (Mardiah, 2023).

Therefore, in assessing fiqh learning, a holistic assessment is needed (Baroroh & Hamani, 2022). Traditional assessments generally only emphasize theoretical understanding, so they do not encourage students to achieve the practical understanding and skills needed. Project-based assessments provide opportunities for students to apply fiqh concepts in practical projects that are relevant to students' lives, thereby deepening students' understanding as a whole (Tarigan & Latief, 2022).

Project or performance assessment is a method used to evaluate activities, performance, or practical exams, which is efficient for collecting information about the behavior or skills expected of students (Setiawati et al., 2019). This evaluation is carried out through observation of student actions when carrying out a task. During performance evaluation, students are asked to demonstrate and utilize student knowledge in a specific environment that is in line with established criteria (Kunandar, 2014, p. 153). This assessment tool evaluates student abilities by utilizing tasks that are specifically designed to obtain responses (either oral or written), tangible results, or demonstrations of applied knowledge. The assignment must be in line with the competencies to be achieved and provide significance to students (Setyono, 2005, p. 87). Utilizing problem-based evaluation in Fiqh learning can be an effective method for developing these skills. Fiqh studies include the cultivation of analytical and decision-making skills based on Islamic principles. Problem-based exams allow for the evaluation of students' proficiency in applying students' Fiqh knowledge to solve complex problems and obtain solutions based on Fiqh principles. Problem-based student performance assessment instruments provide a more contextual and practical approach. These tools facilitate a comprehensive evaluation of students' capacity to apply fiqh principles in a practical context by exposing students to situations that resemble obstacles that students would encounter in their daily lives.

However, the use of problem-based assessment tools to evaluate student performance in Islamic jurisprudence education is still relatively new and lacks comprehensive research. Therefore, it is imperative to conduct research to elucidate the effectiveness of these tools in assessing students' understanding and implementation of Islamic jurisprudence ideas. MTs YAPI, like other educational institutions, may have implemented a curriculum that prioritizes contextual and practical learning. Conducting research on the effectiveness of problem-based assessments will help ensure that the evaluation methods used are in line with the stated objectives of the curriculum. Each educational institution has its own framework that includes specific student attributes and institutional regulations. Studying the effectiveness of problem-based assessment at MTs YAPI can enhance our understanding of how this evaluation approach

is implemented in the school environment, and identify specific elements that should be considered during its implementation.

Eka Putri (2021) also conducted research on the same topic, showing that PKPMB has a beneficial effect on academic achievement and motivation of class VIII students at MTs Negeri 1 Padang City. This is indicated by an increase in the average value of students and an increase in student involvement and interest in studying law. Further research was conducted by Tri Rahayu (2021) regarding the implementation of PKPMB in class XI MAN 2 Semarang City. The research findings show that PKPMB is effective in improving students' ability to understand and apply the principles of fiqh. The introduction of PKPMB received a very good response from both teachers and students. This research conducted by Eka Puspita Sari (2022) uses the Problem Based Learning (PBL) approach which is in line with the principles of PKPMB. The results of the study show that the Problem-Based Learning (PBL) approach has a beneficial effect on the fiqh learning outcomes of class XI students at MAN 1 West Bangka. This research differs from previous studies on PKPMB in the field of fiqh in the following main aspects: Area of research concentration. This study examines the effectiveness of the implementation of Problem-Based Student Performance Assessment to evaluate students' cognitive, emotional, and psychomotor skills and the challenges faced in implementing problem-based assessment instruments.

Unlike previous studies, this study seeks to explore how this instrument helps students identify problems that often arise in the practice of purification, analyze their causes and impacts, and propose solutions based on the principles of Fiqh. These findings will be explained by referring to constructivist educational theories and the Problem-Based Learning (PBL) approach, and how these theories are applied in the context of teaching Fiqh at MTs YAPI Pakem.

Methods

This study used a qualitative methodology with a case study design to investigate the use of problem-based student performance assessment tools in Fiqh subjects at MTs YAPI Pakem. The researchers chose a qualitative strategy because it allows students to gain a comprehensive understanding of the phenomenon being studied from the perspective of the participants. In addition, it allows for the exploration of various problems that may not be adequately addressed through a quantitative approach (Creswell, 2013). The research participants consisted of Fiqh teachers and grade VIII students who carried out learning activities using problem-based performance evaluation instruments.

Data collection techniques included three main methodologies: direct classroom observation, in-depth interviews with Fiqh teachers, and documentation studies. These three techniques were used to obtain extensive data and used data triangulation to increase the validity of the research findings (Patton, 2002).

Data Analysis Steps Data analysis in this study was carried out methodically to identify, categorize, and systematically evaluate findings related to the application of problem-based student performance evaluation tools. The data analysis process included the following steps: (1) Transcribing data. All data collected from interviews and observations were transcribed exactly as spoken or observed. The purpose of this transcription is to document every aspect of the

conversation and observation carefully and accurately. (2) Data Coding. The data were then coded according to topics or categories related to the investigation. Coding involves labeling segments of data that include important information related to the implementation of problem-based performance evaluation. The coding technique used was open coding, where researchers refrain from limiting themselves to predetermined categories (Strauss & Corbin, 1998). Data triangulation is a method used to validate and strengthen research findings by collecting and analyzing data from multiple sources or using multiple methods. Researchers use triangulation to increase the validity and reliability of student conclusions by cross-referencing data from multiple sources, such as observations, interviews, and documentation. Triangulation increases the validity of research findings (Patton, 2002). (4) Making Inferences.

The final stage involves drawing conclusions from the findings studied. Researchers establish relationships between these findings and the research objectives and theoretical frameworks used. These results also include practical consequences for the implementation of problem-based performance evaluation in the field of Islamic Jurisprudence education. (Sugiyono, 2013). To facilitate researchers in conducting their research, indicators were developed as a reference to ensure that the scope of the investigation remains focused. The following are the indicators in this study:

Table 1. Assessment Indicators

No	Aspects	Indicators
1.	Preparation of Learning Materials	a. Availability and quality of lesson plans that include problem-based assessment. b. Use of relevant resources and supporting materials to support problem-based assessment methods.
2.	Teacher Skills	a. Teachers' ability to design problem-based assignments that are in accordance with the Fiqh curriculum. b. Teachers' ability to facilitate discussions and problem-based learning activities in the classroom.
3.	Student Engagement	a. Level of student participation in problem-based learning activities. b. Frequency and quality of interactions between students during group discussions.
4.	Learning Motivation	a. Changes in student learning motivation after the implementation of problem-based assessment compared to traditional methods. b. Student perceptions of the relevance of problem-based tasks to real life.
5.	Critical Thinking Skills	a. Improvement in students' ability to analyze, evaluate, and synthesize information from problem-based tasks. b. Use of logical arguments and evidence in solving Fiqh problems.

6.	Creativity and Innovation	a. a. Students' ability to generate creative and innovative solutions to given problems. b. b. Variation of approaches taken by students in completing problem-based assignments.
7.	Evaluation and Feedback	a. Quality and frequency of feedback given by teachers on problem-based assignments. b. Use of feedback to improve and enhance students' understanding. c. Students' perceptions of the effectiveness of problem-based assessment in helping students understand Fiqh material. d. Level of student satisfaction with this assessment method compared to traditional assessment methods.
8.	Learning Environment Indicators	a. Level of cooperation between students in completing problem-based assignments. b. Facilities and support provided by the school to support the implementation of problem-based assessment. c. Training and professional development for teachers in problem-based assessment methods.

Results and Discussion

1. Assessment Preparation

Good preparation is essential for the success of Problem-Based Learning (PBL). The PBL approach emphasizes that good preparation can ensure that the learning process is effective and efficient. Some of the reasons why good preparation and the use of assessment rubrics are important include:

a. Assessment rubrics help teachers assess students' skills objectively and consistently. With clear criteria, assessments can be conducted by reducing bias and ensuring that all aspects being measured have been considered.
b. Clear rubrics provide transparency to students about what is expected of them. Students can clearly understand how their performance will be assessed, so that students can focus more on achieving the learning objectives that have been set.
c. Assessment rubrics allow teachers to provide specific and constructive feedback to students. This is very important to help students understand their strengths and weaknesses, as well as how they can improve their performance in the future.
d. Good preparation includes planning problem scenarios that will be used in PBL. Teachers need to design relevant and challenging problems, which can motivate students to be actively involved in the learning process (Nurhayati, et al., 2022, p. 49).

Teachers at MTs YAPI Pakem stated that students need more time to design problem scenarios and prepare detailed assessment rubrics. Here are some aspects of this implementation:

a. Designing Problem Scenarios: Teachers must design problem scenarios that are realistic and relevant to the context of students' daily lives. For example, in the subject of Fiqh,

teachers might design problems related to the application of Islamic law in everyday life, such as issues of zakat, fasting, or prayer. These problem scenarios must be complex enough to require in-depth analysis and problem solving by students. The quality of the scenario has an impact on interest in the subject of learning, the time spent studying by students, and group dynamics (Susani et al., 2022).

b. Preparation of Assessment Rubrics: Detailed assessment rubrics must be prepared to ensure that all aspects of student skills are measured comprehensively. This rubric should cover various dimensions of assessment, such as conceptual understanding, analytical skills, creativity in problem solving, and communication skills. For example, a rubric for assessing an assignment on zakat might include criteria such as students' understanding of the concept of zakat, their ability to calculate the amount of zakat that must be paid, and their ability to explain the importance of zakat in Islam.
c. Implementation in the Classroom: After the problem scenario and assessment rubric are prepared, the teacher implements PBL in the classroom. This process involves introducing the problem to students, dividing them into work groups, facilitating discussion and problem solving, and assessing students' work. The teacher acts as a facilitator who guides students in the learning process, not as the main provider of information.
d. Evaluation and Reflection: After implementing PBL, the teacher evaluates the learning process and outcomes. The teacher reflects on what worked and what needs to be improved. This evaluation also involves feedback from students about the students' experiences in problem-based learning (Nurhayati, et al., 2022, p. 56).

Implementation at MTs YAPI Pakem Teachers at MTs YAPI Pakem stated that students need more time to design problem scenarios and prepare detailed assessment rubrics. Although time-consuming, this preparation allows for a more objective and in-depth assessment of students' skills. Teachers must think about various possible problem scenarios that may arise in Fiqh learning and prepare assessment tools that can measure students' responses comprehensively. This is in line with the theory that emphasizes the importance of planning and using assessment rubrics in PBL (Nurhayati, et al., 2022, p. 58). From the description above, it can be concluded that thorough preparation and the use of clear assessment rubrics are crucial in the implementation of PBL at MTs YAPI Pakem. Although it requires more time and effort from teachers, this preparation allows for a more objective and in-depth assessment of students' skills. With relevant problem scenario design and comprehensive assessment rubrics, PBL can help students develop higher-order thinking skills that are essential for future student success (Nurhayati, et al., 2022, p. 60)

Implementation at MTs YAPI Pakem shows that problem-based assessment helps students develop critical and analytical thinking skills. The assessment rubric used measures various aspects of higher-order thinking skills, such as the ability to formulate problems, analyze causes and impacts, and propose solutions that are logical and in accordance with the principles of Fiqh. The assessment is carried out with assignments about purification, students are asked to identify problems that often occur, such as errors in the sequence of ablution steps, and then analyze the causes and impacts of these errors. Students are also required to propose solutions

based on the principles of Fiqh, such as providing retraining or creating visual guides in the ablution area. This is in accordance with the purpose of PBL to encourage the development of higher cognitive skills (Anderson & Krathwohl, 2001, p. 67; Setyono, 2005, p. 102).

The impact of the implementation of the instrument on the process and learning outcomes of students based on observations conducted during several learning sessions to obtain a comprehensive picture of the implementation of problem-based assessment. The learning process begins with an introduction to the concept of purification in Islam, which includes the procedures for ablution, jiban bathing, and tayammum. The teacher illustrates these concepts through various teaching strategies, including giving lectures, holding discussions, and conducting direct demonstrations of practice.

Next, the teacher introduces practical problems that often occur in purification. Students are then asked to work in small groups to identify these problems and discuss their causes and impacts. Observations show that students are very involved in group discussions and are able to identify various relevant problems, such as difficulties in maintaining ablution while traveling, excessive use of water, or uncertainty about conditions that require tayammum.

In the next stage, students are asked to formulate research questions based on the problems that have been identified. This process involves critical and analytical thinking skills, where students must conceptualize the problem in the form of a question that can be further researched. For example, some groups formulate questions such as "How to maintain ablution in conditions of minimal water?" or "What is the solution to reduce the use of water in ablution without reducing the perfection of ablution?". Observations showed that students were very involved in this process, showing a high level of participation and enthusiasm. Students were able to identify various practical problems faced in ablution and formulate relevant research questions.

In-depth interviews with Fikih teachers revealed that the implementation of problem-based performance assessment instruments presented both challenges and advantages. Teachers stated that this approach requires more intensive preparation, especially in designing appropriate and adequate tasks to measure students' higher-order thinking skills. However, teachers also stated that problem-based assessment helps students to develop a deeper and more applicable understanding of Fikih concepts. Students not only learn theory, but also hone their analytical, problem-solving, and critical thinking skills. Teachers noted a significant increase in students' skills in formulating problems, identifying solutions, and presenting the results of their analysis logically and coherently.

Teachers also stated that this approach provides many advantages. One of the main advantages is increased student motivation and engagement. Teachers observed that students are more enthusiastic and motivated when they are faced with real problems that are challenging and relevant to their daily lives. In addition, this approach also helps students develop important skills such as critical thinking, problem-solving, and teamwork skills.

Teachers noted that one of the main challenges is time. Problem-based assessment requires more time for preparation and implementation compared to conventional assessment methods. However, teachers felt that this extra time was worth the benefits gained, both for students and for the learning process as a whole.

Analysis of documents such as lesson plans (RPP) and assessment instruments showed that the assessment instruments used were well designed to measure various aspects of higher-order thinking skills. Examples of assessment skills applied included the task of writing a paper on the concept of purification in Islam, where students were asked to identify problems, analyze their causes and impacts, and propose solutions according to the principles of Fiqh.

The assessment rubric used measured several indicators of higher-order thinking skills, such as determining the main problem, formulating problems, writing answers from references, determining alternative ways to solve problems, fluency in solving problems, and quality of problem-solving results. Each indicator was scored based on clear and specific criteria, allowing for objective and comprehensive assessment.

Table 2, Problem-Based LKS Assessment Rubric

No	Skill Indicators Measured	Assessment Criteria	Criteria Score	Total Score
1	Presenting a Paper Covering the Concept of Purification in Islam	a. The paper presents a very comprehensive and detailed explanation of the concept of purification, including the procedures for ablution, jihad, and tayammum. The information presented is accurate, complete, and supported by relevant references. b. The paper presents a fairly complete and clear explanation of the concept of purification. Most of the information is accurate and supported by relevant references, although there are some aspects that are less detailed. c. The paper presents a basic explanation of the concept of purification, but is less detailed and may contain some errors or ambiguities. The references used are limited. d. The paper presents an incomplete explanation and much of the information is less accurate. The references used are very limited or non-existent. e. The paper does not present an adequate explanation of the concept of purification, has many errors, and does not use relevant references.	4 3 2 1 0	4
2	Identifying Problems that Often Occur in Purification Practices	a. The problem is identified very clearly and in depth, showing a comprehensive understanding of the practical issues in	4 3 2	4

		purification. All relevant issues are mentioned. b. The problem is identified well and in sufficient detail. Most relevant issues are mentioned, although some may be less clear. c. The problem is identified, but in less detail and there may be some issues that are not mentioned or are less relevant. d. The problems identified are very few and not in depth. Many relevant issues are not mentioned. e. No issues are identified or the identification of issues is very unclear and not relevant.	1 0	
3	Analyzing the Causes and Impacts of Each Problem	a. The analysis of the causes and impacts of each problem is very thorough and clear. Demonstrates a strong understanding of how each problem affects the practice of purification. b. The analysis of the causes and impacts of each problem is quite detailed and clear. Demonstrates a good understanding of the impacts of the problems, although some are less thorough. c. The analysis of the causes and impacts of each problem is present, but is not detailed and may contain some errors or ambiguities. d. The analysis of the causes and impacts of each problem is very limited and not in-depth. Many problems are not analyzed well. e. There is no analysis of the causes and impacts of each problem or the analysis is very unclear and irrelevant.	4 3 2 1 0	4
4	Proposing Solutions Based on Applicable Fiqh Principles	a. The proposed solutions or strategies are very logical, creative, and in accordance with the principles of Fiqh. All solutions are supported by strong arguments and relevant references. b. The proposed solutions or strategies are logical and in accordance with the	4 3 2 1 0	4

	principles of Fiqh. Most solutions are supported by good arguments and relevant references, although some are less detailed. c. The proposed solutions or strategies exist, but are less detailed and there may be some that are less logical or less in accordance with the principles of Fiqh. d. The proposed solutions or strategies are very limited and not in-depth. Many solutions are not logical or do not comply with the principles of Fiqh. e. There are no proposed solutions or strategies or the solutions are very illogical and irrelevant.

2. Implementation of Problem-Based Student Performance Assessment

Implementation at MTs YAPI Pakem, problem-based assessment helps students develop critical and analytical thinking skills. The assessment rubric used measures various aspects of high-level thinking skills, such as the ability to formulate problems, analyze causes and impacts, and propose logical solutions that are in accordance with the principles of Islamic jurisprudence. For example, in an assignment about purification, students are asked to identify problems that often occur, such as errors in the sequence of ablution steps, and then analyze the causes and impacts of these errors. Students are also required to propose solutions based on the principles of Islamic jurisprudence, such as providing retraining or creating visual guides in the place of ablution. This is in accordance with the purpose of PBL to encourage the development of higher cognitive skills (Piaget, J. 1972, p. 35; Vygotsky, L. S., 1978, p. 46). Based on the research findings, it can be described as follows

a. Student Involvement

   The implementation of problem-based assessment instruments significantly increased student involvement. Students showed high enthusiasm in identifying and formulating problems, as well as in finding appropriate solutions. Students are more active in discussions and more enthusiastic in completing the tasks given.

b. Development of High-Level Thinking Skills

   Problem-based assessment helps students develop high-level thinking skills, such as critical thinking, analysis, and problem solving. Students learn not only to understand theoretical concepts, but also to apply them in practical contexts (Dewi et al., 2023). Students are able to identify relevant problems, analyze their causes and impacts, and propose solutions that are logical and in accordance with the principles of Fiqh. Development of high-level thinking skills by asking and answering questions, analyzing problems and finding solutions to problems (Kusumawati et al., 2022).

c. Quality of Learning Outcomes

Problem-based assessment allows students to think actively so as to increase learning motivation which has an impact on learning outcomes (Suginem, 2021). Student learning outcomes show a significant increase in quality. Analysis of assessment documents shows that students are able to produce comprehensive and in-depth papers, covering theoretical and practical aspects of the concept of purification in Islam. The quality of problem-solving outcomes also improved, with solutions proposed by students demonstrating a good understanding of the principles of Fiqh and their practical applications (Mainake et al., 2021).

According to Piaget and Vygotsky, learning occurs when students are actively involved in the learning process and interact with the learner's environment (Piaget, J. 1972, p. 50). Problem-based learning (PBL) is based on the principle that active involvement and solving real problems can increase student motivation and learning outcomes (Vygotsky, L. S., 1978, p. 60).

At MTs YAPI Pakem, problem-based assessment of student performance in Fiqh subjects is implemented with the aim of developing students' higher order thinking skills (HOTS) (Nafiah & Suyanto, 2014). According to Bloom's Taxonomy, higher cognitive skills include analysis, synthesis, and evaluation. This taxonomy was developed by Benjamin Bloom and has been revised to include six levels of cognitive skills: remembering, understanding, applying, analyzing, evaluating, and creating (Anderson, L. W., & Krathwohl, D. R., 2001, p. 21). The implementation at MTs YAPI Pakem is very much in line with Bloom's Taxonomy theory which emphasizes the importance of higher-order thinking skills. PBL encourages students to develop analysis, synthesis, and evaluation skills, which are key components of HOTS (Bloom, B. S., 2022, p. 15).

The active learning approach requires students to actively participate in the learning process through discussion, collaboration, and problem solving. This approach is in line with the principles outlined in Bloom's Taxonomy which encourage active and interactive learning to achieve higher levels of understanding (Anderson, L. W., & Krathwohl, D. R., 2001, p. 25).

Contextual relevance, the problems presented in PBL at MTs YAPI Pakem are relevant to students' daily lives, which helps make learning more meaningful and applicable. This is in line with constructivist educational theory that supports context-based learning to increase student engagement and understanding (Piaget, J. 1972, p. 39). Authentic assessment, PBL uses authentic assessments that reflect students' abilities in solving real problems. This is different from traditional assessment methods that tend to focus on memorization and repetition of information. Assessment

3. Challenges of Implementing Problem-Based Student Performance Assessment

In the implementation of problem-based assessment, there are several challenges faced both in terms of preparation and implementation. These challenges are described as follows.

a. Need for Resources and Time: One of the main challenges in implementing Problem-Based Assessment (PBL) is the need for adequate resources and sufficient time allocation. Implementation of PBL requires more intensive preparation than traditional assessment methods. Teachers at MTs YAPI Pakem face this challenge in several aspects:
   1) Designing Problem Scenarios: Teachers need to allocate time to design problem scenarios that are realistic and relevant to the Fiqh curriculum. This scenario must be able to

motivate students to think critically and find solutions to the problems given. This design process involves in-depth research and thinking to ensure that the problem is challenging but can be overcome by students.

2) Guidance and Facilitation: During the problem-solving process, teachers must provide continuous guidance and facilitation to students. This means that teachers must always be ready to help and direct students who have difficulty in understanding and solving problems. This process requires a significant dedication of time, more than traditional teaching methods that focus more on lectures.
3) Assessment and Feedback: Problem-based performance assessment requires a comprehensive and objective rubric to assess various aspects of student skills. This assessment focuses not only on the final product, but also on the problem-solving process, analytical skills, and collaboration of students. The development and use of this rubric requires a great deal of time and care to ensure fair and objective assessment.

b. Variation in Student Ability: Variation in student ability is a significant challenge in implementing PBL. Students with higher analytical skills may be quicker and more effective in completing tasks than other students who require more assistance and time. This challenge can lead to several problems:
   1) Achievement Gaps: Differences in student ability can lead to gaps in learning outcomes. Students who are more able may benefit more from PBL, while students who need more assistance may fall behind and become frustrated. This requires effective instructional differentiation strategies from teachers to ensure that all students receive the support they need.
   2) Need for Additional Support: Students who require more assistance may require individual attention from the teacher, which can reduce the time available to support other students. Teachers must manage time and resources wisely to ensure that each student gets enough help.

Conclusion

The implementation of problem-based performance assessment instruments in the Fiqh subject at MTs YAPI Pakem has proven effective in increasing students' engagement and higher-order thinking skills. This approach, although requiring more intensive preparation from teachers, provides significant benefits for students. These benefits include the development of students' critical and application skills, as well as improving the quality of student learning outcomes. Students not only learn to understand Fiqh concepts in theory, but also how to apply them in real situations, which better prepares students to face real-world challenges.

Problem-based assessment encourages students to be actively involved in the learning process, increases student motivation, and helps students develop deeper analytical thinking and problem-solving skills. By facing real problems that are relevant to the material being studied, students are challenged to think creatively and innovatively, and to work together with their friends in finding solutions. This also fosters self-confidence and the ability to work in a team.

On the other hand, for teachers, the implementation of this assessment may require extra time and effort in designing and evaluating problem-based tasks. However, the long-term benefits are well worth it. Teachers can better understand individual student abilities and provide

more constructive and specific feedback for the development of student abilities. In addition, this approach also allows teachers to evaluate student understanding more comprehensively and deeply. Thus, problem-based assessment can be an effective alternative to traditional assessment methods, especially in the context of Islamic Jurisprudence learning. This can help create a more dynamic, interactive, and relevant learning environment for students' daily lives, thereby improving the overall quality of education. The positive experience of implementation at MTs YAPI Pakem shows that this model is worthy of consideration and wider application in various other educational institutions.

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