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PROJECT-BASED LEARNING ASSISTED BY DIGITAL SCRAPBOOK TO IMPROVE STUDENTS UNDERSTANDING OF FIQH LEARNING

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ABSTRACT
This study aims to implement a project-based learning model assisted by digital scrapbooks in an effort to improve students understanding of fiqh learning. The background of this research is the low level of student comprehension in fiqh learning, as indicated by limited active participation and poor learning evaluation results observed during the pre-cycle phase. The research employed a classroom action research method, following the design developed by Stephen Kemmis and Robin McTaggart (1988), which consists of four stages: planning, action, observation, and reflection. The research subjects were students of class XI-6 at MAN 1 Majalengka, and the study was conducted in two cycles. Data collection techniques included tests (pre-test and post-test scores) and non-test methods (observation and documentation). The data analysis technique used was descriptive quantitative analysis by calculating the percentage of learning mastery, both individually and classically. Learning mastery was determined based on the Minimum Mastery Criteria (KKM), which was set at 70. The results of the study showed a significant improvement in students' understanding, both individually and classically. The average student score increased, and the percentage of classical mastery exceeded 90%. These findings indicate that the implementation of the Project-Based Learning model assisted by digital scrapbooks is effective in improving students' comprehension in fiqh learning. The researcher recommends further research to involve larger and more diverse samples, and it is suggested that this learning model be applied to different materials or levels to test the consistency of its effectiveness.

INTRODUCTION

Education is one of the main pillars in developing quality human resources, because through education individuals can develop their potential (Bendermacher et al., 2019; Muhtarom, 2019; Sanga & Wangdra, 2023). In the context of Islamic religious education, especially fiqh subjects, mastery of fiqh material plays a very important role in life because fiqh lessons are one of the foundations in studying and understanding Islamic teachings practically (Irawan, 2024). Fiqh not only teaches religious theories, but also teaches religious values and equips students with life values to produce the expected generation (Mansir, 2021, Arif et al; 2025). However, there are still obstacles in the fiqh learning process, one of the main obstacles in fiqh learning is the difficulty of students in

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understanding the lesson (Hafizatul et al., 2024). In addition, limited learning resources, difficulties in applying theory to real-life situations, as well as the lack of interactive teaching methods and discussion opportunities have led to low student engagement, resulting in monotonous learning and suboptimal understanding (Andriana Encep et al., 2023). Therefore, to make fiqh learning effective, interesting, and relevant for students, special attention is needed to address these problems. So, students can understand and apply Islamic teachings in everyday life.

Field research observations also show that many students still have difficulty in understanding the fiqh lessons taught. In addition, the approach used in fiqh learning often tends to be conventional, such as lectures or just reading LKS books that do not sufficiently encourage active involvement of students, resulting in low interest in learning and limited students in understanding fiqh lessons. Of the 22 students in grades XI-6, only 2 children could re-explain the material that had been learned without being pointed, then only less than 5 children actively asked critical questions. While the rest only spoke when pointed. Based on the results of field observations, it can be concluded that students' interest in learning and understanding in fiqh lessons is still less than optimal. This can be seen from the critical attitude and activeness of students during the learning process. Based on data taken from the field, researchers feel it is important to make learning more active by combining technology, so that students can be directly involved in the teaching and learning process.

By integrating technology and active learning methods, the Project Based Learning model offers a promising innovative approach to addressing challenges and is relevant to the needs of today's learners by effectively incorporating technology into the classroom (AlAli, 2024; Ashraf et al., 2025; Zavalevskyi et al., 2023). This approach emphasizes learners to play an active role in the learning process in the classroom (Fadiyah Andirasdini & Fuadiyah, 2024). The results of (Anggraini & Wulandari, 2020) research state that the application of the project based learning model has a positive effect on learner activity, thus supporting the improvement of learner outcomes and understanding in learning. Then the results of research by (Rehani & Mustofa, 2023), also stated that project-based learning can improve students' critical thinking patterns and encourage their involvement in learning. In this model, students are asked to design, implement, and evaluate projects related to a particular topic or theme. Furthermore, a study by (Rachman & Nurhanifansyah, 2024), explored the integration of Project-Based Learning in Islamic religious education, highlighting its strategies, challenges, and effectiveness. The findings indicate that Project-Based Learning enhances students' understanding of religious content, learning motivation, active engagement, and collaboration skills. This project is designed to encourage students to innovate, solve problems, and think critically (Jayanti et al., 2024). Project Based Learning does not only focus on the final results of the project but also focuses on the learning process that takes place while students are making the project. This approach teaches students to conduct research, exploration, and reflection which provides a deeper understanding of the concepts learned so that they can relate them to life (Hardiana, 2023). The project-based learning model with website development is very important considering the demands of education in this digital era which demands the development of students' creative and collaborative skills (Marini et al., 2025).

In the implementation of Project Based Learning, it is combined with scrapbook media developed using a digital platform such as Canva as a medium to present students' work that can improve students' skills in using technology, collaboration, and critical thinking in completing the given project. Scrapbook media is a collection of pages that are arranged creatively by combining text, images, and various other interesting visual elements (Delacruz & Bales, 2010). This media is not only interesting, but also makes it easier for students to understand the material because it offers to be creative with the material to be studied (Khaningrum et al., 2023). In today's digital era, the Canva application is also very useful in making this scrapbook media. Canva offers various templates to make it easier for students to design to create interesting works (Fitriani et al., 2024).

Previous literature studies have shown that the use of interactive media in learning can improve students' understanding. Research by (Khaningrum et al., 2023) shows that project-based learning with Canva-based scrapbook media on Biodiversity and Culture material can improve learning outcomes and encourage active participation of students during the learning process. In addition, research by (Alfianti & Rahmah, 2024) showed that the use of digital tools in learning can increase student interest and involvement. However, although there are many studies that examine the use of project-based learning models and the use of digital media in learning, there has been no research that specifically examines the use of project-based learning models with digital scrapbook media to improve students' understanding in the context of fiqh subjects. This is an opportunity to conduct further research to provide new contributions to the development of more interactive learning methods.

METHODS

The type of research used is the classroom action research method using a research design referring to Stephen Kemmis and Robin McTaggart in 1988 which was carried out in 2 cycles with four stages, namely action planning, action implementation, observation, and reflection (Altrichter et al., 2002; Marselus, 2021). Each stage is interrelated and forms a recurring cycle aimed at improving student understanding (Sukardi, 2022). This research was conducted at MAN 1 Majalengka, Talaga District, Majalengka Regency, West Java. The subjects of this study were 22 students from class XI-6 in the 2024/2025 academic year, consisting of 15 male students and 7 female students. Based on the pre-cycle results, most students showed a low level of understanding of fiqh material, with an average score below the Minimum Completion Criteria (KKM) set at 70. This condition served as the basis for the implementation of actions in this study. This study used descriptive analysis that focused on collecting data to describe the conditions or phenomena that occurred in the field and provide an understanding of the results of the actions that had been carried out. To obtain an overview or data on the effectiveness of the actions taken, the researcher used test results (pre-test and post-test scores) and non-tests (observation and documentation) (Najjatul, et al 2023; Arif et al, 2022). The validity of the test instruments was tested using expert judgment by the subject teacher and supervising lecturer, while reliability was strengthened by using a consistent observation format in each cycle. The quantitative data were analyzed by calculating the percentage to observe the improvement in students' understanding of fiqh learning. The comparison between the pre-test and post-test scores was analyzed to identify significant changes after the implementation of the Project-Based Learning model using digital scrapbook media. Thus, the researcher can assess how much the model influenced the improvement of students' understanding.

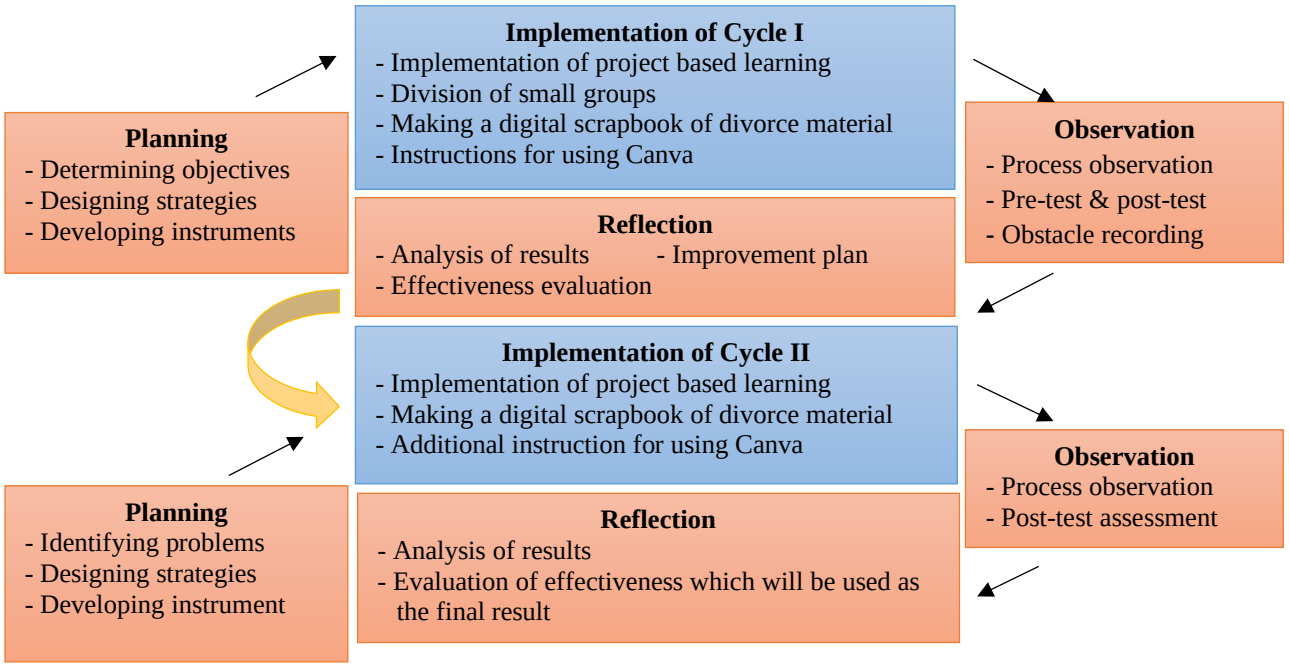


Figure 1. Steps for implementing the action

RESULTS AND DISCUSSION

From the results of field observations, the initial conditions of class XI-6 students of MAN 1 Majalengka in understanding the fiqh learning material still experience difficulties. On April 17, 2025, a pre-test of the fiqh lesson content was held. The results of the pre-test are used as a reference to determine the initial conditions of students before being given action. The following is a table of the pre-cycle of learning understanding of class XI-6 students.

Table 1. Students' understanding of learning in the pre-cycle stage

Learning Outcome	Criteria Range of Values	Frequency
Very Good	90-100	1
Good	80-89	0
Enough	70-79	3
Less	0-69	18

Classical Completion = 18.82%
Average Score = 51.86

From the results of observations during the pre-cycle, it can be seen that the students' pre-cycle learning understanding is still relatively low, with classical completeness of only 18.82% and an average value obtained of 51.86, which indicates significant difficulties in understanding fiqh material.

In cycle I, the initial stages carried out by the researcher were determining the learning topic, compiling teaching modules using the project-based learning model, and preparing Canva media and its guides. In addition, the researcher also prepared observation sheets to monitor the learning process, and prepared the research instruments needed for data collection.

The implementation time of cycle I was on April 17, 2025 with a duration of 2x45 minutes and learning was carried out according to the teaching module that had been prepared. At this stage, the researcher conveyed the learning objectives and a brief introduction to the use of scrapbook media and the Canva application, then explained how to make a digital scrapbook, and each student formed a small group and was then given the task of making one part of the Divorce material. Then, the researcher guided students to access Canva and create a digital scrapbook design and the researcher invited students to discuss the contents of the material and how to make a scrapbook, and in the closing activity, each group presented the results of their project in front of the class.

In making digital scrapbooks, several groups spent time discussing how to present divorce material in an interesting and informative form. For example, the group tasked with explaining the "terms of divorce" chose to use illustrative images in their design in Canva, and added explanatory text on each page of the digital scrapbook. One group that had limited understanding of the material initially relied on templates in Canva without too much customization. However, with guidance from the researcher who provided more detailed directions, they began to change the design elements according to more in-depth and relevant material.

Researchers observed the results of the digital scrapbook project by paying attention to creativity, understanding of the material, and the use of Canva. Researchers observed the results of the digital scrapbook project based on the prepared format by paying attention to creativity, understanding of the material and the use of Canva. Most students succeeded in making scrapbook projects using Canva well because they were familiar with the application, which made it easier to carry out learning.

However, based on the results of observations, researchers found several obstacles that caused learning not to run optimally, including students who were less active in discussing and conveying their ideas in groups so that there were several students who were seen when making the project and there were also challenges in managing limited time which resulted in students not being able to complete the project properly within the specified time. The following is the understanding of student learning at the first cycle stage.

Table 2. Students' understanding of learning in the cycle I stage

Learning Outcome	Criteria Range of Values	Frequency
Very Good	90-100	8
Good	80-89	4
Enough	70-79	3
Less	0-69	7

Classical Completion = 68.82%
Average Score = 75.91

Cycle I research learning has not been maximized due to several factors including challenges in limited time management which resulted in students not being able to complete the project properly within the specified time. This affects the final results of the project produced which do not reflect maximum understanding of the material being studied. So the researcher improved and continued to cycle II. The learning results in cycle I obtained data from a total of 22 students, there were 8 students who obtained scores in the "very good" category with a score range of 90-100. In addition, there were 4 students in the "good" category with a score range of 80-89 which indicated that they had achieved an understanding of the material that had been taught. However, there were 3 students who were in the "sufficient" category with a score range of 70-79 which indicated that they still needed reinforcement in understanding the material. What needs to be noted is the 7 students who are in the

"less" category with a score range of 0-69, which indicates that they have not achieved the expected completion criteria and require more attention in the learning process. From the analysis results, classical completeness reaching 68.82% indicates that around 69% of students have succeeded in meeting the set completeness, although there is still room for improvement. The average overall score of students is 75.91 which reflects that in general students have a fairly good understanding of the material taught. However, these results also indicate the need for implementation of cycle II to achieve better understanding.

Cycle II was implemented on April 24, 2025 with a duration of 2x45 minutes. The initial stage in cycle II began with revising the open module and learning strategy. The researcher added a more specific direction in the group work guide, including the division of roles for each group such as leader, designer, material recorder and presenter. The goal is to ensure that all participants actively participate in making the project. Furthermore, the researcher rearranged the project implementation timeline to make it more structured. The implementation time is divided into several sessions starting from planning, discussion, design work and presentation preparation.

In the implementation stage, learning still refers to the project-based learning model. Students are divided into groups that have been determined in cycle I and given the task of developing predetermined material, namely about divorce. Researchers provide guidance and actively observe and record the process of cooperation and understanding of the material for each group. Here, researchers also integrate the use of digital scrapbooks to facilitate group interaction and discussion. In the discussion session, each group is asked to record their important ideas about the divorce material in a digital scrapbook, which is then shared among group members and uploaded to the Canva platform. This not only facilitates collaboration between group members but also allows researchers to monitor the development and understanding of each group directly.

For example, one group discussing the material on divorce conditional used a digital scrapbook to record important points they discussed. After that, they shared the notes on the Canva platform to get direct feedback from the researcher, who revised and emphasized parts that were not well understood. This approach helped accelerate students' understanding because they could immediately see ideas from other groups and learn from each other.

In the observation stage, the researcher used the observation sheet that had been made in cycle I. The results of the observation in cycle II showed that students were more active in discussing and contributing ideas in making scrapbooks. Students were also able to complete their projects on time according to the instructions and were able to demonstrate their understanding of the material they created as seen from the presentation of each group. The following is the students' learning understanding in cycle II.

Table 3. Students' understanding of learning in the cycle II stage

Learning Outcome	Criteria Range of Values	Frequency
Very Good	90-100	14
Good	80-89	5
Enough	70-79	1
Less	0-69	2

Classical Completion = 90.91%
Average Score = 90.59

From the interview results, most students expressed that the use of digital scrapbooks made learning more interesting and easier to understand. The discussion process in groups encouraged them to understand the material more deeply before being poured into digital designs. In addition, students

also felt more responsible because they had special roles in their groups, such as leaders, design designers, material recorders and presenters. Several quotes from students support this research. One student said that learning fiqh became more enjoyable because they could present the material in a creative way through pictures and designs. Another student stated that they understood the material better because they had to discuss it with the group before visualizing it in a scrapbook. There were also students who felt that group work in cycle II was more organized and efficient because there was a clear division of roles.

This increase in participation has a direct impact on student understanding. This shows that the project results in cycle II showed an increase that reflects that student understanding of the material increased significantly compared to the previous cycle. Classical completion increased to 90.91% with an average value increasing to 90.59. This reflects the success of the improvements made in planning and implementation in cycle II. This increase not only includes understanding of the material, but also student involvement in discussions and the quality of the resulting project.

DISCUSSION

The success of improving students' understanding in fiqh learning in class XI-6 MAN 1 Majalengka cannot be separated from the implementation of the project-based learning model supported by Canva-based digital scrapbook media (Arif, et al 2023). This model allows students to be actively involved in the learning process that emphasizes collaboration, creativity, and critical thinking (Nelawati, et al, 2023). Through the digital scrapbook making project, students can express their understanding visually, so that fiqh material, especially about divorce, becomes easier to understand and remember.

The results of observations in the pre-cycle showed that students' understanding was still low, with classical completion of only 18.82% and an average score of 51.86. This indicates that the conventional approach used previously has not been able to bridge students' understanding of fairly complex material. The implementation of PjBL in cycle I had an initial positive impact, seen from the increase in classical completion to 62.82% with an average score of 75.91. However, several obstacles such as limited time for project completion and less than optimal division of tasks in groups hampered the achievement of maximum results. Improvements in strategies in cycle II, especially in more effective time management and clearer division of roles, have been shown to significantly improve learning outcomes (Nurulloh et al 2020; Ma'arif & Rofiq, 2018). Classical completion increased to 90.91% with an average score of 90.59. This shows that improvements in implementation can encourage students to complete projects more optimally and understand the material more deeply.

This finding is in line with research (Widiastari & Puspita, 2024) which shows that the use of digital media in learning can increase students' interest and active participation. However, this study provides further contributions by emphasizing the collaborative aspect of the project-based learning model itself. Collaboration between students in compiling digital scrapbooks encourages discussion and shared understanding, which results in stronger conceptual understanding. Thus, the integration between project-based learning models and digital technologies such as Canva has proven effective in the context of fiqh learning, which has previously been rarely explored.

CONCLUSION

Based on the results of the study, it can be concluded that the results of the pre-cycle of students are still relatively low, with classical completeness of only 18.82% and an average value obtained of 51.86. Then, classical completeness from 62.82% in cycle I increased to 90.91% in cycle II with an average value increasing from 75.91 to 90.59 so it can be said that the application of the project based learning model with the help of digital scrapbooks can improve the understanding of class XI-6 students of MAN I Majalengka on fiqh material, especially divorce material.

In general, the findings of this study contribute to the development of creative learning practices that integrate digital technology in project-based learning contests. However, this study also has limitations, one of the main limitations is the relatively small sample size that may not fully represent the population of students in the school. In addition, this study was only conducted in one school context that certainly has different characteristics from other schools so that the results can be generated to a wider population. Based on the results and limitations, the researcher recommends further research to involve larger and more diverse samples, and it is suggested that this learning model be applied to different materials or levels to test the consistency of its effectiveness.

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