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The Effect of the Problem-Based Learning Model with Deep Learning Approach on Students' Fiqh Learning Outcomes

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ABSTRACT

Fiqh learning at MTs Negeri 1 Yogyakarta is still dominated by conventional teacher-centered methods, resulting in low student activity and difficulty in understanding the material in depth. The use of conventional methods makes learning in Fiqh lessons tend to be monotonous, and student scores remain at the average minimum passing grade (KKM) of 76. This study aims to analyze the effect of applying the Problem-Based Learning (PBL) model with a Deep Learning approach on the Fiqh learning outcomes of eighth-grade students at MTs Negeri 1 Yogyakarta. The research method used was a quasi-experimental quantitative method with a nonequivalent control group design. Data were collected through test instruments in the form of pre-tests and post-tests that had been tested for validity and reliability. The results of the hypothesis test using the Mann-Whitney Test showed an Asymp. Sig. (2-tailed) value of 0.040 (< 0.05), which proved that there was a significant difference in learning outcomes between the control class and the experimental class. Furthermore, the N-Gain test results showed a mean value of 0.3862, indicating that the improvement in student learning outcomes was in the moderate category. These findings conclude that the integration of the Problem-Based Learning model with the Deep Learning approach is effective in improving students' cognitive learning outcomes compared to the use of conventional methods, as well as being able to encourage a more comprehensive understanding of the material.

Keywords: *Problem-Based Learning, Deep Learning, Learning Outcomes, Islamic Jurisprudence*

ABSTRAK

Pembelajaran Fikih di MTs Negeri 1 Yogyakarta masih didominasi oleh metode konvensional yang berpusat pada guru, sehingga menyebabkan rendahnya aktivitas siswa dan kesulitan dalam memahami materi secara mendalam. Penggunaan metode konvensional menjadikan pembelajaran pada Mata Pelajaran Fikih cenderung monoton dan nilai peserta didik masih pada rentan rata-rata nilai KKM (Kriteria Ketuntasan Minimal) yang ditetapkan, yaitu 76. Penelitian ini bertujuan untuk menganalisis pengaruh penerapan model Problem Based Learning (PBL) dengan pendekatan Deep Learning terhadap hasil belajar Fikih siswa kelas VIII MTs Negeri 1 Yogyakarta. Metode penelitian yang digunakan adalah kuantitatif jenis eksperimen semu (quasi experiment) dengan desain nonequivalent control group design. Data dikumpulkan melalui instrumen tes berupa pretest dan posttest yang telah teruji validitas dan reliabilitasnya. Hasil uji hipotesis menggunakan analisis Mann-Whitney Test

menunjukkan nilai Asymp. Sig. (2-tailed) sebesar 0,040 (< 0,05), yang membuktikan adanya perbedaan hasil belajar yang signifikan antara kelas kontrol dan kelas eksperimen. Selanjutnya, hasil uji N-Gain menunjukkan nilai rata-rata (mean) sebesar 0,3862, yang mengindikasikan bahwa peningkatan hasil belajar siswa berada pada kategori sedang. Temuan ini menyimpulkan bahwa integrasi model Problem Based Learning dengan pendekatan Deep Learning efektif dalam meningkatkan hasil belajar kognitif siswa dibandingkan dengan penggunaan metode konvensional, serta mampu mendorong pemahaman materi yang lebih komprehensif.

Kata Kunci**:** *Problem Based Learning, Deep Learning, Hasil Belajar, Fikih*

INTRODUCTION

Education is an effort to improve a person's quality of life, and everyone has the right to receive it (Actavera et al., 2024). Through education, teachers impart knowledge to students so that they learn, acquire knowledge, skills, and behavioural changes (Sholikhah & Zahrotin, 2021). Education also plays a role in shaping character, ethics, developing faith, piety, and good morals in students. These objectives can be achieved through Islamic religious education.

One subject in Islamic religious education is Fiqh. Fiqh teaches the procedures for worship and muamalah in accordance with sharia law (Ramdaniyah et al., 2025). The success of teaching Fiqh material greatly depends on how the learning process is managed in the classroom. Based on interviews with Fiqh teachers at MTs Negeri 1 Yogyakarta, Fiqh learning at the school still uses conventional methods, resulting in a more teacher-centred approach, with students becoming passive and easily bored by theoretical, monotonous learning methods. A further impact of this condition is low student enthusiasm, which leads to suboptimal learning outcomes.

This problem requires a solution in the form of a model and approach that can make students more active in the classroom. One relevant active learning model for learning is Problem-Based Learning (PBL) (Darwati & Purana, 2021). Problem-Based Learning is learning based on contextual problems, with research to solve them. Problem-Based Learning is a learning model that focuses on students by confronting them with real-life problems. In this learning model, a teacher serves only as a facilitator, allowing students to learn to solve a problem by analysing it using their own abilities (Meilasari et al., 2020). The goal of the PBL model is to train students to think critically and at a high level (Fauzia, 2018).

In addition to learning models, another factor that contributes to quality and relevant education is the implementation of a comprehensive and integrated learning approach (Basir, 2017). At the end of 2024, the Minister of Primary and Secondary Education, Abdul Mu'ti, proposed the idea of the Deep Learning (Suwandi et al., 2024). Deep learning was proposed as a solution to improve the quality of education in Indonesia. The Deep Learning approach focuses on learning through critical analysis,

the relevance of new information to existing knowledge, and its application in real-world contexts (Diputera et al., 2024). Deep Learning has three main principles, namely mindful, meaningful, and joyful (Syafi'i & Darnanengsih, 2025).

Deep learning makes learning more in-depth, contextual, and meaningful, thereby encouraging students' critical thinking, creativity, and problem-solving (Rahayu et al., 2025). Deep learning not only focuses on improving academic abilities but also shapes creativity and empathy. In teaching, Deep Learning connects the material taught with real life (Prawiyogi & Rosalina, 2025). Deep Learning shapes students who are not only cognitively intelligent but also independent, dignified, and ready to face global challenges (Rahman et al., 2023).

Based on the above explanation, the Problem-Based Learning model can be combined with the Deep Learning approach to strengthen and deepen students' understanding. The Deep Learning approach can encourage students to develop a deep understanding, think critically, and connect knowledge to real-life experiences and contexts (Akmal et al., 2025). The Deep Learning approach emphasises the importance of learning that fosters deep, continuous understanding (Sumarto & Harahap, 2025). Deep learning is related to inquiry-based learning and problem-solving. This approach allows students to actively learn the material and find solutions through problem solving, either in groups or independently (Waruwu & Setiawati, 2025).

This study aims to analyse the effect of implementing the Problem-Based Learning model with a Deep Learning approach on the Fiqh learning outcomes of eighth-grade students at MTs Negeri 1 Yogyakarta. This study is expected to contribute significantly to the development of more effective PAI learning innovations and to serve as a reference for educators in creating a learning environment that not only develops cognitive intelligence but also fosters meaningful understanding of students' lives.

METHODS

This study uses quantitative research methods. Quantitative research is used to examine a specific population or sample using instruments and statistical data analysis to test hypotheses (Sugiyono, 2018). The quantitative research method is used to verify findings through numerical statistical analysis in solving research problems (Sihotang, 2023). In quantitative research, the data processed is statistical or quantitative in nature to test the established hypothesis (Waruwu, 2023). This research is quasi-experimental, consisting of two classes: an experimental and a control class. The application of quasi-experiments in this study is to find a difference in treatment from other things under controlled conditions (Maula et al., 2023).

The design of this study is a nonequivalent control group design. In a nonequivalent control group design, both groups of subjects take a pretest and a posttest, and subjects are not randomly selected (Abraham & Supriyati, 2022). The study was conducted at MTs Negeri 1 Yogyakarta, located at Kamendungan No. 566, Yogyakarta City, Special Region of Yogyakarta. The population in this study comprised all eighth-grade students at MTs Negeri 1 Yogyakarta, totalling 223 students (105 male and 118 female). The sample used comprised two classes, VIII D and VIII F, at MTs Negeri 1 Yogyakarta. The total number of samples was 60 students, comprising 28 males and 32 females. The sampling technique used was cluster random sampling (Wahab & Junaedi, 2022).

The data collection technique in this study used a test technique. A test is a data-collection technique used for measurement and assessment in the education (Faiz et al., 2022). Tests are among the evaluation tools used in the field of educational assessment (Putri et al., 2022). Test instruments consist of subjective and objective tests. This study used an objective multiple-choice test. It is said to be objective because it has clear answer keys, allowing it to be assessed or scored objectively (Magdalena et al., 2021). The multiple-choice test used consisted of 25 questions with answer options a, b, c, and d. This test aimed to measure the effect of the Problem-Based Learning model, combined with a Deep Learning approach, on student learning outcomes. The test was given to students before the treatment (pretest) and after the treatment (posttest) in both the experimental and control classes.

The data analysis technique in this study was quantitative. Data analysis in quantitative research consists of data processing and presentation, performing calculations to describe the data, and testing hypotheses (Sofwatillah et al., 2024). Data analysis in this study included testing the validity and reliability of the instruments, testing the prerequisites, testing the hypotheses, and testing the N-Gain. The data were analysed using SPSS 21 to answer the research questions and hypotheses (Ramadhani & Bina, 2021).

RESULT

1. Instrument Validity Test

   The research instrument, in the form of test questions (pretest-posttest), was tested for validity before use in the study (Windasari & Syofyan, 2019). The pretest and posttest instruments, consisting of 25 multiple-choice questions, were reviewed with the thesis supervisor, Mr MAR, and then tested for validity by two experts: Mr RDN and Mrs LK.

   After the validity test, the 25 questions were administered to 121 eighth-grade students at MTs Negeri 1 Yogyakarta. The test results were then processed using SPSS 21. The validity test was conducted using SPSS 21, comparing the

Corrected Item-Total Correlation (calculated r) with the table r (Anggraini et al., 2022). There were 121 respondents, and the significance level was 0.05, resulting in a table R value of 0.178. Table R is the minimum threshold for the relationship between an item and the total score. If the relationship is greater than 0.178, the item is considered valid for measurement.

After processing in SPSS 21, the results of the multiple-choice questions indicated which items were valid and which were invalid. The decision-making criteria based on the significance level were that if the calculated r > the table r (0.178), then the item was declared valid. If the calculated r ≤ 0.178, then the item was declared invalid. The items are declared valid because their calculated r values are greater than the table r (Anggraini et al., 2022). Thus, based on the validity test results, 3 of 25 questions are invalid, leaving 22 valid.

2. Instrument Reliability Test

After the instrument underwent validity testing, it was then subjected to reliability testing. Reliability test results for 25 multiple-choice questions, using SPSS 21, yielded a value of 0.543. Reliability is indicated by the reliability coefficient, which ranges from 0 to 1 (Farida & Musyarofah, 2021) The higher the reliability score, the more consistent the measurement results (Lutfiana et al., 2023). Thus, the reliability test result for this research instrument (0.543) is categorised as moderate or sufficiently reliable for measurement. Therefore, this test instrument is deemed sufficiently reliable and can be applied in research.

3. Student Learning Outcomes

The learning outcomes of eighth-grade students in Fiqh were obtained from multiple-choice tests administered by the researcher. The tests were conducted before and after the treatment was applied in the classroom, namely as pre- and post-tests. The tests were conducted to explain the initial situation before and after the treatment was given to the class (Siregar et al., 2023). The experimental class received a treatment based on a Problem-Based Learning model with a Deep Learning approach. Meanwhile, the control class was taught using conventional learning methods.

After the research was conducted, the pretest results from the experimental class were obtained. In the experimental class, class VIII F at MTs Negeri 1 Yogyakarta had an average pretest score of 87.6, with a minimum of 68 and a maximum of 100, from 30 students. Meanwhile, the pretest results for the control class, class VIII D, had an average score of 87.7, a minimum of 72, and a maximum of 100, from 30 students.

Based on the pretest results, the researcher continued the study by conducting two meetings for the experimental class using the Problem-Based Learning model with a Deep Learning approach. At the end of the second meeting,

the researcher administered a posttest to the experimental class, yielding an average score of 94.9, with a minimum of 76 and a maximum of 100. Meanwhile, the control class, which used conventional methods, received a posttest from the researcher, with an average score of 92.9, a minimum of 76, and a maximum of 100.

The following are diagrams of the pretest and posttest scores for the experimental class in Figure 1 and the control class in Figure 2.

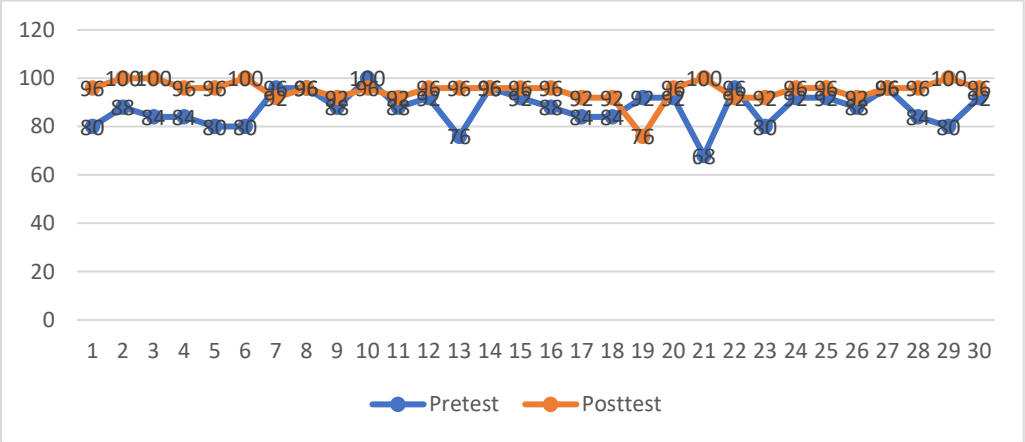

Figure 1. Diagram of Pretest and Posttest Scores for Fiqh Subject in the Experimental Class

The pretest for the experimental class, class VIII F, with 30 students, yielded a maximum score of 100 and a minimum of 68, with an average pretest score of 87.6. In the posttest assessment, the maximum score was 100, the minimum score was 76, and the average score was 94.9.

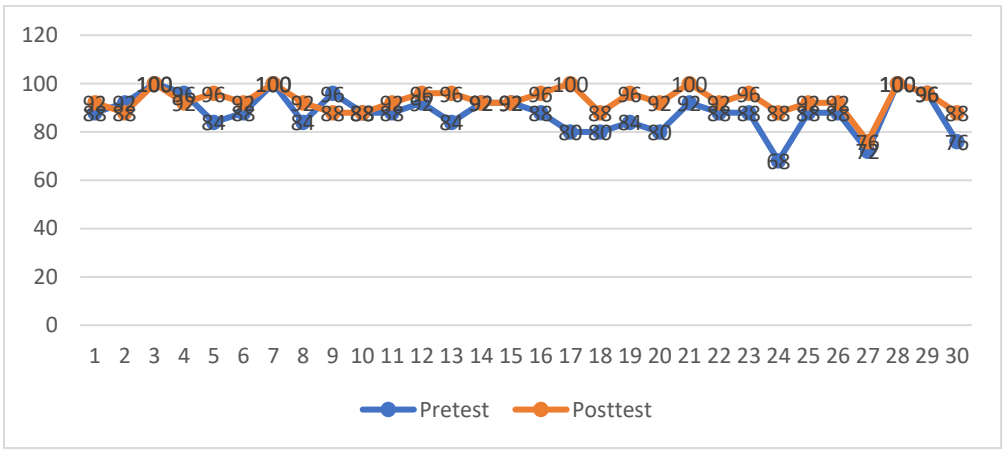

Figure 2. Diagram of Pretest and Posttest Scores for Fiqh Subject in the Control Class

The pretest in the control class, class VIII D with 30 students, yielded a maximum score of 100, a minimum of 72, and an average of 87.7. In the posttest assessment, the maximum score was 100, the minimum score was 76, and the average score was 92.9.

4. Prerequisite tests

Before conducting hypothesis testing in this study, prerequisite tests must first be carried out. Prerequisite tests are conducted to ensure that the information used in statistical analysis meets the assumptions required for the appropriate statistical methods (Ulum et al., 2024). The prerequisite test includes a normality test and a homogeneity test (Nasar et al., 2024).

Normality Test

The normality test is used to determine which statistical tests to use in the study (Nasrum, 2018). The normality test in this study uses the Shapiro-Wilk test because the sample sizes are < 50 per group. Based on the results of the normality test using SPSS 21, the following results were obtained:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Kontrol	.180	30	.014	.947	30	.143
Posttest Kontrol	.194	30	.005	.871	30	.002
Pretest Eksperimen	.162	30	.043	.945	30	.124
Posttest Eksperimen	.295	30	.000	.682	30	.000

a. Lilliefors Significance Correction

Figure 3. Results of Normality Test of Pretest and Posttest Data Using SPSS 21

From Figure 3, the normality test data above show that the pretest data in the control class have a significance value of 0.143, and the pretest data in the experimental class have a significance value of 0.124. Both pretest data are normally distributed because the p-values are greater than 0.05.

The next data, namely the post-test normality test results for the control class, showed a significance value of 0.002 and for the post-test for the experimental class, 0.000. Both post-test data sets for the control and experimental classes were not normally distributed. This was because the post-test significance value was less than 0.05. The post-test data were not normally distributed, possibly due to the accumulation of high post-test scores.

Homogeneity test

The homogeneity test is used to determine whether several population variants in the study are the same (homogeneous) or not (Usmadi, 2020). The homogeneity test using SPSS 21 produced the data shown in the figure below.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	1.211	1	58	.276
	Based on Median	1.509	1	58	.224
	Based on Median and with adjusted df	1.509	1	57.866	.224
	Based on trimmed mean	1.866	1	58	.177

Figure 4. Homogeneity Test Results

The results of the Levene test for homogeneity indicated a significance value of 0.224. This value exceeds the significance level of 0.05 for the homogeneity test.

Thus, the pretest and posttest data in the experimental and control classes have homogeneous variances.

5. Hypothesis Testing

Hypothesis testing is a statistical method used to draw scientific conclusions (Rahayu & Sumargo, 2021). Hypothesis testing in this study was used to determine whether the Problem-Based Learning model with a Deep Learning approach affected student learning outcomes. The hypothesis test was conducted using the nonparametric Mann-Whitney statistic because the data were not normally distributed (Sumbri & Dzikrullah, 2024).

The hypothesis test using the nonparametric Mann-Whitney test in SPSS 21 produced the results shown in the figure below.

Mann-Whitney Test

Ranks

	Kelas	N	Mean Rank	Sum of Ranks
Nilai	Posttest Kontrol	30	26.10	783.00
	Posttest Eksperimen	30	34.90	1047.00
	Total	60		

Test Statistics[a]

	Nilai
Mann-Whitney U	318.000
Wilcoxon W	783.000
Z	-2.050
Asymp. Sig. (2-tailed)	.040

a. Grouping Variable: Kelas

Figure 5. Hypothesis Test Results

The analysis of Figure 5 above yielded an Asymp. Sig. (2-tailed) value of 0.040. This value is smaller than the significance level set at 0.05. According to the decision-making rule, if the p-value of the hypothesis test is less than 0.05, H0 is rejected, and Ha is accepted (Akbar et al., 2024).

H0: The Problem-Based Learning model with a Deep Learning approach does not affect students' fiqh learning outcomes.

Ha: The Problem-Based Learning model with a Deep Learning approach affects students' fiqh learning outcomes.

Thus, it can be concluded that the Problem-Based Learning model with a Deep Learning approach affects students' fiqh learning outcomes.

6. N-Gain Test

The N-Gain test was conducted to observe and determine the level of increase in student learning outcomes (Kumalasari et al., 2023). The N-Gain test shows the improvement in student learning outcomes before and after implementing the Problem-Based Learning model with a Deep Learning approach in the subject of Fiqh.

The criteria for N-Gain are shown in Table 1 below.

Table 1. N-Gain Criteria

N-Gain	Criteria
N-Gain ≤ 0.3	Low
0.7 ≥ N-Gain > 0.3	Moderate
N-Gain > 0.7	High

In this study, to facilitate the researcher's calculation of the N-Gain test data, the researcher used SPSS 21. SPSS 21 helped the researcher calculate statistics. The N-Gain test data obtained using SPSS 21 are shown in the figure below.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	29	-2.00	1.00	.3862	.67907
NGain_Persen	29	-200.00	100.00	38.6207	67.90672
Valid N (listwise)	29				

Figure 6. N-Gain Test Results

Based on the N-Gain test results in SPSS 21, the experimental class had an average N-Gain Score of 0.3862 with a standard deviation of 0.67907. Based on these results, the N-Gain test in this study is categorised as moderate. Students experienced improved learning outcomes after receiving treatment through a Problem-Based Learning model with a Deep Learning approach in the subject of Fiqh. However, they did not yet reach the high N-Gain value category.

DISCUSSION

Based on the research conducted, the average pretest score for the control class was 87.73, while the average pretest score for the experimental class was 87.6. Based on the pretest results, a Levene test was conducted, yielding a p-value of 0.224, which is greater than 0.05, indicating that the homogeneity assumption was met. This can be interpreted as indicating that there was no difference in the pretest scores of the control and experimental class students before treatment (Sianturi, 2022). It can be concluded that the control and experimental classes had the same initial abilities in the material on *sujud sahwi*, *sujud syukur*, and *sujud tilawah*.

After implementing learning using the Problem-Based Learning model with a Deep Learning approach in the experimental class and conventional methods in the control class, learning outcomes were measured by administering a post-test. The results showed that the average post-test score for the control class was 92.93, while the average score for the experimental class was 94.93.

The results showed that the experimental class, which received treatment through the Problem-Based Learning model with a Deep Learning approach, had a 7.33-point increase in learning outcomes. In contrast, the control class with the conventional method had a 5.20-point increase. Thus, the average post-test score in the experimental class was higher than that in the control class.

The experimental class received treatment through a Problem-Based Learning model with a Deep Learning approach in Fiqh. The treatment was given twice in Fiqh lessons. The advantage of this method is that students learn to solve contextual problems with a deep understanding. The problems given to students were adjusted to the material they were studying. The Fiqh material studied in this research was *sujud sahwi, sujud syukur, and sujud tilawah*.

The delivery of material and learning activities for Fiqh on sujud sahwi, sujud syukur, and sujud tilawah was more effective when using the Problem-Based Learning model with a Deep Learning approach than with conventional methods. Through the Problem-Based Learning model, students are given problems related to everyday life (Firdaus et al., 2021). Students are invited to solve problems to practice analysing, applying, and evaluating the complex contextual problems they face. This can train students to think critically (Nurjanah et al., 2025).

In addition to using the Problem-Based Learning model for students, this study also combines it with the Deep Learning approach. The Deep Learning approach with its three principles, namely meaningful, mindful, and joyful, makes the study of Fiqh not only a textual matter to be memorised and remembered (Mukhoyaroh et al., 2025). With the Deep Learning approach, Fiqh is studied as a set of spiritual and ethical values relevant to life, so that students can channel or transfer their knowledge into their daily lives (Fatmawaty, 2024).

The application of the Problem-Based Learning model with a Deep Learning approach in the experimental class went through several stages. These stages included problem presentation, problem identification, problem-solving planning, solution testing, reflection, and evaluation (Siswanto et al., 2025). The researcher gives students problems related to the material being studied, and then divides them into several groups to identify the problems they encounter (Ali & Hartono, 2024). Identification is carried out by exploring information to find a solution to the problem. Information is obtained through various sources, both print and digital. After discussing with their groupmates, the students present their results to the class. The teacher and all students in the class listen and provide feedback. The teacher assesses the learning process and the students' final results.

Apart from the learning process, the effect of the Problem-Based Learning model with a Deep Learning approach can be seen in the post-test results of the experimental class, which show higher learning outcomes than those of the control class. The control class has lower learning outcomes because its instruction still uses conventional methods. Conventional methods make learning more teacher-centred (Fahrudin et al., 2021). Students become passive in the classroom, which affects their learning outcomes (Prameswara & Pius X, 2023). The average improvement in student learning outcomes based on the N-Gian test conducted shows a moderate level.

Although not yet in the high category, applying the Problem-Based Learning model with a Deep Learning approach still improves student learning outcomes.

The results of this study are relevant to the Problem-Based Learning model and the Deep Learning approach. In the PBL model, students are placed as active participants in the classroom through real-world problem-solving (Sakti & Luthfiyah, 2024). They are encouraged by the Deep Learning approach, which teaches students to understand the material more deeply (Anwar & Sodik, 2025). The application of the Problem-Based Learning model with the Deep Learning approach affects student learning outcomes. The influence of the percentage is quite large on student learning outcomes. This can be seen in the N-Gain test results in Figure 6, using SPSS 21. The results of the N-Gain test show that the average increase in student learning outcomes is in the moderate category. Although it has not reached the high category, the application of the Problem-Based Learning model with the Deep Learning approach has increased learning outcomes and led to a more meaningful understanding for students.

The results of the overall tests, ranging from validity and reliability to prerequisite tests and hypothesis tests conducted using SPSS 21 software, show a positive effect. This study successfully answered the research questions that served as its basis. The Problem-Based Learning model, combined with a Deep Learning approach, influenced and improved the learning outcomes of eighth-grade students in the subject of Fiqh, specifically the material on *sujud sahwi, sujud syukur*, and *sujud tilawah*. The results of this study are also supported by previous studies that show the PBL model can improve student learning outcomes.

The results of this study are in line with the research by Rerung, Sinon, & Widyaningsih, (2017), who found that the application of the Problem-Based Learning model improved student learning outcomes in both cognitive and psychomotor aspects. Another study by Djonomiarjo (2020) found that providing the right learning model during the learning process significantly improves student learning activities and outcomes. The study's results indicate a significant difference in learning outcomes between students who use the Problem-Based Learning model and those who use the conventional learning model. The Problem-Based Learning model has been proven to produce higher learning outcomes than conventional methods (Djonomiarjo, 2020). In addition, research by Adnyana (2024) indicates that implementing the Deep Learning approach in learning trains students to think critically and encourages their curiosity about what they are learning. Critical thinking patterns can improve student learning outcomes (Adnyana, 2024).

The results of previous studies are relevant to this study because they show that applying the Problem-Based Learning model can improve student learning outcomes. On the other hand, this study introduces an innovation by combining the Problem-

Based Learning model with the Deep Learning approach. The combination of these models encourages students to think critically in analysing and solving problems in depth. Students will gain in-depth learning experiences with theories that can be applied in everyday life.

CONCLUSION

The application of the Problem-Based Learning model with a Deep Learning approach in Fiqh learning in class VIII MTs Negeri 1 Yogyakarta shows that this model is effective in learning. By presenting problems, students practice critical thinking, and, with the Deep Learning approach, they learn with a deep understanding, not just memorisation. The Problem-Based Learning model with a Deep Learning approach has a positive impact on student learning outcomes, as evidenced by the scores of the experimental and control classes. The experimental class obtained higher scores than the control class.

Based on the results of this study and the discussion, it can be concluded that implementing the Problem-Based Learning model with a Deep Learning approach has a positive effect on the Fiqh learning outcomes of eighth-grade students at MTs Negeri 1 Yogyakarta. Several statistical tests, including validity and reliability tests, prerequisite tests, hypothesis tests, and post-test results for the experimental and control classes, support this conclusion. The results of this study can serve as a reference for teachers in implementing learning models in the classroom. The Problem-Based Learning model with a Deep Learning approach helps students learn consciously, meaningfully, and enjoyably, in accordance with the principles of Deep Learning: mindful, meaningful, and joyful.

For further research, a more innovative and varied learning model can be implemented to encourage student engagement in class. Further research can also examine other aspects of the cognitive, affective, and psychomotor domains.

DECLARATIONS

Author contribution statement

The author is responsible for the entire research process, from designing the methodology to collecting, analysing, and interpreting the data. In the writing process, the researcher utilises Artificial Intelligence (AI) technology, namely Gemini, solely to explore ideas and improve the writing structure. Meanwhile, the data and analysis in this research are the sole responsibility of the author. This research is expected to serve as a reference for Fiqh teachers in their efforts to improve student learning outcomes.

Additional information

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