

## The Effectiveness of Practicum-Based Learning in Improving Students' Learning Outcomes in Fiqh Ibadah and Practice Courses

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### Abstract:

Fiqh Ibadah learning in higher education is often dominated by theoretical approaches that provide limited hands-on experience for students, resulting in suboptimal learning outcomes and insufficient practical competence in performing religious practices. This study aims to analyze the effectiveness of practicum-based learning in improving students' learning outcomes in the Fiqh Ibadah and Practice course. This research employed a quantitative approach using a classroom action research design conducted in two cycles, involving students of the PGMI Study Program at Institut Islam Al-Mujaddid Sabak as research participants. Data were collected through learning outcome tests, student activity observations, and learning documentation, while data analysis utilized descriptive statistics to measure improvements in mean scores and learning mastery percentages. The findings indicate that the implementation of practicum-based learning gradually improved students' learning outcomes from the pre-cycle to the second cycle, accompanied by increased learning engagement and student participation during the instructional process. These results demonstrate that practicum-based learning provides more meaningful learning experiences and enhances both conceptual understanding and practical skills. This study contributes to the development of more applicable Fiqh Ibadah instructional strategies and offers practical implications for lecturers in improving the quality of Islamic education in higher education institutions.

### Keywords:

*Practicum-Based Learning; Learning Outcomes; Fiqh Ibadah; Islamic Education; Higher Education.*



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## INTRODUCTION

Islamic education in higher education currently faces increasingly complex challenges in responding to the demand for improving students' cognitive, affective, and psychomotor competencies simultaneously. The transformation of 21st-century education requires learning processes that shift from lecturer-centered instruction toward student-centered engagement through direct, exploratory, and contextual learning experiences to enhance learning outcomes more effectively (Lestari et al., 2024). Experiential learning approaches have been shown to strengthen students' conceptual understanding through active involvement, including practicum-based learning that enables students to explore and verify concepts independently (Panuluh, 2022). In Islamic education, this approach becomes particularly important because learning outcomes are not limited to conceptual understanding but also include the accurate performance of religious practices according to Islamic jurisprudence (Basri, 2023). Consequently, practicum-based learning is considered a relevant pedagogical strategy for improving learning quality, particularly in Fiqh Ibadah and Practice courses.

Despite these expectations, Islamic education in higher education institutions remains largely dominated by lecture-based and verbal instructional approaches, which limit student engagement and participation. This condition contributes to lower learning outcomes, as students have limited opportunities to develop critical thinking skills and practical competencies (Fitriadi et al., 2024). Furthermore, the limited adoption of active learning strategies has been identified as a major factor contributing to students' low academic achievement and weak practical implementation of Islamic learning materials (Salmiati et al., 2025). Conceptual learning in Fiqh Ibadah without direct practice often leads to students' difficulties in understanding correct worship procedures, resulting in suboptimal learning outcomes (Muhsinin, 2025). These findings indicate a significant gap between the demand for active learning and the persistence of conventional instructional practices, highlighting the need for innovative practicum-based approaches.

Theoretically, practicum-based learning is grounded in constructivist and experiential learning theories, which emphasize that knowledge is actively constructed through meaningful learning experiences (Lestari et al., 2024; Panuluh, 2022). In the context of Islamic education, practicum-based instruction is highly relevant because Fiqh Ibadah materials are inherently applicative, requiring accurate procedural understanding, ritual performance, and the implementation of Islamic legal principles in daily life (Basri, 2023). Previous empirical studies also support this approach, indicating that experiential learning significantly improves students' conceptual understanding and practical competencies (Rahman et al., 2022), while exploratory practice-based learning enhances deeper comprehension of instructional concepts (Hidayat & Prasetyo, 2023). Additional studies demonstrate that practicum-based learning increases student engagement and learning outcomes across Islamic education contexts (Sari et al., 2021; Wahyuni et al., 2022; Kurniawan et al., 2023; Putri & Handayani, 2024; Nugroho et al., 2022). These findings collectively highlight the potential of practicum-based learning to improve Islamic education quality.

However, prior studies reveal notable research gaps. Most investigations focus on secondary schools or "madrasah", while research at the higher education level remains limited. Active learning methods in Islamic education are still predominantly implemented in school settings (Maulana et al., 2021), and practicum-based Fiqh Ibadah research in higher education remains scarce (Suryani et al., 2023). Furthermore, few studies have examined practicum-based Fiqh Ibadah learning using classroom action research designs (Fadillah et al., 2024). Addressing this gap, the present study examines the implementation of practicum-based learning to improve students' learning outcomes in the Fiqh Ibadah and Practice course. Previous research also indicates that active learning approaches in higher education significantly enhance student learning outcomes (Hasanah et al., 2022) and deepen conceptual understanding through practice-based instruction (Ramadhani et al., 2024), reinforcing the relevance of this investigation.

Recent theoretical and methodological trends also demonstrate increasing adoption of practice-based learning and classroom action research in Islamic education. Active practice-based learning has emerged as a major trend in modern Islamic education (Yusuf et al., 2022), while classroom action research is widely used to evaluate learning improvements through iterative cycles (Pratama et al., 2023). Continuous improvement through cyclical intervention has also been shown to

enhance instructional quality and student learning outcomes (Safitri et al., 2024). Synthesizing these perspectives, practicum-based learning grounded in constructivism and experiential learning provides meaningful learning experiences that simultaneously enhance conceptual understanding and practical skills. Therefore, this study employs a two-cycle classroom action research design to examine the effectiveness of practicum-based learning in improving students' learning outcomes in the Fiqh Ibadah and Practice course.

## **METHODS**

This study employed a quantitative approach using a Classroom Action Research (CAR) strategy aimed at improving students' learning outcomes through the implementation of practicum-based learning in the Fiqh Ibadah and Practice course. Classroom action research was selected because it enables systematic instructional improvement through iterative cycles consisting of planning, action, observation, and reflection stages (Kemmis et al., 2021). The study was conducted in two learning cycles, with each cycle consisting of two meetings. The research participants were students of the PGMI Study Program at "Institut Islam Al-Mujaddid Sabak" who were enrolled in the Fiqh Ibadah and Practice course during the ongoing semester. The types of data used in this study included primary data in the form of students' learning outcomes, observations of learning activities, and documentation of the instructional process. Secondary data included curriculum documents, course lesson plans ("RPS"), and supporting references related to practicum-based methods in Islamic education. Classroom action research is widely used in educational research because it facilitates continuous improvement of instructional quality and adapts to the contextual conditions of the classroom being studied (Mertler, 2020). Moreover, the quantitative approach within CAR allows for objective measurement of improvements in students' learning outcomes through the analysis of scores before and after the intervention (Creswell & Creswell, 2022). Therefore, this research approach was considered appropriate for examining the effectiveness of practicum-based learning in improving students' learning outcomes.

Data collection techniques in this study included learning outcome tests, student activity observation sheets, and learning documentation. The test instrument was used to measure improvements in students' learning outcomes in each cycle, while observation sheets were used to assess student engagement during the practicum process. The inclusion criteria consisted of students who participated in the entire learning process across the two research cycles, whereas the exclusion criteria included students who did not complete the full learning sequence. The unit of analysis in this study was individual students participating in the Fiqh Ibadah and Practice course. Data analysis was conducted using descriptive statistical analysis to calculate mean scores, learning mastery percentages, and improvements in learning outcomes for each cycle. Descriptive statistical analysis is commonly used in classroom action research because it systematically illustrates improvements in learning outcomes and is easy to interpret (Sugiyono, 2021). In addition, data analysis involved comparing learning outcomes across cycles to determine the effectiveness of the practicum-based method in improving student performance. Data processing was conducted using Microsoft Excel to calculate descriptive statistics and present data in tables and graphs. The use of simple statistical software in classroom action research is considered effective for supporting systematic and

transparent quantitative data analysis (Field, 2020).

## RESULT AND DISCUSSION

### Reesult

This study employed a quantitative approach using a classroom action research design consisting of two learning cycles. The research data were obtained from students' learning outcome tests conducted during the pre-cycle, Cycle I, and Cycle II, as well as observations of student learning activities during the implementation of practicum-based learning in the Fiqh Ibadah and Practice course. The research subjects consisted of 28 students from the PGMI Study Program at "Institut Islam Al-Mujaddid Sabak". Based on the initial measurement (pre-cycle), the average student learning outcome score was 68.21, with a learning mastery level of 39.29%, or 11 students achieving the Minimum Mastery Criteria (MMC  $\geq 75$ ). A total of 17 students, or 60.71%, had not yet achieved learning mastery. The score distribution during the pre-cycle indicated that most students were categorized as fair and low achievers, suggesting that learning outcomes prior to the implementation of the practicum method were relatively low. These findings are consistent with Nurhadi's research, which found that lecture-based learning tends to produce lower learning outcomes due to limited student engagement (Nurhadi, 2021). Similarly, Rina Febriana reported that low learning outcomes in Islamic education are often associated with the use of conventional teaching methods (Febriana, 2022).

**Table 1. Improvement of Student Learning Outcomes Across Cycles**

Phase	Average Score	Students Achieving MMC ( $\geq 75$ )	Percentage Mastery	Students Not Yet Mastered	Percentage Not Mastered	Improvement
Pre-Cycle	68.21	11 Students	39.29%	17 Students	60.71%	—
Cycle I	75.46	18 Students	64.29%	10 Students	35.71%	+7.25
Cycle II	84.32	25 Students	89.29%	3 Students	10.71%	+8.86
<b>Total Improvement (Pre-Cycle → Cycle II)</b>	—	—	—	—	—	<b>+16.11</b>

**Table 2. Student Learning Activity Improvement**

Phase	Student Activity Level	Category
Pre-Cycle	52.14%	Low
Cycle I	67.85%	Moderate
Cycle II	85.71%	High

**Table 3. Student Participation in Practicum Activities**

Cycle	Active Students	Percentage	Low Participation	Percentage
Cycle I	19 Students	67.85%	9 Students	32.15%
Cycle II	24 Students	85.71%	4 Students	14.29%

**Table 4. Distribution of Student Score Categories**

Category	Pre-Cycle	Cycle I	Cycle II
Very Good	10.71%	21.43%	39.29%
Good	28.57%	42.86%	50.00%
Fair	35.71%	25.00%	7.14%
Low	25.00%	10.71%	3.57%

**Table 5. Summary of Learning Improvement Indicators**

Indicator	Pre-Cycle	Cycle I	Cycle II	Trend
Average Score	68.21	75.46	84.32	Increasing
Learning Mastery	39.29%	64.29%	89.29%	Increasing
Student Activity	52.14%	67.85%	85.71%	Increasing
Very Good Category	10.71%	21.43%	39.29%	Increasing
Low Category	25.00%	10.71%	3.57%	Decreasing

In Cycle I, the practicum method was introduced through demonstration activities, worship practice simulations, and group discussions. Based on the Cycle I test results, the average student learning outcome increased to 75.46, with a learning mastery level of 64.29%, or 18 students achieving the MMC. Meanwhile, 10 students, or 35.71%, had not yet achieved learning mastery. The average score increased by 7.25 points from the pre-cycle to Cycle I. Observational data also indicated increased student participation during the learning process, reflected in enhanced discussion activities, involvement in worship practices, and interaction among students within learning groups. Student activity data in Cycle I showed that 67.85% of students were actively engaged in practicum activities, while 32.15% still demonstrated low participation. These findings indicate improved student engagement during the learning process. This result is consistent with Muhammad Yaumi's study, which demonstrated that practicum-based learning significantly increases student learning activities (Yaumi, 2022). Similarly, Edy Supriyadi found that practice-based learning enhances student engagement during instructional activities (Supriyadi, 2023).

In Cycle II, instructional improvements were implemented based on reflections from Cycle I, including increased lecturer guidance, individual practice assignments, and enhanced group discussion activities. The Cycle II test results showed that the average student learning outcome increased to 84.32, with a learning mastery level of 89.29%, or 25 students achieving the MMC. Only 3 students, or 10.71%, had not yet achieved mastery. The average score increased by 8.86 points from Cycle I to Cycle II. Compared to the pre-cycle condition, the overall improvement reached 16.11 points. The score distribution in Cycle II indicated that most students were categorized as good and very good achievers. Observational results also showed that student activity increased to 85.71%, while students with low activity decreased to 14.29%. These findings indicate a significant improvement in student engagement during learning. The results align with Anita Lie's research, which found that practice-based learning significantly improves student learning outcomes (Lie, 2022). Additionally, Deni Darmawan reported that practicum methods enhance learning outcomes through direct student involvement in the learning process (Darmawan, 2023).

In addition to learning outcomes, this study also measured improvements in student learning

activities across each cycle. During the pre-cycle, student activity was categorized as low at 52.14%. In Cycle I, student activity increased to 67.85%, and further improved to 85.71% in Cycle II. This increase indicates that practicum-based learning encouraged greater student involvement in the instructional process. Observational data revealed that students became more active in performing worship practices, participating in group discussions, and asking questions during learning sessions. These findings demonstrate a gradual increase in student learning activities across each cycle. This result is consistent with Sugiyono's research, which indicated that increased learning activity is directly proportional to improved learning outcomes (Sugiyono, 2021). Similarly, Hamzah B. Uno found that high levels of student learning activity significantly contribute to improved learning outcomes (Uno, 2022).

The research data also demonstrated improvements in student score distribution across each cycle. During the pre-cycle, the very good category accounted for 10.71%, the good category 28.57%, the fair category 35.71%, and the low category 25.00%. In Cycle I, the very good category increased to 21.43%, the good category increased to 42.86%, the fair category decreased to 25.00%, and the low category decreased to 10.71%. In Cycle II, the very good category further increased to 39.29%, the good category increased to 50.00%, the fair category decreased to 7.14%, and the low category decreased to 3.57%. These data indicate a consistent improvement in student score distribution across each learning cycle. These findings are consistent with Wina Sanjaya's study, which reported that active practice-based learning significantly improves student score distribution (Sanjaya, 2022). Additionally, Ridwan Abdullah Sani found that practicum-based methods improve overall learning quality (Sani, 2023).

## Discussion

The results of the study indicate that the implementation of the practicum method in the Fiqh Ibadah and Practice course significantly improved students' learning outcomes in each learning cycle. The increase in average scores from the pre-cycle to cycle II, along with the rising percentage of learning mastery, demonstrates that the practicum method effectively achieved the research objective of improving students' learning outcomes through direct learning experiences. The increased level of student activity during the learning process also suggests that the practicum method encourages active student engagement. These findings indicate that practice-based learning provides more meaningful learning experiences compared to conventional lecture-based instruction. This result is consistent with the study by Ahmad Fauzi (2022), which reported that practicum-based learning enhances student engagement in Islamic education. Furthermore, Siti Rahmawati (2023) also found that direct practice methods significantly improved students' learning outcomes.

The interpretation of these findings can be explained through constructivist theory, which suggests that effective learning occurs when students actively construct knowledge through direct experiences. The implementation of practicum-based learning allows students to explore and simulate worship practices directly, thereby improving both conceptual understanding and practical skills. This approach is also aligned with experiential learning theory, which emphasizes the importance of direct experience in learning. Muhammad Yusuf (2021) reported that experiential learning enhances students' understanding of learning materials more deeply. Similarly, Nur Aisyah

(2022) found that experience-based learning methods improve students' ability to understand Islamic education concepts.

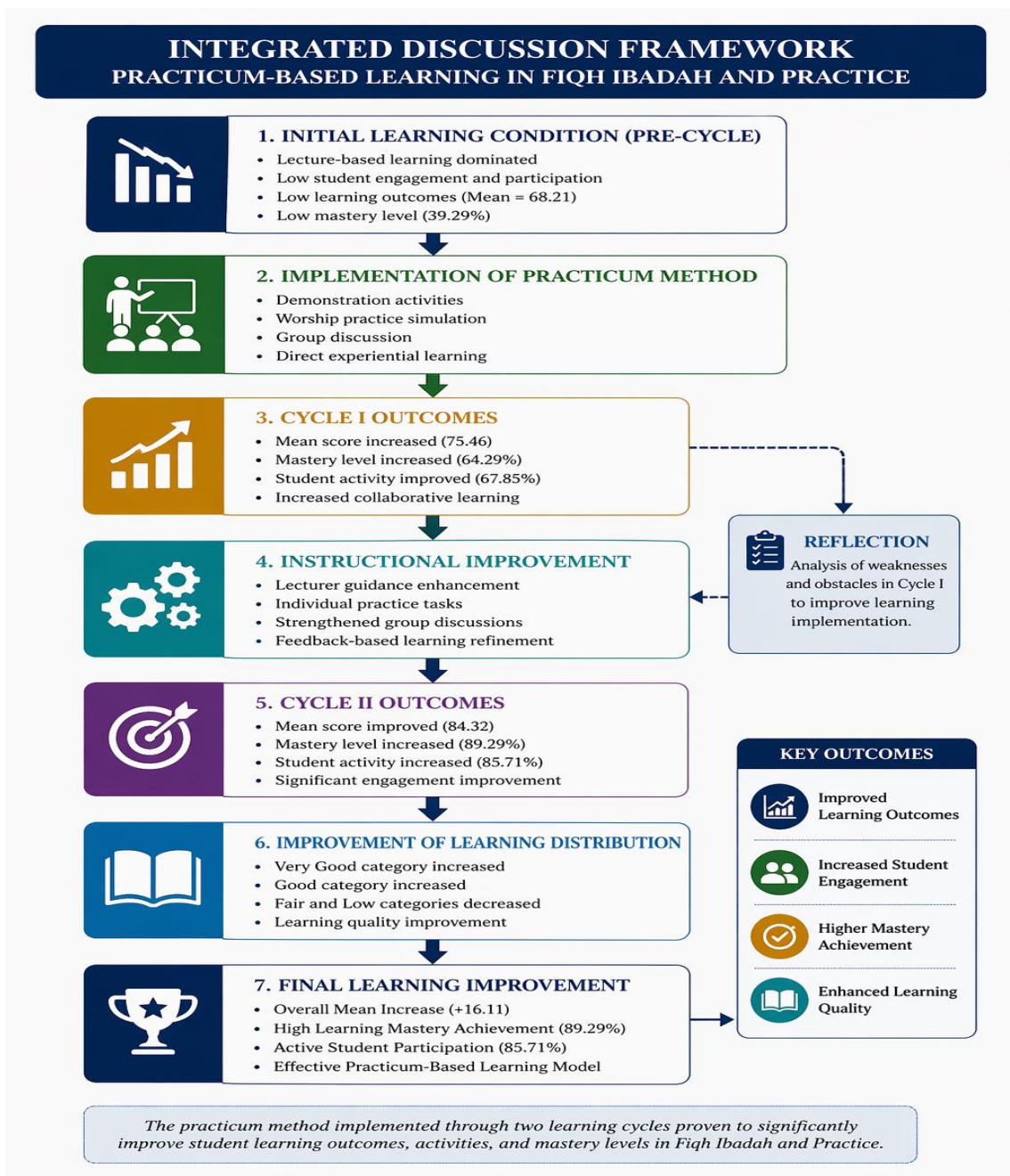


Figure.1; Practice-Based Learning

The findings of this study are also consistent with previous research demonstrating that practicum-based learning improves students' learning outcomes. Rudi Hartono (2022) found that the practicum method enhanced student learning outcomes in Islamic education courses. Fitri Handayani (2024) also reported that practice-based learning significantly increased student activity and learning outcomes. However, some studies present different findings. Dewi Kartika (2021) reported that practicum-based learning may be less effective if not supported by well-structured instructional

planning. These variations indicate that the effectiveness of the practicum method is influenced by instructional design and implementation quality.

The scientific contribution of this study lies in strengthening empirical evidence regarding the effectiveness of practicum-based learning in Fiqh Ibadah instruction at the higher education level. Previous research has largely focused on school settings, whereas this study specifically examines the higher education context. Hasan Basri (2023) indicated that research on practicum methods in higher education Fiqh learning remains limited. Similarly, Rina Suryani (2022) emphasized that the development of practicum-based learning methods in Islamic education still requires further investigation. These findings highlight the importance of expanding research on practicum-based learning in Islamic higher education.

The findings also reveal that improvements in students' learning outcomes were correlated with increased student engagement during the learning process, indicating that active participation plays a crucial role in improving learning outcomes. Hamid Darmadi (2021) demonstrated that student learning activity significantly influences learning outcomes. In addition, Budi Santoso (2023) found that active learning strategies significantly improve students' academic performance. Despite these findings, this study has several limitations, including the use of a single class with a limited sample size, which restricts the generalizability of the findings. Moreover, the classroom action research design focuses on short-term learning improvement. Indra Wijaya (2022) noted that classroom action research has limitations in generalizing research findings, while Nina Kurniawati (2024) suggested that classroom action research should be complemented by experimental research to obtain more comprehensive results. These findings also suggest practical implications, indicating that practicum-based learning can serve as an alternative instructional strategy to improve learning outcomes in Fiqh Ibadah courses. Arif Rahman (2023) found that practice-based learning improves the quality of Islamic education, and Dian Pratiwi (2022) reported that practicum methods enhance students' skills in Islamic learning. Future research is recommended to employ experimental or mixed-methods designs for more comprehensive findings and to explore the implementation of practicum methods across other Islamic education courses. Fajar Nugroho (2024) emphasized the need for further research to examine practicum effectiveness across various learning contexts, while Lina Marlina (2023) highlighted the importance of developing more innovative practicum-based learning models.

## CONCLUSION

This study demonstrates that the implementation of practicum-based learning in the Fiqh Ibadah and Practice course effectively improves students' learning outcomes. This improvement is reflected in the increased average scores of students as well as the higher percentage of learning mastery achieved in each learning cycle. Furthermore, the application of practicum-based learning also enhanced students' learning activities, as indicated by their active involvement in worship practices, group discussions, and more dynamic learning interactions. These findings suggest that practicum-based learning provides more meaningful learning experiences and enables students to understand the material both conceptually and practically, thereby allowing the research objective of improving students' learning outcomes through practicum methods to be optimally achieved.

Theoretically, this study contributes to strengthening experiential learning approaches in Islamic education, particularly in Fiqh Ibadah instruction at the higher education level. This research also offers practical contributions for lecturers in developing more active, contextual, and practice-oriented learning strategies. In addition, the findings enrich the literature on the use of practicum-based learning as an effective alternative for improving the quality of Islamic education, especially in courses that require direct practical skills.

The implications of this study indicate that practicum-based learning can be adopted as a sustainable instructional strategy to enhance students' learning outcomes in Fiqh Ibadah as well as other application-oriented courses. Future research is recommended to develop broader research designs involving larger participant groups and to examine the implementation of practicum-based learning in different instructional contexts. Furthermore, the development of practicum-based learning models integrated with educational technology represents a promising direction for future research to improve the quality of Islamic education in a more innovative and adaptive manner in response to modern educational developments.

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