ABSTRAK

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Judul : **Studi Komparatif Pengaruh Penerapan Model *Problem Based Learning* (PBL) Terhadap Pemahaman Siswa Dalam Pelajaran Fikih Kelas VII di MTsS Ulumuddin dan MTsN 7 Aceh Utara**

Penelitian ini bertujuan untuk mendeskripsikan penerapan model *Problem Based Learning* (PBL) dalam pembelajaran Fikih kelas VII di MTsS Ulumuddin dan MTsN 7 Aceh Utara serta menganalisis perbedaan pengaruh penerapan *model Problem Based Learning* (PBL) terhadap pemahaman siswa pada kedua madrasah tersebut. Penelitian ini menggunakan pendekatan mixed methods dengan desain sequential explanatory, yaitu menggabungkan data kualitatif dan kuantitatif. Data kualitatif diperoleh melalui observasi, wawancara, dan dokumentas, sedangkan kuantitatif diperoleh melalui tes *pretest* dan *posttest*. Analisis data kualitatif dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan kuantitatif dilakukan menggunakan uji normalitas, uji homogenitas, dan uji Mann–Whitney. Hasil penelitian menunjukkan bahwa kedua madrasah telah menerapkan model Problem Based Learning (PBL) dalam pembelajaran Fikih, namun implementasinya belum sepenuhnya terlaksana secara optimal sesuai dengan sintaks PBL. MTsS Ulumuddin menunjukkan penerapan sintaks PBL yang lebih sistematis dan konsisten dibandingkan MTsN 7 Aceh Utara, terutama pada tahap orientasi masalah, pembimbingan penyelidikan, penyajian hasil, dan evaluasi proses pemecahan masalah. Hasil analisis kuantitatif menunjukkan bahwa rata-rata nilai posttest siswa di MTsS Ulumuddin lebih tinggi dibandingkan MTsN 7 Aceh Utara. Uji Mann–Whitney menghasilkan nilai signifikansi sebesar 0,006 (<0,05), yang menunjukkan adanya perbedaan yang signifikan pada tingkat pemahaman siswa antara kedua madrasah setelah penerapan model Problem Based Learning. Penelitian ini menyimpulkan bahwa kualitas implementasi sintaks Problem Based Learning berkontribusi terhadap perbedaan tingkat pemahaman siswa pada pembelajaran Fikih di kedua madrasah.

Kata Kunci: *Problem Based Learning* (PBL), Pemahaman Siswa, Fikih, Studi Komparatif.

ABSTRACT

This study aimed to describe the implementation of the Problem-Based Learning (PBL) model in seventh-grade Fiqh learning at MTsS Ulumuddin and MTsN 7 Aceh Utara and to analyze the differences in the effect of its implementation on students' understanding at the two Islamic junior secondary schools. This study employed a mixed methods approach using a sequential explanatory design, which integrates quantitative and qualitative data. Qualitative data were collected through observations, interviews, and documentation, while quantitative data were obtained through pretests and posttests. Qualitative data were analyzed using data reduction, data display, and conclusion drawing, whereas quantitative data were analyzed using the normality test, homogeneity test, and Mann–Whitney U test. The findings revealed that both schools had implemented the Problem-Based Learning (PBL) model in Fiqh instruction; however, its implementation had not yet been fully optimized in accordance with the PBL syntax. MTsS Ulumuddin demonstrated a more systematic and consistent implementation of the PBL syntax than MTsN 7 Aceh Utara, particularly in the stages of problem orientation, guided investigation, presentation of learning outcomes, and evaluation of the problem-solving process. The quantitative analysis indicated that the average posttest score of students at MTsS Ulumuddin was higher than that of students at MTsN 7 Aceh Utara. Furthermore, the Mann–Whitney U test yielded a significance value of 0.006 ($p < 0.05$), indicating a statistically significant difference in students' level of understanding between the two schools following the implementation of the Problem-Based Learning model. The study concludes that the quality of the implementation of the Problem-Based Learning syntax contributes to differences in students' understanding of Fiqh learning in the two schools.

Keywords: Problem-Based Learning (PBL), Students' Understanding, Fiqh Learning, Comparative Study.