

Date Received : July 2026
Date Revised : August 2026
Date Accepted : August 2026
Date Published : August 2026

DESIGNING INTERACTIVE PROJECT-BASED LEARNING FOR FIQH AL-MAWARITH: BRIDGING ISLAMIC HERITAGE AND DIGITAL PEDAGOGY

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Kata Kunci:	ABSTRAK
Pedagogi Digital (Aplikasi FIMA-IT), Fikih Mawaris, Project Based Learning	Transformasi pendidikan di era digital menuntut pembelajaran yang tidak hanya berorientasi pada penguasaan pengetahuan, tetapi juga mampu mengembangkan keterampilan abad ke-21 tanpa mengesampingkan nilai-nilai fundamental keilmuan Islam. Namun, pembelajaran Fikih Mawaris masih didominasi oleh pendekatan konvensional yang berpusat pada guru. Hasil analisis kebutuhan menunjukkan bahwa meskipun 88% peserta didik memiliki minat terhadap Fikih Mawaris, sebesar 68% mengidentifikasi perhitungan pembagian waris sebagai materi paling sulit dan 62% menilai banyaknya istilah teknis membuat pembelajaran kurang menarik. Penelitian ini bertujuan merancang model <i>Interactive Project-Based Learning</i> (Interactive PjBL) melalui media pembelajaran interaktif berbasis teknologi informasi (FIMA-IT) sebagai upaya menjembatani warisan keilmuan Islam dengan pedagogi digital. Penelitian ini merupakan bagian dari <i>Research and Development</i> (R&D) menggunakan model Four-D (4D), dengan fokus pada tahap <i>Define</i> dan <i>Design</i> . Data diperoleh melalui observasi, wawancara, angket, dan studi literatur yang dianalisis secara kualitatif dan kuantitatif deskriptif. Penelitian ini menghasilkan kerangka pembelajaran awal (<i>preliminary instructional framework</i>) yang mengintegrasikan sintaks PjBL, teori konstruktivisme, masalah autentik, media FIMA-IT, serta nilai epistemologi pendidikan Islam. Model ini menempatkan peserta didik sebagai subjek aktif dalam membangun pengetahuan melalui proyek berbasis kasus kewarisan, kolaborasi, eksplorasi digital, dan refleksi pembelajaran. Kontribusi penelitian ini terletak pada pengembangan desain pedagogis yang menghubungkan warisan keilmuan Islam dengan pedagogi digital untuk pembelajaran yang lebih kontekstual, interaktif, dan berpusat pada peserta didik. Penelitian selanjutnya diperlukan untuk menguji validitas, kepraktisan, dan efektivitas model secara empiris.

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Keywords:

Digital Pedagogy
(FIMA-IT App),
Islamic Inheritance
Law, Project-Based
Learning

ABSTRACTS

Educational transformation in the digital era requires instruction that not only targets knowledge mastery but also fosters 21st-century skills without sidelining the fundamental values of Islamic scholarly heritage. However, the teaching of Fiqh al-Mawaris remains dominated by conventional teacher-centered approaches. Needs analysis reveals that although 88% of students expressed interest in Fiqh al-Mawaris, 68% identified inheritance-distribution calculations as the most difficult topic, and 62% reported that the large number of technical terms made the subject unengaging. This study aims to design an Interactive Project-Based Learning (Interactive PjBL) model integrated with information technology-based interactive learning media (FIMA-IT) to bridge Islamic scholarly heritage with digital pedagogy. Framing within Research and Development (R&D) using the Four-D (4D) framework, this paper focuses on the Define and Design stages. Data were collected through observations, interviews, questionnaires, and literature reviews, then analyzed through descriptive and qualitative methods. This research yields a preliminary instructional framework integrating PjBL syntax, constructivist learning theory, authentic problem-solving, FIMA-IT media, and Islamic educational epistemology. The proposed model positions students as active agents through case-based inheritance projects, collaboration, digital exploration, and learning reflection. The study contributes an innovative pedagogical design connecting Islamic heritage with digital pedagogy to foster contextual, interactive, and student-centered learning. Future research is needed to empirically validate the model's validity, practicality, and effectiveness.

A. INTRODUCTION

Advances in digital technology have shifted the educational paradigm from teacher-centered learning to student-centered learning (Muhammad Ilham Jaya Kesuma et al., 2025). In the context of 21st-century education, the learning process is no longer aimed solely at transferring knowledge, but also at developing critical thinking, collaboration, communication, creativity, digital literacy, and problem-solving skills (Anita, 2024; I Gede Panca & Chairan Zibar L. Parisu, 2025). Therefore, various pedagogical innovations continue to be developed so that the learning process can meet the needs of students in the digital age without neglecting the fundamental values that form the foundation of a discipline.

In Islamic education, these challenges take on a more complex dimension because the learning process aims not only to build academic competencies but also to ensure the continuity of the Islamic scholarly tradition (*Islamic intellectual heritage*) (Muhammad Abdul Ilah, 2025; Nisa et al., 2025; Yuspa et al., 2024). Fiqh al-Mawaris is a discipline with distinctive characteristics, as it is rooted in the Qur'an, Hadith, ijma', qiyas, and classical fiqh literature. Studying Fiqh al-Mawaris requires not only a mastery of inheritance law concepts but also the ability to analyze kinship relationships, calculate inheritance shares, and apply Sharia provisions to various cases that arise in everyday life. These characteristics make Islamic Inheritance Law a subject that requires a learning design capable of integrating conceptual understanding, legal reasoning, and problem-solving skills.

These issues indicate that the main challenge in teaching Fiqh al-Mawaris does not lie solely in the limitations of learning materials, but in the lack of a learning model that can systematically bridge the legacy of Islamic scholarship with digital pedagogy. Most learning innovations still focus on the development of digital media or the application of specific learning

models in isolation, and thus have not yet produced a learning design that integrates learning objectives, syntax, student activities, technology, and Fiqh al-Mawaris characteristics into a single, comprehensive pedagogical framework.

A systematic comparison of recent literature highlights this clear research gap, as detailed in Table 1. Previous research in Islamic jurisprudence instruction (e.g., Sulistyono et al., 2021; Langsung, 2023) primarily focused on traditional content delivery and routine calculations without incorporating active, student-centered frameworks like Project-Based Learning (PjBL). While studies such as Irdawati (2024) explored digital media in Fiqh teaching, technology served merely as a passive presentation tool rather than an interactive pedagogical component. On the other hand, studies demonstrating the success of PjBL combined with digital media (e.g., Cindi & Tita, 2023) were conducted in general education contexts and lacked alignment with Islamic jurisprudential sources and epistemology.

None of the existing studies have successfully combined PjBL syntax, interactive digital media (FIMA-IT), authentic inheritance problem-solving, and Islamic epistemological principles into an integrated instructional model. Project-Based Learning has proven potential to position students as active knowledge constructors, but its implementation in Fiqh al-Mawaris requires specific adaptation. To bridge this gap, this study designs an Interactive Project-Based Learning (Interactive PjBL) model supported by FIMA-IT media, bridging the Islamic scholarly heritage with digital pedagogy in a structured, comprehensive framework.

Based on these conditions, this study focuses on designing an Interactive Project-Based Learning model for teaching Fiqh al-Mawaris as an effort to bridge the legacy of Islamic scholarship with digital pedagogy. The model developed not only combines the Project-Based Learning framework with interactive learning media but also integrates the principles of constructivist learning theory, which positions students as active agents in constructing knowledge through meaningful learning experiences, interactions, and problem-solving (Rochmah & Alifiani, 2026; Utami, 2026). This approach integrates authentic problem-based learning and the epistemological values of Islamic education into a single systematic learning framework. Thus, students not only understand the concepts and legal provisions of inheritance in theory but are also able to construct knowledge through the analysis of real-world cases, collaboration, and reflection on the learning process. Through this design, this study is expected to produce a learning model that is conceptually valid, practical to implement, and relevant in supporting the transformation of Fiqh al-Mawaris education in the digital age.

Unlike previous studies, which have focused more on the development of teaching materials or on testing the effectiveness of instructional models (Anita Adesti & Siti Nurkholimah, 2020; Annafi & Agustina, 2018; Darmadi, 2017; Hadi, 2016; Kristiani et al., 2021; Lutfi & Usamah, 2019; Novyanti et al., n.d.; Nurwidyastuti & Wutsqa, 2016; Putra, 2023; Romi, 2021), This study contributes by proposing a pedagogical model that integrates the scholarly heritage of Islam with digital pedagogy through Interactive Project-Based Learning. Therefore, the main contribution of this study lies in the development of a learning framework that can serve as a guide for teachers and researchers in developing innovative, contextual Islamic education that remains rooted in authoritative Islamic sources.

B. METHOD

This study is framed as a preliminary design study within a broader Research and Development (R&D) project that adopts the Four-D (4D) development model (Define, Design, Develop, Disseminate) proposed by Thiagarajan et al. (1974). To provide a rigorous pedagogical foundation, this article specifically focuses on the first two phases: Define and Design. This scope limitation allows for an in-depth analysis of instructional gaps and the conceptual formulation of the instructional framework prior to empirical development and field testing (*Develop* and *Disseminate* phases).

The research was conducted at MAN 1 Padang Pariaman, involving Fiqh teachers and students as research subjects. The Define phase aimed to analyze front-end learning conditions, student characteristics, specific learning difficulties, and instructional needs regarding Fiqh al-Mawaris. Subsequently, the Design phase focused on constructing the initial prototype of the Interactive Project-Based Learning (Interactive PjBL) model and the media framework (FIMA-IT).

Data were collected through observations, semi-structured interviews with Fiqh teachers, questionnaires administered to students, and a literature review. Observations and interviews captured qualitative insights into classroom practices and instructional challenges. Questionnaires gathered descriptive quantitative data regarding student interest, perceived topic difficulties, and factors affecting engagement. Literature review provided epistemological and pedagogical grounding for the model's design.

Data analysis was conducted using a mixed-analytic approach: qualitative data from observations, interviews, and literature were analyzed using data reduction, data display, and conclusion drawing (Miles et al., 2014), while survey data from questionnaires were analyzed using descriptive statistics (percentages). These findings were synthesized into a comprehensive preliminary framework integrating Project-Based Learning syntax, interactive digital media (FIMA-IT), and Islamic jurisprudential principles.

C. RESULT AND DISCUSSION

1. From Memorization to Authentic Fiqh Learning

Early-stage instruction in Islamic inheritance law (Fiqh al-Mawaris) indicates that the learning process is still dominated by a teacher-centered approach, with an emphasis on conceptual mastery and memorization of the provisions of Islamic inheritance law (Irdawati, 2025). The results of the needs analysis indicate that some students have not yet developed an optimal interest in learning the subject matter of Fikih Mawaris and view this material as one of the most difficult topics in the Fikih course. These difficulties are primarily related to understanding the concept of heirs, determining inheritance shares, and performing calculations in various inheritance cases. In addition, students also find Fikih Mawaris lessons unengaging because the learning process is still dominated by lectures, routine problem-solving exercises, and the use of learning media that lacks interactivity. This situation indicates that the instruction has not yet been able to create a learning experience that actively engages students in building knowledge through exploration, discussion, or contextual problem-solving. As shown in the following figure:

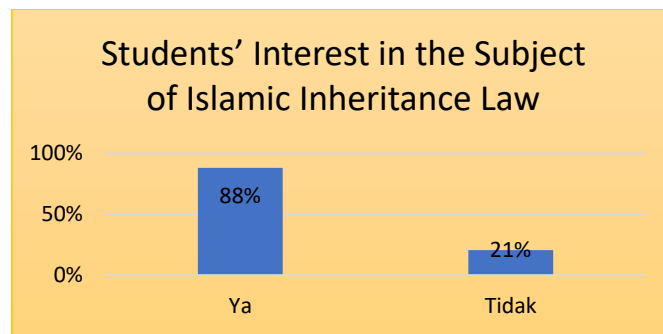


Figure 1. Students' Interest in the Subject of Islamic Inheritance Law

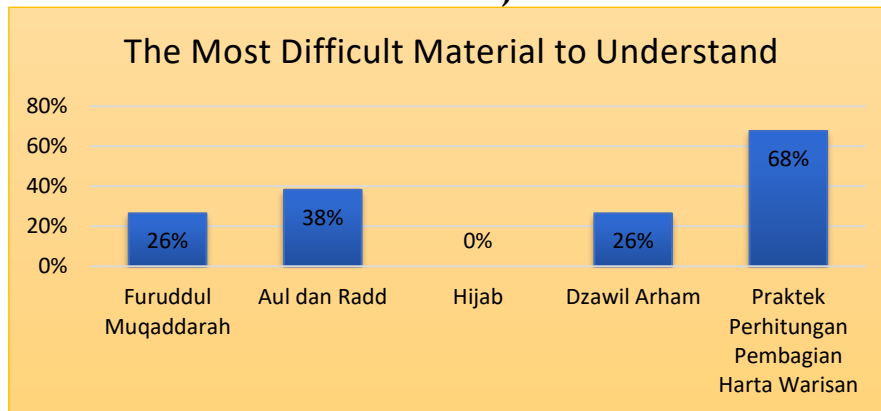


Figure 2. Difficult-to-Understand Topics in Islamic Inheritance Law

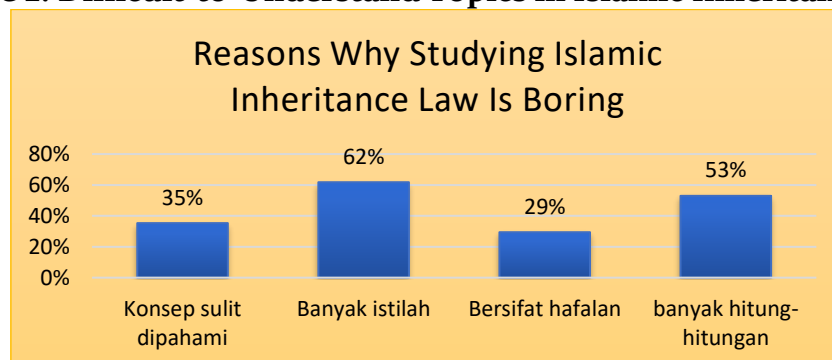


Figure 3. Why Islamic Inheritance Law Is Boring

The results of the data analysis above indicate that the teaching of Fikih Mawaris still faces several challenges. Although the majority of students (88%) showed interest in the Fikih Mawaris material, they still had difficulty understanding it, particularly regarding the practical calculations for the distribution of inherited assets (68%) and the concepts of aul and radd (38%). In addition, the learning process was considered unengaging due to the large number of terms that must be understood (62%), the complex calculation process (53%), and concepts that are considered difficult (35%).

Theoretically, this situation indicates a gap between the characteristics of current learning practices and the demands of constructivist learning, which positions students as active agents in constructing knowledge through meaningful learning experiences. From a constructivist perspective, knowledge is not acquired solely through the process of receiving information, but is constructed through thinking, interacting, and problem-solving based on real-world experiences (Bunyamin, 2021; Nurjan, 2016; Wahab & Rosnawati, 2021). The nature of the subject matter in Fikih Mawaris—which requires analytical skills, legal reasoning, and the ability to resolve real-world cases—calls for an instructional design that effectively links concepts to practice. Therefore, instruction

focused solely on memorization is insufficient for developing competencies in critical thinking, problem-solving, and decision-making (Hasanah et al., 2026). These findings underscore the need to design a Project-Based Learning model using interactive, information-technology-based learning media capable of transforming the teaching of Fiqh al-Mawaris into a more active, contextual, collaborative, and relevant learning experience that meets the educational needs of the 21st century, without compromising the substance of the Islamic scholarly heritage.

The results of the needs analysis indicate that the current teaching approach has not fully accommodated the characteristics of Fikih Mawaris as a discipline that requires conceptual understanding, legal reasoning, and the ability to authentically resolve inheritance cases. Teaching that remains focused on rote memorization causes students to concentrate more on memorizing inheritance provisions than on understanding the process of legal decision-making based on Sharia principles. On the other hand, developments in digital pedagogy call for more active, collaborative, and problem-solving-based learning. These conditions highlight the need for a learning model that not only integrates Project-Based Learning with interactive, information-technology-based learning media but also preserves the epistemological characteristics of Fikih Mawaris, which are rooted in the Qur'an, Hadith, and classical fiqh literature. Therefore, this study designs a new learning model that bridges the Islamic scholarly heritage with digital pedagogy through authentic, contextual, and learner-centered learning experiences.

2. Development of Interactive IT-Based Project-Based Learning Model

1. Syntax

Syntax refers to a series of steps involving educators and students in the learning process. In a learning model, syntax serves as a framework that outlines the main steps to be taken, typically accompanied by a systematic sequence of learning activities. Therefore, this syntax acts as a guide for teachers and students in conducting learning in an effective and structured manner (Joyce & Weil, 2000a).

The syntax in the PjBL learning model using IT-based interactive learning media for the Fikih Mawaris curriculum at MAN 1 Padang Pariaman refers to the systematic steps used in the learning process. These stages begin with identifying inheritance issues, designing a project, collecting data through field case studies, processing information using digital media, and presenting the results of inheritance calculations using an interactive application (M, 2020).

1. In the early stages,
 - a. After taking the diagnostic test, students will be divided into small, heterogeneous groups so that they can help one another,
 - b. Next, students will be given different subtopics for each group related to the concepts of inheritance law to discuss within their respective groups and prepare a brief summary of
 - c. After that, a representative from each group will present to the other students in the class, and then they will be asked basic questions related to real-life inheritance cases.
2. Next, they designed the project by identifying the cases to be analyzed and the strategies for resolving them using the principles of Fikih Mawaris.

3. Next, students create a work schedule using an IT-based learning platform, which is equipped with a group chat feature to support communication and coordination among groups.
4. Once the planning is complete, students begin implementing the project by collecting field data, conducting an analysis of inheritance law, and calculating inheritance shares using an IT-based inheritance calculator. The progress of each stage of the project is then uploaded to an interactive learning platform to facilitate monitoring by teachers and other students.
5. The final results were presented in the form of a digital report and a group discussion to reflect on the findings and insights gained from the project.
6. Teachers provide feedback through the app and in person in class regarding the projects students have completed.

2. Social system

The social system refers to the patterns of interaction between teachers and students, as well as the relationships among students themselves. In this context, the learning process essentially involves social interaction, based on the assumption that social relationships can serve as a means of education. Students have the opportunity to communicate and collaborate with their classmates and group members. These interactions can occur between two or more people, either directly through face-to-face discussions or indirectly through available learning media (Sudjarwo, 2015).

The social system in this model emphasizes active interaction and collaboration among students, teachers, and the digital learning environment. Students work in small groups tasked with investigating inheritance cases, calculating inheritance entitlements in accordance with Islamic law, and using IT tools to present the results of their analysis.

Teachers serve as facilitators who guide students in using digital resources, provide instructions on accessing Fikih Mawaris materials, and ensure that students understand the concepts of inheritance distribution in accordance with Islamic law. Interaction among students is facilitated through digital discussion forums, allowing them to share ideas, exchange data, and review their calculations before their presentations.

In addition, this social system fosters a collaborative and reflective learning environment. Students not only complete projects independently, but also receive feedback from teachers and peers through the learning platform and Q&A sessions following presentations (Joyce & Weil, 2000b).

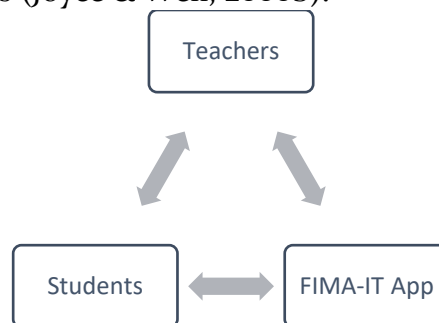


Figure 4. Schematic of Learning Interactions

This is a diagram of multidirectional educational interactions, showing the reciprocal relationships between teachers, students, and learning resources (IT media), as well as collaborative interactions among students in the PjBL model.

3. *Principle of Reaction*

To implement this model, teachers need to create a learning environment that is conducive to and supportive of the learning process. In addition to serving as educators, teachers also play various other roles, such as facilitators, motivators, advisors, role models, catalysts for creativity, and evaluators. According to E. Mulyasa, in the learning process, teachers function as educators, instructors, mentors, mediators, facilitators, and coaches (Mulyasa, 2011). As facilitators, teachers are responsible for facilitating the learning process so that students can better understand the material. Mulyasa emphasizes that for learning to be more effective, teachers must be democratic, honest, open-minded, and willing to accept criticism and feedback from students (Mulyasa, 2011).

The principle of response in this learning model relates to how teachers respond to student interactions and actions during the learning process. In the Fikih Mawaris course at MAN 1 Padang Pariaman, this principle is applied through feedback, active guidance, and reinforcement of students' understanding of inheritance law in a digital environment.

First, the teacher provides constructive feedback on the students' projects. If there are errors in the inheritance calculations, the teacher provides corrections directly through the comment feature in the interactive learning platform. Second, the teacher uses a reflective and exploratory approach to motivate students to think critically. Through real-life case studies, the teacher challenges students to analyze various inheritance distribution scenarios, including issues involving diverse heirs.

4. *Support System*

The support system in this model includes technology, digital resources, and training for teachers and students (Joyce & Weil, 2000a). Several key aspects supporting the implementation of this model at MAN 1 Padang Pariaman include: Interactive Learning Media: An IT-based platform for uploading projects and performing digital inheritance calculations; a digital inheritance calculator to assist students in making accurate calculations. Digital Learning Materials: Digital modules covering the concepts of Fiqh al-Mawaris, legal arguments, and interactive case studies; instructional videos explaining inheritance calculations according to Islamic law. Teacher and Student Training: Workshops to improve students' and teachers' digital literacy in using learning media; technical guidance on using the features of the learning application.

5. *Instructional and Nurturant Effect*

The instructional impact in this model refers to the direct learning students gain in understanding the concepts of Fikih Mawaris, while the accompanying or nurturing effect encompasses the additional skills students acquire indirectly during the learning process (Joyce & Weil, 2000a).

The primary instructional impact of this model is a deep understanding of Islamic inheritance law, including the relevant legal principles, calculation methods, and their application in real life. By using IT-based interactive learning tools, students can systematically work through case studies—from analyzing the case and calculating inheritance shares using a digital calculator to preparing a

report. This reinforces students' conceptual understanding and technical skills in the field of fiqh.

In addition to the instructional impact, students benefit from a nurturing effect while participating in this learning experience. For example, they develop critical thinking and problem-solving skills as they analyze various inheritance scenarios. Furthermore, students also learn to collaborate in teams, use technology in learning, and improve their digital literacy through the use of interactive media. Thus, this learning model not only enhances students' academic understanding but also equips them with 21st-century skills relevant to the modern world.

3. Digital Transformation of Fiqh al-Mawarith Learning (FIMA-IT App)

The digital transformation of Fiqh al-Mawaris instruction is achieved through the integration of various learning technologies designed to create a more interactive, collaborative, and contextual learning experience (Moh In'ami, 2025). From the perspective of constructivist learning theory, knowledge is actively constructed by students through experience, interaction, and reflection, rather than simply being transferred from the teacher to the students (Wardana & Ahdar Djamaluddin, 2021). Therefore, the use of interactive learning media serves as a tool that enables students to explore concepts, analyze cases, and build understanding independently. In line with the Cognitive Theory of Multimedia Learning proposed by Richard E. Mayer, presenting information through a combination of text, images, animations, audio, and interaction can enhance conceptual understanding and reduce students' cognitive load, particularly when dealing with complex material such as Fikih Mawaris.

Based on this theoretical foundation, the implementation of Project-Based Learning (PjBL) using interactive media not only facilitates mastery of Islamic inheritance law concepts but also develops critical thinking, collaboration, communication, problem-solving, and digital literacy skills as key competencies for 21st-century learning. In the context of Islamic education, technology does not serve to replace authoritative sources such as the Qur'an, Hadith, and fiqh literature, but rather acts as a medium that supports a more meaningful process of knowledge construction. Based on this premise, this study designed FIMA-IT (Fiqh Mawaris Interactive–Information Technology) as an interactive learning medium that integrates the principles of Project-Based Learning, digital pedagogy, and the scholarly characteristics of Fiqh Mawaris into a single systematic learning framework.

FIMA-IT was created in response to the limited amount of face-to-face time available in the classroom learning process.

a. Dashboard Page

The dashboard page is the first screen users see after logging into the system. This page displays a summary of information such as the number of students, the number of classes, project progress status, and the latest notifications. Both teachers and students can quickly access key features from the dashboard menu, making navigation more efficient and focused.

b. Student Input and Add Class Pages (For Teachers)

This feature allows teachers to add student data and assign them to specific classes. With well-organized class management, teachers can manage learning activities, monitor the progress of each class, and conduct assessments more systematically.

c. Course Content Page

This page contains all the materials on Islamic Inheritance Law, presented in the form of text, images, and other interactive media. The materials are presented in a step-by-step manner so that students can understand the basic concepts of inheritance in Islam before beginning their projects. The materials are designed to support a contextual and project-based approach.

d. Project Page

This page serves as the core of the Project-Based Learning model. Here, students can upload their project work in groups, receive immediate feedback from teachers, and use the chat feature to discuss with group members and their instructors. Teachers can review each group's project progress, making it a tool for both evaluation and strengthening collaborative skills.

Project implementation in the FIMA-IT application is divided into three main stages—planning, implementation, and evaluation—which align with the PBL framework. The planning stage covers steps 1–3, the implementation stage covers steps 4–5, and the evaluation stage is step 6. The following table shows the details of the activities for teachers and students, as well as the media used in each step, in accordance with project implementation in FIMA-IT.

e. Presentation Page

Project Results Once the project is complete, students can upload or present their project results on this page. Teachers and other students can view these results and provide feedback. This feature provides a space for appreciation and evaluation, while also helping students practice expressing their ideas systematically and with confidence.

f. Quiz Page

To assess individual understanding of concepts, a quiz page is provided that students can access. The quiz questions are based on the material that has been studied and feature automatic grading so that students receive immediate feedback. This page also serves as a formative assessment tool that supports self-directed learning.

g. Inheritance Calculator Page

One of FIMA-IT's standout features is the inheritance calculator, which helps students calculate the distribution of an estate according to Islamic law. Students simply enter the data on the heirs and the total value of the estate, and the system will display the distribution results based on the principles of *zawil furud* and *ashabah*. This feature is designed to support practical, technology-based learning.

h. Concept Map Page (Zawil Furud Chart)

This page features a visual concept map in the form of a systematically organized *Zawil Furud* chart. This visualization helps students more easily understand the structure and relationships among heirs. This graphical presentation of the material supports visual learning needs and reinforces understanding of inheritance concepts.

All features designed for FIMA-IT are integrated into a single interface (dashboard) designed with usability, accessibility, and efficient navigation in mind. The dashboard serves as a central hub for managing learning activities, allowing students to access all learning components in an integrated manner—from course materials, projects, and

presentations to quizzes and the inheritance calculator. The FIMA-IT interface is shown in the following figure.

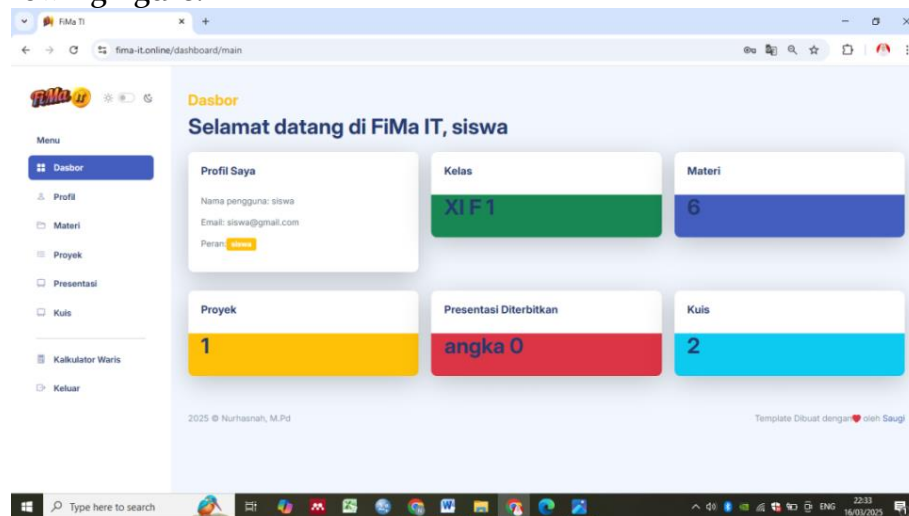


Figure 5. The FIMA-IT Application

After the FIMA-IT learning media were designed as a platform to support learning, the next step was to integrate them into the Project-Based Learning (PjBL) framework. The purpose of this integration is to ensure that each stage of learning is not only focused on delivering content but also facilitates students in building knowledge through project completion, collaboration, the use of technology, and reflection on their learning experiences. Thus, FIMA-IT functions as a medium that supports the systematic implementation of each PjBL syntax. The design for implementing learning through the Project-Based Learning model, aided by interactive learning media based on information technology, is presented in Table 1 below

Table 1.

Implementation of PjBL Learning Through IT-Based Interactive Learning Media

Session	Syntax	Teacher Activities	Student Activities
First	1. Identifying Key Questions	- Pose introductory questions related to inheritance law.	- Answer the introductory questions.
	2. Designing the Project Plan	- Explain basic concepts and key terms (asobah, hijab, furudul muqaddarah, etc.). - Guide students in forming small groups and designing an inheritance survey project	- Understand the terminology of inheritance law. - Form groups, select cases to survey, and develop a project work plan
Second	3. Developing a Project Timeline	- Help students create a schedule for field surveys and data collection.	- Conduct field surveys of real-life inheritance cases.
	4. Monitoring Project Progress	- Monitor project progress both in class and through FIMA-IT.	- Fill out the worksheet with case data: heirs, assets, debts, and wills.

			- Enter data into FIMA-IT and review the automatic calculation results.
Third	5. Testing the Results	- Evaluate project results and group presentations.	- Prepare presentation materials (e.g., PowerPoint).
	6. Evaluating the Learning Experience	- Provide immediate feedback both on FIMA-IT and in class.	- Present the project results in class. - Reflect on the learning experience: conceptual understanding, challenges encountered, and lessons learned from real-world cases.

Based on Table 1, the implementation of the learning model was designed to take place over three sessions that incorporated the six main components of Project-Based Learning: identifying the central question, designing the project plan, creating a project schedule, monitoring project progress, testing project outcomes, and evaluating the learning experience (Leli Halimah & Iis Marwati, 2022). This syntactic framework reflects the principles of constructivist learning theory, which positions learners as active agents in constructing knowledge through experience, collaboration, and authentic problem-solving. In line with the characteristics of Project-Based Learning, teachers act as facilitators who guide the learning process, while learners are actively engaged in every stage of the project by utilizing the features available on FIMA-IT. Thus, interactive media serve not only as a means of delivering content but also as a learning environment that supports conceptual exploration, collaboration, reflection, and authentic assessment, thereby making the study of Fikih Mawaris more meaningful and contextual.

4. Bridging Islamic Heritage and Digital Pedagogy

One of the key contributions of the model developed in this study is its ability to bridge Islamic heritage with digital pedagogy without undermining the epistemological authority of Islamic sources. All learning materials remain grounded in the Qur'an, the Hadith, books of fiqh, and the opinions of scholars as the primary sources for understanding the concept of Fikih Mawaris. However, the process of delivery, concept exploration, case analysis, collaboration among learners, and the evaluation process are all delivered through interactive, information-technology-based learning media, resulting in a learning experience that is more contextual, participatory, and learner-centered. This approach demonstrates that digital transformation in Islamic education does not mean replacing Islamic scholarly traditions, but rather reconstructing learning strategies to make them more relevant to the characteristics of 21st-century students.

The integration of Project-Based Learning (PjBL) and IT-based interactive learning media provides students with the opportunity to construct their understanding of inheritance law by solving authentic cases drawn from real-world situations. Students not only study the textual principles of Islamic law but also interpret, analyze, and

implement the principles of Fikih Mawaris in solving real-world problems with the support of digital technology, such as inheritance calculators, online discussion forums, and project monitoring systems. Thus, technology serves as a pedagogical tool that reinforces the process of internalizing Islamic values while developing critical thinking, collaboration, communication, problem-solving, and digital literacy skills (Mabhats et al., 2025; Rohman et al., 2024). These findings show that digital pedagogical innovation can go hand in hand with the preservation of Islamic scholarly values if technology is viewed as a facilitator of learning, rather than a substitute for religious scholarly authority.

Furthermore, the model developed produces a learning framework that integrates the epistemological dimensions of Islam with the demands of modern pedagogy. The theoretical contribution of this research lies in reinforcing the idea that the transformation of Fiqh al-Mawaris learning need not create a dichotomy between tradition and technology. Rather, the two can be positioned as complementary components in building authentic, meaningful learning that is adaptive to developments in digital education. Thus, this model offers a new approach to Fiqh instruction that preserves the authenticity of Islamic legal sources while meeting the demands of 21st-century competencies.

5. Educational Implications

The results of this study indicate that the implementation of Interactive Project-Based Learning in the teaching of Fikih Mawaris not only improves students' learning outcomes but also contributes to the development of key 21st-century competencies. Through authentic projects supported by interactive learning media, students are encouraged to actively construct knowledge, engage in discussions, and collaboratively solve inheritance problems. Thus, the learning process becomes more contextual, student-centered, and aligned with the demands of modern education.

The first implication relates to the development of critical thinking skills. Learning no longer focuses on memorizing inheritance laws but encourages students to analyze real-world cases, identify legal issues, evaluate various resolution alternatives based on principles of Islamic jurisprudence, and provide reasoning for the decisions they make. These activities hone students' analytical skills, logical reasoning, and reflective decision-making.

The second implication is an increase in collaboration skills. Throughout the project, students worked in groups to complete case studies, divide tasks, exchange ideas, and present their results collectively. This learning experience strengthened their teamwork, communication, and shared responsibility skills, as well as their ability to appreciate diverse perspectives in solving problems.

This study also highlights the importance of developing digital literacy in Islamic education. Interactive learning media serve not only as visual aids but also as a digital learning environment that enables students to access information, explore learning resources, complete projects, and effectively communicate their learning outcomes. The use of technology does not diminish the authority of the primary sources of Islamic teachings—namely, the Qur'an, the Hadith, and classical fiqh literature.

Furthermore, the implementation of Interactive Project-Based Learning has implications for improving problem-solving skills. The subject of Fikih Mawaris involves complex issues, as it requires both mathematical calculations and Islamic legal reasoning. Through project-based learning, students are trained to identify problems,

interpret legal texts, accurately calculate inheritance shares, and determine solutions that comply with Sharia law. This process makes learning more practical and relevant to real life.

Finally, this learning model contributes to the development of Higher-Order Thinking Skills (HOTS). Students not only memorize inheritance concepts but are also required to analyze cases, evaluate various alternative solutions, and produce justifiable solutions through the project products they develop. These activities reflect higher-order thinking skills corresponding to the levels of analysis, evaluation, and creation in Bloom's revised taxonomy.

Overall, the results of this study indicate that Interactive Project-Based Learning is a pedagogical approach capable of integrating the Islamic scholarly tradition with the educational needs of the 21st century. This model not only strengthens students' understanding of Fikih Mawaris but also equips them with critical thinking, collaboration, digital literacy, problem-solving, and higher-order thinking skills necessary to address the challenges of the digital age.

CONCLUSION

This study resulted in the design of an Interactive Project-Based Learning (Interactive PjBL) model using information technology-based interactive learning media (FIMA-IT) for teaching Fiqh al-Mawaris as an effort to bridge the legacy of Islamic scholarship with digital pedagogy. The developed model integrates the syntax of Project-Based Learning, constructivist learning theory, authentic problem-based learning, and the use of digital technology into a single systematic learning framework without compromising the epistemological foundations of Fiqh Mawaris, which are rooted in the Qur'an, Hadith, and fiqh literature. This integration results in a learning design that not only emphasizes mastery of inheritance law concepts but also encourages students to develop critical thinking, collaboration, problem-solving, and digital literacy skills through authentic learning experiences.

The main contribution of this study lies in the development of a pedagogical framework that links Islamic scholarly values with a digital learning approach through the design of Interactive Project-Based Learning supported by FIMA-IT media. This model provides a conceptual alternative for Islamic Religious Education teachers in designing learning experiences that are more contextual, interactive, and learner-centered, while maintaining the authenticity of the Islamic scholarly heritage. Future research should test the validity, practicality, and effectiveness of the designed model in various learning contexts to obtain empirical evidence regarding its implementation and impact on improving the quality of Fikih Mawaris instruction.

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