

TEACHERS' PEDAGOGICAL COMPETENCE IN IMPLEMENTING ACTIVE AND ENJOYABLE LEARNING IN ISLAMIC JURISPRUDENCE EDUCATION

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ABSTRACT

The quality of Islamic jurisprudence (fiqh) learning in Islamic Junior High Schools (Madrasah Tsanawiyah), particularly at MTs Al-Utsmani Kajen, Pekalongan, faces challenges due to low student interest, who consider fiqh to be repetitive material, and limited infrastructure. This article aims to analyze the pedagogical competence of fiqh teachers in creating active, innovative, creative, effective, and enjoyable learning (PAIKEM). This article uses a descriptive qualitative approach, data were collected through interviews, observations, and documentation, involving the principal, Islamic religious education teachers, and students as informants. The results show that fiqh teachers have good pedagogical competence in understanding student characteristics, applying learning theories, developing curricula, and using engaging teaching strategies, such as digital media, to increase student participation. However, limited facilities and low student active involvement hinder the full implementation of PAIKEM. Internal factors, such as teacher motivation and educational background, as well as external factors, including principal support and professional development, significantly influence teaching effectiveness. Strengthening these factors through the integration of technology, contextual strategies, and systemic support is necessary to create meaningful, inspiring Islamic jurisprudence (fiqh) learning that is able to shape students' Islamic character in accordance with current demands.

Keywords: *Fiqh Teacher, Pedagogical Competence, Fiqh Learning, PAIKEM*

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Introduction

The quality of classroom learning is greatly influenced by teachers' pedagogical competence, which includes the ability to understand student behavior and design effective learning processes. Pedagogical competence is a fundamental ability for teachers to manage

teaching and learning activities that focus not only on delivering material but also on creating a conducive learning environment. This ability requires teachers to be sensitive to the unique characteristics of each student, requiring careful learning design to accommodate these unique characteristics (Asro & Muna, 2019). Superior pedagogical competence is also the key to building effective communication, values, behavior, and implementation of learning objectives (Yulianti et al., 2022). Therefore, the standard of teacher pedagogical competence must be above average, considering that teaching is not a simple task, but rather requires complex and integrated skills.

In the context of learning management, a teacher's ability to design a focused, structured, and relevant learning process is a crucial element in creating meaningful learning experiences for students. Good learning design enables students to achieve optimal learning outcomes through a systematic and planned approach (Yasin, 2011). Furthermore, successful learning depends not only on the teacher's competence in mastering the material, but also on their ability to manage the curriculum, teaching methods, infrastructure, and learning environment, which encompasses natural, psychosocial, and cultural elements. A supportive learning environment plays a significant role in maximizing students' potential, thus creating an effective and enjoyable learning process (Jumrawarsi & Suhaili, 2020).

To achieve successful learning, a comprehensive approach is required, from the planning stage through implementation to evaluation. One recommended strategy is active, innovative, creative, effective, and enjoyable learning (abbreviated as PAIKEM). The PAIKEM strategy emphasizes the active involvement of students in the learning process, allowing them to understand the material more deeply through a creative and enjoyable approach. Teachers, as facilitators, have a role to create a learning atmosphere that encourages creativity and student engagement, so that learning focuses not only on cognitive aspects, but also on affective and psychomotor aspects. Thus, PAIKEM can be a solution to increase learning interest and help students achieve learning goals more easily (Taufik, 2019).

However, in practice, there are challenges related to teachers' pedagogical competence, particularly in teaching Islamic jurisprudence at the Madrasah Tsanawiyah (MTs) level. Fiqh, as a subject encompassing Islamic sharia law, is not merely theoretical but also demands practical application in everyday life. Fiqh is not merely a science to be understood; it must also be practiced, both in the form of commands to be carried out and prohibitions to be avoided. However, in some MTs, especially those where the majority of students come from Islamic boarding schools (pesantren), fiqh learning is often considered trivial because it is seen as a repetition of material learned at the Islamic boarding school (Maimunah, 2019). This causes

low interest and active participation of students in the learning process, which ultimately affects the effectiveness of learning.

Based on observations at MTs Al-Utsmani Kajen Pekalongan, Islamic jurisprudence teachers have attempted to design interactive and enjoyable learning, such as incorporating game elements to increase learning interest. However, some students still show a lack of interest, caused by the perception that Islamic jurisprudence learning only focuses on practical aspects without innovative approaches. Furthermore, limited facilities and infrastructure at the school hinder teachers from optimizing engaging learning designs. This factor is exacerbated by teachers' suboptimal pedagogical competence in classroom management and understanding student characteristics, which are key to successful learning (Rahma et al., 2014). Therefore, an in-depth analysis of the pedagogical competence of Islamic jurisprudence teachers at MTs Al-Utsmani is needed to identify factors that hinder the effectiveness of learning and find relevant solutions.

This study deliberately focuses on MTs Al-Utsmani Kajen, Pekalongan, because it presents a distinctive pedagogical context that has not been sufficiently explored in previous studies on fiqh learning. Unlike many madrasas, the majority of students at MTs Al-Utsmani come from Islamic boarding schools (pesantren), which creates a unique learning dynamic in which fiqh is often perceived as repetitive rather than exploratory. This condition generates a specific pedagogical challenge: teachers are required not only to deliver fiqh content but also to redesign learning strategies that can re-engage students who already possess prior religious knowledge. In addition, the limited availability of learning facilities at MTs Al-Utsmani contrasts with the growing demand for active and technology-supported learning approaches, particularly within the PAIKEM framework. These combined conditions among of them are homogeneous pesantren-based student backgrounds, perceptions of curricular redundancy, and infrastructural constraints. All of it make MTs Al-Utsmani a critical case for examining how teachers' pedagogical competence operates in practice. Therefore, this case study contributes to filling the empirical gap between normative expectations of pedagogical competence and its contextual implementation in madrasas with similar socio-educational characteristics.

This article aims to analyze the pedagogical competence of Islamic jurisprudence (fiqh) teachers at MTs Al-Utsmani Kajen Pekalongan in creating active, innovative, creative, effective, and enjoyable learning (PAIKEM). Specifically, this article will describe how teachers design and manage Islamic jurisprudence (fiqh) learning and identify challenges faced in improving learning effectiveness through the PAIKEM approach.

This review is relevant because teacher pedagogical competence is a key element in determining learning success, particularly in Islamic jurisprudence (fiqh), which has both theoretical and practical dimensions. By understanding the dynamics of pedagogical competence at MTs Al-Utsmani, this research can make a practical contribution to the development of more effective and relevant learning strategies, particularly in schools where the majority of students come from Islamic boarding schools (pesantren). Furthermore, this research is relevant in the context of Islamic religious education, where Islamic jurisprudence learning aims not only to transfer knowledge but also to shape students' character and behavior in accordance with Islamic teachings.

Methods

This article aims to understand the pedagogical competence of Islamic jurisprudence (Fiqh) teachers in creating PAIKEM learning at MTs Al-Utsmani Pekalongan. This article uses a descriptive qualitative method to describe the phenomena that occur in depth and holistically. The approach used in this study is a descriptive approach. This method was chosen to explore the experiences, views, and perceptions of informants related to the pedagogical competence of Islamic jurisprudence (Fiqh) teachers in creating PAIKEM learning at their schools. This descriptive qualitative method is expected to provide an in-depth picture of the pedagogical competence of Islamic jurisprudence (Fiqh) teachers in creating PAIKEM learning (Prayogi, Nasrullah, et al., 2025a). The subjects of this study included the principal, a religious education teacher (PAI), and several students at MTs Al-Utsmani Pekalongan. Subjects were selected using a purposive sampling technique, in which the researcher chose individuals deemed capable of providing rich and relevant information.

The data collection techniques used in this study were semi-structured interviews to provide flexibility in gathering in-depth information. Participatory observation, in which the researcher participated in the activities to directly observe the dynamics and interactions that occurred, helped the researcher understand the context and activities that took place. Furthermore, documentation was conducted by collecting documents related to the pedagogical competence of Islamic jurisprudence teachers in creating PAIKEM learning. The documentation analysis in this study was limited to fiqh lesson plans (RPP) prepared by the teachers at MTs Al-Utsmani Kajen. These lesson plans were examined to identify how curriculum objectives, learning materials, instructional strategies, and assessment components were designed and aligned with the principles of active, innovative, creative, effective, and enjoyable learning (PAIKEM). The analysis of RPP focused particularly on the selection of

learning methods, the use of learning media, and the sequencing of learning activities as indicators of teachers' curriculum development competence. By concentrating on RPP as the primary documentary source, this study provides a focused and reliable basis for understanding how pedagogical competence is operationalized at the planning stage of fiqh instruction, while triangulating these findings with interview and observation data to ensure analytical rigor. This documentation provides a more complete picture of the pedagogical competence of Islamic jurisprudence teachers in creating PAIKEM learning at MTs Al-Utsmani Pekalongan.

Result and Discussion

Pedagogical Competence of Fiqh Subject Teachers in Creating PAIKEM Learning at MTs Al-Utsmani Kajen, Pekalongan Regency

Teacher pedagogical competence is the core of effective learning management, encompassing the ability to design, implement, and assess student learning outcomes. This competence serves as the foundation for teacher professionalism, including fiqh teachers, to achieve optimal learning goals (Wulandari & Hendriani, 2021). Specifically, at MTs Al-Utsmani Kajen, Pekalongan Regency, the pedagogical competence of fiqh teachers shows a positive picture in terms of understanding and application. This competence encompasses not only mastery of the material but also the ability to understand individual aspects of students, such as physical, intellectual, social, emotional, and cultural background characteristics (Akbar, 2021). Thus, pedagogical competence is the key to creating a learning environment that supports the growth and self-actualization of students, which emphasizes the importance of integrating humanistic principles in classroom management (Taufik, 2019).

Teacher pedagogical competence includes seven main aspects, namely: (1) mastery of student characteristics, (2) mastery of learning theory and educational learning principles, (3) curriculum development, (4) educational learning activities, (5) development of student potential, (6) communication with students, and (7) assessment and evaluation (Mandasari et al., 2020). These seven aspects serve as the foundation for Islamic jurisprudence teachers at MTs Al-Utsmani to create active, innovative, creative, effective, and enjoyable learning (PAIKEM). Although some aspects have been implemented well, challenges such as limited facilities and infrastructure and low student participation still hinder the full implementation of the PAIKEM approach. Therefore, an in-depth analysis of the implementation of each aspect of pedagogical competence is necessary to identify strengths and weaknesses in learning practices.

1. Mastery of Student Characteristics

Mastery of student characteristics is a crucial first step in designing effective learning. Fiqh teachers at MTs Al-Utsmani have demonstrated the ability to understand the physical, intellectual, social, emotional, moral, and socio-cultural backgrounds of students. This understanding enables teachers to record and utilize this information in developing lesson plans that are responsive to student diversity. As stated by informants, understanding student characteristics is achieved through direct behavioral observation. Fiqh teachers at MTs Al-Utsmani are also able to identify each student's learning style and provide equal opportunities for active participation in learning. This approach confirms that teachers with strong pedagogical competence are able to create a learning environment that supports the individual needs of students. However, challenges arise when this diversity of characteristics is not fully integrated into innovative learning strategies, primarily due to limited learning resources (Safrudin & Anshory, 2018).

2. Mastery of Learning Theory and Educational Principles

The fiqh teacher at MTs Al-Utsmani demonstrates the ability to apply various innovative learning approaches, strategies, methods, and techniques in accordance with teacher competency standards. This ability is evident in the adaptation of learning methods to student characteristics and strategies to motivate students to maintain focus on the material. The motivation provided by the teacher is a crucial element in increasing student engagement. In practice, when a student does not yet understand the material, the fiqh teacher is able to thoroughly re-explain it, as noted by an informant. Afterward, the teacher provides questions to assess the student's level of understanding. However, the application of innovative learning theory is still hampered by limited facilities, which limit the exploration of technology-based or interactive learning methods (Mayasari et al., 2023; Safrudin & Anshory, 2018).

3. Curriculum Development

The curriculum in education is not static, but must be dynamically modified to adapt to changing times. The curriculum development process includes curriculum development, implementation, assessment, and refinement. At MTs Al-Utsmani, fiqh teachers have developed the curriculum by independently modifying teaching modules, some of which are accessed online. The fiqh material selected is tailored to the learning objectives, age, learning ability level, and daily life context of the students. This approach ensures the material is relevant to students' needs, but there is still room for improvement, particularly in the integration of digital technology to support the development of a more interactive and contextual curriculum (Prasetyo & Hamami, 2020).

4. Educational Learning Activities

To create educational learning, Islamic jurisprudence teachers at MTs Al-Utsmani use innovative strategies, such as digital interactive media, to increase student focus. The majority of students from Islamic boarding schools respond positively to the use of digital media, such as animated videos, which have been shown to increase their engagement in learning (Asari et al., 2021). This approach is relevant to the needs of Islamic boarding school students who require skills to face global challenges. Furthermore, connecting Islamic jurisprudence material to everyday life makes learning more personal and meaningful, in line with Maslow's idea of self-actualization through education relevant to real-life contexts (Aiman et al., 2022). However, limited facilities and infrastructure often hinder the consistent implementation of this strategy, so a solution is needed to optimize the use of learning media.

5. Developing Student Potential

Developing student potential requires a deep understanding of the students' potential (Amaliyah & Rahmat, 2021). The fiqh teacher at MTs Al-Utsmani designs learning activities that encourage students to be active learners, as revealed by informants. To create a fun learning environment, the teacher links fiqh material to everyday life issues, so students don't get bored. This approach emphasizes the importance of integrating practice with theory to increase learning interest (Sumantri & Ahmad, 2019). However, the development of students' potential is still hampered by the low level of active participation of some students, which is influenced by the perception that fiqh learning is repetitive.

6. Communication with Students

Good communication skills are a crucial aspect in conveying information to students. The fiqh teachers at MTs Al-Utsmani are able to create a pleasant learning environment through close communication with students, ensuring they feel comfortable and avoid boredom (Aziz, 2017). In addition, teachers use constructive feedback and challenge strategies to develop students' creative thinking. These strategies are not only relevant for Islamic jurisprudence (fiqh) learning but also support the exploration of ideas and problem-solving in other subjects. However, to maximize communication, teachers need to continue innovating by creating more interactive methods, particularly by utilizing digital technology (Kamali & Sugiyanto, 2024).

7. Assessment and Evaluation

Assessment and evaluation are important tools for measuring the effectiveness of teaching methods and the level of achievement of learning objectives. The Islamic jurisprudence teacher at MTs Al-Utsmani designed a systematic assessment instrument, encompassing ability identification, assessment type selection, assessment framework

development, criteria determination, and clear language use. The assessment results are used to plan subsequent assessments, including adjusting the types of questions and assessment weights, as noted by informants (Rangkuti & Albina, 2025). This approach demonstrates a focus on accurate and transparent measurement of student progress. However, assessment effectiveness can be improved by integrating more diverse formative assessment approaches to foster sustained student engagement.

Based on the seven aspects of pedagogical competence, fiqh teachers at MTs Al-Utsmani have demonstrated significant efforts in applying pedagogical competence to create PAIKEM learning. This demonstrates that the application of pedagogical competence indicates that learning success depends not only on individual teacher abilities but also on systemic support. Therefore, strengthening various aspects is necessary as a strategic step towards realizing more effective, innovative, and enjoyable fiqh learning at MTs Al-Utsmani.

Factors Influencing the Pedagogical Competence of Fiqh Subject Teachers to Create Active, Innovative, Creative, Effective, and Enjoyable Learning at MTs Al-Utsmani Kajen, Pekalongan Regency

The pedagogical competence of Islamic jurisprudence teachers in creating active, innovative, creative, effective, and enjoyable learning (PAIKEM) is the result of a complex interaction between internal and external factors. Internal factors include motivation, educational experience, and the teacher's educational background, while external factors include principal support, facilities and infrastructure, and training and professional development. Teachers with extensive knowledge, high motivation, and strong classroom management skills will more easily implement PAIKEM. However, this success is highly dependent on a supportive school environment, adequate facilities, opportunities for ongoing professional development, and support from parents and the community (Prayogi, Pujiono, et al., 2025). Ignoring any of these factors can hinder teachers' efforts to create dynamic and meaningful fiqh learning. Therefore, an analysis of these factors at MTs Al-Utsmani Kajen, Pekalongan Regency, provides important insights into understanding the dynamics of fiqh teachers' pedagogical competence in the context of PAIKEM.

1. Internal Factors

Internal factors originate from within the teacher and play a crucial role in ensuring that learning focuses not only on knowledge transfer but also on guiding, inspiring, and empowering students to reach their full potential. These internal factors include the teacher's motivation, educational experience, and educational background, all of which contribute to the ability of

the fiqh teachers at MTs Al-Utsmani to design and implement effective learning (Siregar & Suryani, 2022).

a. Motivation

The motivation of fiqh teachers at MTs Al-Utsmani is driven by a deep belief in the urgency and relevance of fiqh as part of the obligatory knowledge in the lives of Muslims. Teachers are strongly driven to practice and disseminate fiqh to students, with the goal of developing a generation that understands and is able to apply sharia law. This confirms that teachers' motivation stems from the view that fiqh is an essential knowledge for the common good. This motivation drives teachers to create learning that is not only informative but also inspiring, so that students are motivated to internalize sharia values in their daily lives (Huda, 2020).

b. Educational Experience

Educational experience, whether gained through formal or informal education, is a crucial factor in shaping a teacher's pedagogical competence. According to informants, learning experiences come not only from textbooks or subject matter, but also from interactions with the environment, other people, and various situations encountered. Fiqh teachers at MTs Al-Utsmani gained fiqh learning experience from formal education at educational institutions as well as from interactions with teachers in Islamic boarding schools (pesantren). This experience enables teachers to understand the religious and cultural context of their students, the majority of whom come from Islamic boarding schools (Prayogi, Nasrullah, et al., 2025b).

c. Educational Background

A teacher's formal educational background is a benchmark for professionalism. The higher a person's education, the greater their professional potential in improving the quality of education. The fiqh teachers at MTs Al-Utsmani have educational backgrounds in Islamic Religious Education (PAI), which fosters a deep understanding of fiqh and the ability to instill religious values comprehensively. The alignment between educational background and the material taught enables teachers to design relevant and structured learning (Shubchan, 2021).

2. External Factors

External factors play a crucial role in creating a supportive environment for teachers to develop pedagogical competencies and implement PAIKEM learning effectively. These factors include principal support, the availability of facilities and infrastructure, and training and professional development. At MTs Al-Utsmani, these external factors significantly influence

the performance of fiqh teachers, but they still face challenges that need to be addressed to optimize learning.

a. Principal Support

Principal support is a key element in improving teachers' pedagogical competence. A competent principal as a leader and manager can create an environment that supports improved learning quality. At MTs Al-Utsmani, the principal demonstrates strong commitment through various initiatives, such as providing assessment instruments, conducting planned classroom observations, and holding individual discussions with teachers. These efforts aim to provide opportunities for teachers to continuously develop their teaching skills (Wijaya, 2022).

b. Madrasah Facilities and Infrastructure

Adequate facilities and infrastructure are a prerequisite for creating active, innovative, creative, effective, and enjoyable learning. Good management of these facilities and infrastructure plays a crucial role in determining the quality of educational services. However, at MTs Al-Utsmani, the facilities are still under development and are not yet fully adequate to support innovative learning (Ayusaputri et al., 2024).

c. Training and Professional Development

Training and professional development aims to improve teachers' knowledge, skills, and behavior in managing learning. Targeted training can address skills gaps and encourage teacher creativity. At MTs Al-Utsmani, the principal conducts supervision every semester and encourages teachers to participate in educational workshops to improve their pedagogical competencies. These activities help teachers develop personally and have a positive impact on educational progress at the school and in the community (Prayogi et al., 2026).

Internal and external factors influencing the pedagogical competence of fiqh teachers at MTs Al-Utsmani indicate that the success of PAIKEM learning depends not only on individual teacher abilities but also on systemic support from the educational institution and the surrounding environment. Teacher motivation and educational background provide a strong foundation, but without adequate external support, such as technological resources and ongoing training, this potential cannot be fully realized. The low level of active participation of students, most of whom come from Islamic boarding schools (pesantren), also highlights the need for a more contextual and engaging learning approach to address the perception that fiqh is repetitive material.

Therefore, strengthening the synergy between internal and external factors, through investment in facilities, more intensive training, and school policies that support innovation, is a strategic step to optimize meaningful and enjoyable fiqh learning. These internal and external

factors enhance fiqh teachers' ability to design and implement learning that focuses not only on delivering material but also on developing students' potential holistically. By integrating intrinsic motivation, educational experience, and adequate external support, learning Islamic jurisprudence at MTs Al-Utsmani can be a fun, relevant experience, and can foster students' interest in learning and Islamic character.

Conclusion

The pedagogical competence of fiqh teachers at MTs Al-Utsmani Kajen, Pekalongan Regency, is key to realizing active, innovative, creative, effective, and enjoyable learning (PAIKEM), despite still being hampered by limited infrastructure and low student participation. The success of fiqh learning depends not only on the individual abilities of teachers but also on the synergy between internal factors, such as motivation and educational background, and external factors, such as the principal's support and professional training. To optimize learning, a holistic approach is needed that integrates technology, contextual strategies, and strengthening school support systems. In this way, fiqh learning can be a relevant, meaningful experience that can shape students' Islamic character in accordance with the demands of the times. Strengthening this pedagogical competence must also be supported by collaboration between teachers, schools, and the community to create a conducive learning environment. Investment in facilities and ongoing training will enrich the teaching approach, so that students not only understand fiqh theoretically but also are able to practice it in their daily lives. With these steps, Islamic jurisprudence learning at MTs Al-Utsmani can become an inspiring and relevant model of religious education in the modern era.

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