

Development of Students' Worksheets for Fiqh Learning Based on the Implementation of the Independent Curriculum at the Elementary Madrasah Level

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Abstract

This study aims to develop Student Worksheets (LKPD) for Fiqh learning based on the implementation of the Merdeka Curriculum at the Madrasah Ibtidaiyah level and to analyze the validity, practicality, and effectiveness of these worksheets in the learning process. This study employs the Research and Development (R&D) method, using the ADDIE model, which comprises the stages of analysis, design, development, implementation, and evaluation. The study was conducted at MIN 1 Kolaka and MIS Nurul Iman Pomalaa with research subjects of grade IV students. The research instruments used included expert validation sheets, observation sheets for learning implementation, student response questionnaires, and learning outcome tests. The results showed that the developed Student Worksheets for Fiqh learning obtained an average validity value of 3.57, categorized as very valid. The level of practicality based on the results of observations of learning implementation obtained an average value of 1.74, categorized as fully implemented. Meanwhile, the product's effectiveness was demonstrated by improved student learning outcomes, with an average N-Gain score of 0.78 at MIN 1 Kolaka and 0.77 at MIS Nurul Iman Pomalaa, both in the high category. Therefore, the developed Student Worksheets for Fiqh learning based on the implementation of the Independent Curriculum are declared valid, practical, and effective for use in Fiqh learning at Islamic Elementary Schools (Madrasah Ibtidaiyah).

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1. INTRODUCTION

Education is a crucial process in developing quality human resources who are faithful, knowledgeable, and have noble character. From an Islamic perspective, education aims not only to transfer knowledge but also to shape students' character and spiritual values. Islamic religious education plays a strategic role in shaping students' personalities, enabling them to practice Islamic teachings in their daily lives (Aziz et al., 2021). This aligns with the national education goals as stated in Law Number 20 of 2003 concerning the National Education System, which states that education aims to develop students' potential to become individuals who are faithful, pious, and have noble character, possessing the knowledge and skills necessary for social life.

In Islamic education, the learning process is also part of the religious commandments as stated in the Quran, which encourages humans to call for good and forbid evil (Ministry of Religious Affairs of the Republic of Indonesia, 2018). Islamic religious education in schools and madrasas is a crucial tool in shaping students' religious understanding from an early age.

Therefore, Islamic religious education must be systematically designed to enhance students' religious understanding, attitudes, and practices (Sofa, 2022).

One of the subjects in Islamic Religious Education is Fiqh. Fiqh aims to provide students with an understanding of Islamic laws relevant to daily life, both in aspects of worship and transactions (Zali, 2022). Through Fiqh learning, students are expected to understand and practice Islamic teachings in their personal and social lives.

In line with the development of education in Indonesia, the government has implemented the Independent Curriculum (Curriculum Merdeka) as an effort to improve the quality of learning. The Independent Curriculum provides teachers with flexibility to design more student-centered learning and emphasizes the development of competencies, creativity, and critical thinking skills (Khoirurijjal et al., 2022). This curriculum also encourages contextual learning that is relevant to students' needs, enabling them to optimally develop their potential (Nursafinah et al., 2024).

The implementation of the Independent Curriculum requires teachers to develop a variety of innovative learning tools tailored to student characteristics. One such tool is the Student Worksheet (LKPD). LKPD is teaching materials containing instructional instructions designed to help students understand the material through systematic and directed learning activities (Umbaryati, 2019). Using LKPD in learning can increase student engagement, help them understand concepts more deeply, and encourage active and independent learning (Rahmawati & Putra, 2021).

In the context of the Independent Curriculum, student worksheets (LKPD) serve not only as practice sheets but also as learning media that support differentiated learning, project-based learning, and the development of higher-order thinking skills (Kemendikbudristek, 2022). Therefore, developing LKPDs in accordance with the principles of the Independent Curriculum is crucial to support effective and meaningful learning.

However, preliminary observations at the Madrasah Ibtidaiyah (Islamic elementary school) indicate that the teaching materials used in Fiqh (Islamic jurisprudence) are still limited to textbooks. The use of student worksheets (LKPD) in the learning process is still rare, and the available LKPDs do not fully support active learning and the development of students' thinking skills. This situation results in students being less active in learning, resulting in a poor understanding of the material being studied.

Several previous studies have shown that developing student worksheets (LKPD) can improve the quality of learning. Research by Wulandari, Hamdani, and Sutarno (2020) demonstrated that LKPD developed through a development model can increase student engagement in learning. Other research also shows that LKPD designed with an appropriate learning approach can improve students' creative thinking skills and learning motivation (Farumananda, 2018).

Based on these issues, it is necessary to develop learning tools capable of supporting the implementation of the Independent Curriculum in Islamic Jurisprudence (Fiqh) learning in Islamic Elementary Schools (Madrasah Ibtidaiyah). Therefore, this study aims to develop valid, practical, and effective Student Worksheets (LKPD) for Islamic Jurisprudence learning based on the implementation of the Independent Curriculum for use in the learning process in Islamic Elementary Schools (Madrasah Ibtidaiyah).

2. RESEARCH METHODS

This research uses a qualitative approach with research and development (R&D) methods. A qualitative approach emphasizes understanding the meaning, processes, and social phenomena that occur within a specific context (Bahak Udin, 2018). Research and development methods are used to produce a product and test its effectiveness in learning

(Sugiyono, 2019). In this study, the product developed was a Student Worksheet (LKPD) based on the Implementation of the Independent Curriculum in Fiqh learning at Madrasah Ibtidaiyah.

Research and development is a systematic process used to develop and validate educational products so they can be used effectively in the learning process (Risal et al., 2022). Products produced in research and development can include learning models, learning media, teaching materials, and learning evaluation tools (Sa'adah & Wahyu, 2022).

The development model used in this study is the ADDIE (Analyze, Design, Development, Implementation, Evaluation) model. The ADDIE model is a systematic learning development model and consists of five main stages: analysis, design, development, implementation, and evaluation (Winarni, 2018). This model was chosen because it has systematic steps and allows for evaluation and revision at each stage of development, thus making the resulting product more valid and effective for use in learning.

This research was conducted at MIN 1 Kolaka and MIS Nurul Iman Pomalaa in Kolaka Regency. Subjects included Fiqh teachers and fourth-grade students at both madrasas. The research locations were selected based on a needs analysis, which indicated that Fiqh learning at these madrasas had not yet optimally utilized Student Worksheets (LKPD) to support the implementation of the Independent Curriculum.

The sampling technique in this study used purposive sampling, which is a sampling technique based on certain considerations tailored to the research objectives (Sugiyono, 2019). Class IV-A in each madrasah was used as the experimental class, while Class IV-B was used as the control class.

Data collection techniques in this study included observation, interviews, questionnaires, learning outcome tests, and documentation. Observations were used to observe the learning process and the use of student worksheets (LKPD) in Fiqh learning. Interviews were conducted with teachers to obtain information regarding learning needs and the implementation of the Independent Curriculum. Questionnaires were used to determine the level of product validity through expert assessments and student responses to the developed LKPD. Meanwhile, learning outcome tests were used to measure improvements in student understanding after using the LKPD based on the Independent Curriculum Implementation (Sudaryono, 2018; Nasution, 2016).

Data analysis in this study included product validity, practicality, and effectiveness. Validity analysis was conducted based on expert assessments of the developed product. Practicality analysis was obtained from the results of learning implementation using Student Worksheets (LKPD). Effectiveness analysis was conducted by comparing student pretest and posttest results using normalized gain (n-gain) calculations to determine improvements in student learning outcomes (Kurniawan, 2021).

Through these stages, it is hoped that the LKPD product based on the Implementation of the Independent Curriculum that is developed meets the criteria of being valid, practical, and effective so that it can be used as teaching material in Fiqh learning in Madrasah Ibtidaiyah.

3. RESULTS AND DISCUSSION

3.1. Research Results

a. LKPD Development Needs Analysis

Based on observations and interviews with Fiqh teachers at MIN 1 Kolaka and MIS Nurul Iman Pomalaa, it was found that the Fiqh learning process is still dominated by textbooks and lecture methods. The use of supporting teaching materials, such as Student Worksheets (LKPD) has not been optimally utilized in learning activities.

Furthermore, the learning materials used still focus on theoretical conceptual delivery, thus limiting active student engagement in the learning process. This situation indicates that students need teaching materials that can facilitate more interactive and contextual learning activities.

Based on the needs analysis, researchers developed a Student Worksheet (LKPD) based on the Implementation of the Independent Curriculum, which was designed to support Fiqh learning activities more systematically and contextually.

b. Product Development Results

The development of student worksheets (LKPD) in this study used the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. In the analysis stage, learning needs and student characteristics were identified. The analysis showed that students require teaching materials that can encourage learning activities, discussions, and reflection on the material being studied.

In the design stage, the researcher designed the structure of the student worksheet (LKPD), which consisted of learning objectives, learning materials, learning activities, illustrations, practice questions, and a summary of the material. In the development stage, the LKPD product was developed with attention to the appropriateness of the material, the use of communicative language, and an attractive visual display to ensure ease of understanding for elementary school students.

In the implementation stage, the developed LKPD was then piloted on fourth-grade students at MIN 1 Kolaka and MIS Nurul Iman Pomalaa. The final stage, evaluation, was conducted to determine the feasibility, practicality, and effectiveness of the developed LKPD.

c. Validity Test Results

Validity testing was conducted by experts, assessing four main aspects: content, presentation, language, and graphics. The validator's assessment yielded an average score of 3.57, which falls into the very valid category. These results indicate that the developed worksheets meet the eligibility standards for teaching materials, making them suitable for use in Islamic jurisprudence (Fiqh) learning in elementary schools.

d. Practicality Test Results

The practicality of the LKPD was measured through observations of the implementation of learning using the LKPD. Based on the observations, an average score of 1.74 was obtained, which falls into the "fully implemented" category. These results indicate that the developed LKPD is easy for teachers to use in the learning process and is able to systematically facilitate student learning activities.

e. Effectiveness Test Results

The effectiveness of LKPD is analyzed through student learning outcomes using pretest and posttest scores calculated using N-Gain.

The results of the analysis show that:

- The average N-Gain value at MIN 1 Kolaka is 0.78 (high category)
- The average value of N-Gain in MIS Nurul Iman Pomalaa is 0.77 (high category)

These results indicate that the use of LKPD based on the Implementation of the Independent Curriculum can significantly improve student learning outcomes in the Fiqh subject.

3.2. Discussion

The research results show that the development of Student Worksheets based on the Merdeka Curriculum implementation has positively contributed to the Fiqh learning

process in Islamic Elementary Schools. This is evident from the results of the product's validity, practicality, and effectiveness tests, which were categorized as good.

First, the validity test results indicate that the developed student worksheet (LKPD) is categorized as highly valid. This indicates that the material presented in the LKPD meets the standards for content, language, and presentation suitable for use in learning. This finding aligns with the opinion of Risal et al. (2022), who stated that research and development aim to produce valid educational products that can be used effectively in the learning process.

Furthermore, the development of the student worksheets in this study used the ADDIE model, which has systematic stages ranging from analysis to evaluation. According to Winarni (2018), the ADDIE model is a systematic and effective learning development model because each stage allows for evaluation and improvement, resulting in a higher-quality product.

Second, the research results show that the developed student worksheets (LKPD) have a high level of practicality in the learning process. This indicates that the LKPD can be easily used by teachers and can facilitate student learning activities in a more structured manner. This finding aligns with Sugiyono's (2019) opinion, which states that a product resulting from research and development is considered good if it meets three main criteria: validity, practicality, and effectiveness.

Third, the effectiveness test results indicate that the use of student worksheets (LKPD) based on the Independent Curriculum significantly improved student learning outcomes. This improvement was evident in the N-Gain analysis, which was in the high category at both madrasahs where the study took place.

This improvement in learning outcomes demonstrates that the use of student worksheets (LKPD) can help students understand the material more deeply through structured learning activities. This aligns with Sudaryono's (2018) opinion, which states that the use of systematically designed teaching materials can increase the effectiveness of the learning process and help students understand the material more optimally.

Furthermore, the developed LKPD is also designed with a contextual learning approach in line with the characteristics of the Independent Curriculum, which emphasizes active, student-centered learning. According to Sa'adah and Wahyu (2022), the development of teaching materials in development research must be tailored to the needs of students and the learning context to improve the quality of the teaching and learning process.

Thus, the results of this study indicate that the Student Worksheet based on the Implementation of the Independent Curriculum that was developed meets the criteria of being valid, practical, and effective so that it can be used as supporting teaching materials in Fiqh learning in Madrasah Ibtidaiyah.

4. CONCLUSION

Based on the research conducted, it was discovered that the development of Student Worksheets (LKPD) for Fiqh learning based on the implementation of the Independent Curriculum in Islamic Elementary Schools (Madrasah Ibtidaiyah) is crucial for the learning process. Observations and interviews revealed that previous learning still relied on textbooks and verbal explanations from teachers without the support of systematic supporting teaching materials. This situation resulted in unfocused student learning activities and limited student engagement. Therefore, the development of LKPDs is a solution to provide a more structured and contextual learning guide that integrates character values into Fiqh learning.

The research results also show that the developed LKPD meets the criteria for validity and practicality. Based on expert validation results for the feasibility of content, language, presentation, and graphics, an average score of 3.57 was obtained, which is categorized as very valid. Furthermore, the results of the practicality test through observation of learning implementation showed an average score of 1.74, with the category of fully implemented, indicating that the LKPD is easy to use by both teachers and students in classroom learning activities.

Furthermore, the effectiveness test results indicate that the use of Fiqh learning worksheets based on the Independent Curriculum Implementation can improve student learning outcomes. This is demonstrated by the N-Gain analysis results for grade IV MIN 1 Kolaka with an average score of 0.78 and for grade IV MIS Nurul Iman Pomalaa with an average score of 0.77, which is in the high category. Thus, the developed worksheets have proven effective in improving student understanding of Fiqh material and supporting the implementation of more active, contextual learning, and in accordance with the characteristics of the Independent Curriculum in Madrasah Ibtidaiyah.

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