Analysis of the Alignment of the Fiqh Teaching Module with 21st-Century Skills

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Abstract
Teaching modules are instructional tools containing lesson plans that guide the learning process to achieve specific Learning Outcomes. This research aims to evaluate the alignment of fiqh teaching modules with 21st-century skills. The research uses a qualitative method with a case study approach, and data were obtained from Islamic Senior High School fiqh teaching modules. Data analysis involved qualitative techniques, including data reduction, data presentation, and conclusion drawing. Findings show that the fiqh teaching module integrates 21st-century skills, specifically character education, Higher-Order Thinking Skills (HOTS) , literacy, and 4C (critical thinking, creativity, communication, and collaboration). Character education includes values like religiosity, independence, cooperation, nationalism, and integrity. HOTS is embedded through operational verbs such as analyze, evaluate, and compare in lesson planning and assessments. Literacy components encompass basic, media, technological, and visual literacies, while the 4C are demonstrated through discussions, presentations, and group activities.

INTRODUCTION

The 21st century marks an era of rapid technological and informational development, significantly transforming daily life. This includes advances in internet accessibility, communication technology, information access, and science. These technological developments have also impacted education, which is now expected to cultivate quality skills that align with 21st-century demands (Sholikha & Fitrayati, 2021). The government plays a crucial role in curriculum updates, particularly through the independent curriculum, allowing educators to select teaching tools tailored to students' needs and interests (Fauzi, 2022; Ramadhan, 2023).

The independent curriculum integrates 21st-century skills, emphasizing 4C: Critical Thinking, Creativity, Communication, and Collaboration, with a student-centered learning approach where teachers facilitate learning (Widodo & Wardani, 2018). These competencies are essential to produce competitive graduates in a globalized world (Imrotin et al., 2022). The application of these skills requires a comprehensive approach involving educators and parents to encourage students' application of 4C in daily life (Partono et al., 2021).

In 21st-century learning, balancing technology with active, innovative, and collaborative approaches is crucial (Lase, 2019; Sinaga, 2023). Besides cognitive abilities, this approach emphasizes skills development to enhance student competence, including knowledge, attitudes, and skills (Sulistyaningrum et al., 2019; Usman et al., 2017). Achieving learning objectives requires students to think critically, work collaboratively, communicate effectively, and possess literacy skills (Hambali et al., 2020).

21st-century education emphasizes developing learning, innovation, and life skills, including technological and media competencies (Rita, 2022; Robbia & Fuadi, 2020). Teachers should guide students in constructing knowledge through real-life applications, grounded in scientific processes. As life in this century is characterized by globalization and digital connectivity, education must adapt to meet these demands, preparing students for this new reality. Teachers, therefore, need to enhance their skills continuously to meet 21st-century competencies, including developing teaching materials (Ashra & Surhayadi, 2021; Husna & Pritasari, 2024; Juarsa et al., 2022; Wulandari et al., 2020).

Madrasah aliyah schools have adapted by developing teaching modules based on 21st-century skills. Teachers have undergone training to enhance instructional materials, especially in fiqh (Jurisprudence) learning, aiming to introduce students to Islamic law. The primary goal is for students to apply fiqh concepts and analyze Sharia applications in daily life (Zahrawani et al., 2021).

However, some madrasas still focus on rote learning, lacking methods to stimulate curiosity, critical inquiry, or active engagement. This study examines the alignment of teaching modules with 21st-century skills, recognizing the importance of these skills for students. Teaching modules are crucial for achieving learning objectives, enhancing both the quality of education and student outcomes.

METHODS

This research employs a qualitative method with a case study approach (Efendi et al., 2019; Engkizar et al., 2021; Febriani et al., 2022). Data sources include interviews with teachers, observations, and complete teaching module documents in soft file format, obtained directly from Islamic Senior High School teachers. Data analysis involved data reduction, presenting the alignment of teaching modules with 21st-century learning standards, analyzing the components in alignment with 21st-century learning, and presenting findings through brief descriptions, charts, and category relationships. Finally, conclusions were drawn (Biantoro, 2019; Lismana et al., 2024; Yanti et al., 2018).

RESULT AND DISCUSSION

The analysis of the Islamic Senior High School Fiqh Teaching Module examines components that should be integrated with 21st-century learning, including character education, literacy, Higher Order Thinking Skills (HOTS), and the 4C. Analysis of the Fiqh teaching modules revealed that all these components have been integrated into the module design.

Strengthening Character Education

Strengthening Character Education is a crucial effort in establishing a solid foundation for future generations. Character acts as the core of education, influencing values, attitudes, and behaviors that shape holistic individuals (Arifudin et al., 2022; Helena et al., 2020; Sultanik et al., 2022). The character values associated with 21st-century skills include religious commitment, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national pride, love for the homeland, appreciation of achievement, friendship, love of peace, and a passion for reading. Five core values based on Pancasila—religion, nationalism, integrity, independence, and mutual cooperation—are prioritized in developing the Character Education

movement. These values are interrelated, interacting dynamically to form a complete personal character (Hambali et al., 2020), as shown in Figure 1.
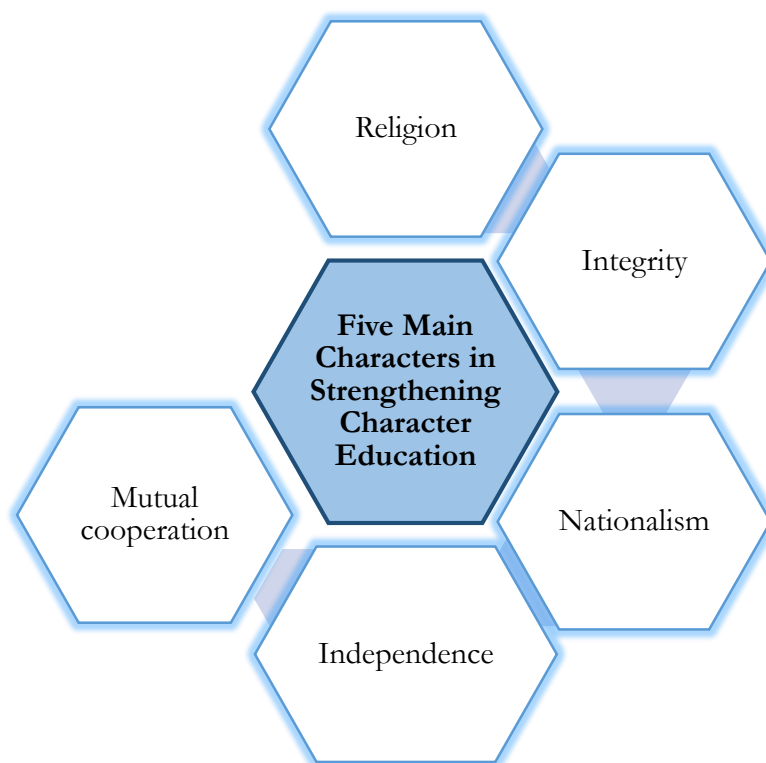

Fig 1. Five Main Characters in Strengthening Character Education

The analysis of Islamic Senior High School Fiqh teaching modules evaluates their integration of 21st-century learning components, specifically character education, literacy, HOTS (Higher Order Thinking Skills), and 4C (critical thinking, creativity, communication, and collaboration). Results show that the modules have effectively incorporated these elements, including the five main values in character education: religious values, nationalism, independence, cooperation, and integrity. Notably, religious values are the most emphasized within the modules.

Higher Order Thinking Skills (HOTS)

HOTS (Higher Order Thinking Skills) is essential in curriculum implementation. When developing teaching modules, teachers must foster high-level thinking among students. Analysis of the Fiqh teaching module in Islamic Senior High Schools shows that HOTS elements have been effectively integrated, particularly in learning outcomes, objectives, activities, and assessments. The most prominent HOTS elements appear in objectives, activities, and assessments (Nugraha, 2020). Objectives use operational indicators at C4–C6 levels. Learning activities include initial, core, and closing phases, each designed to stimulate readiness, collaboration, and critical thinking through structured discussions and problem-solving tasks. In the closing phase, students present their results, followed by teacher-led discussions to reinforce learning. Learning assessments include "hot questions" aligned with a pre-established grid.

Literacy

Literacy is a crucial component of 21st-century skills that must be integrated into teaching and learning modules. This literacy includes media literacy, basic literacy, technological literacy, library literacy, and visual literacy, as shown in Figure 2;
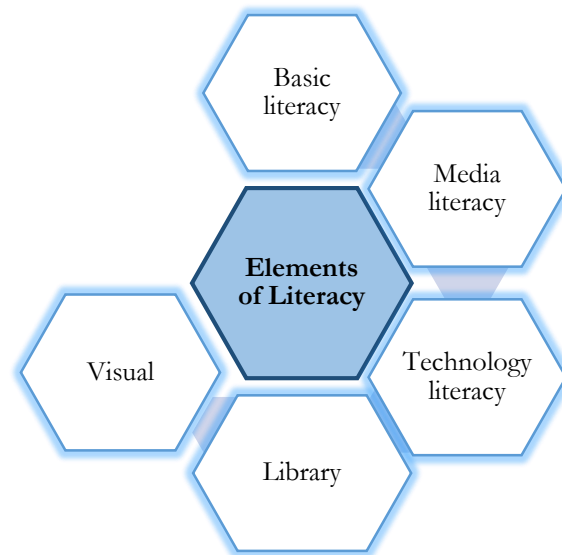
Fig 2. Elements of Literacy

Analysis of the literacy components within the Fiqh teaching module at Madrasah Aliyah reveals the presence of media literacy, basic literacy, technological literacy, library literacy, and visual literacy. Among these, basic literacy is the most prominently integrated component (Febriani et al., 2020; Harsch et al., 2021). Basic literacy involves skills such as observation, reading, and writing, emerging as dominant because teachers instruct students to observe and read the material initially. Media literacy is also significant due to the integration of digital technology in 21st-century learning (Caena & Redecker, 2019; Santoso, 2022; Tufiqurrahman & Junaidi, 2021; van Laar et al., 2017).

4C Competitions

In 21st-century learning, students must master essential skills known as the 4C competencies: critical thinking, creativity, communication, and collaboration. These competencies equip students to navigate a dynamic future. While not all four competencies need to be present in every learning module, integrating them within the curriculum is beneficial. Analysis of these competencies as integrated into 21st-century learning within the teaching module is illustrated in Figure 3.
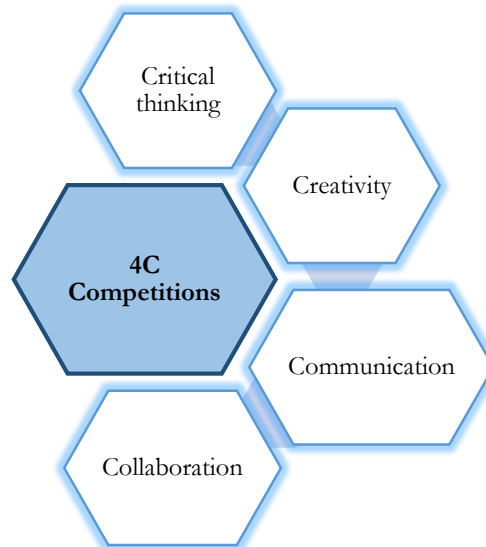
Fig 3. 4C Competitions

Critical Thinking

Critical thinking involves analyzing, evaluating, and interpreting information to make informed decisions, a key characteristic of critical students. With this skill, students can recognize and manage emotions in their thought processes, enabling

objective and rational decision-making. Analysis of the Fiqh teaching module reveals that critical thinking elements are integrated within learning objectives, activities, and assessments (Asril et al., 2023). Learning activities are particularly dominant in fostering critical thinking, as teachers encourage students to identify gaps in their understanding, explain concepts, ask questions, and critically engage with their environment.

Creativity

In the 4C framework, creativity involves generating unique and original ideas, concepts, and solutions to problems. It emphasizes innovation and imagination, allowing students and teachers to leverage technological advancements. Analysis of the learning-teaching module shows that creativity is integrated into learning objectives, activities, and assessments, with learning activities as the most prominent. This includes discussions and concluding tasks that foster creative engagement (Febriani et al., 2023).

Communication

Communication skills involve exchanging information and ideas through various formats, including spoken, written, and digital (Khalil, 2016; White et al., 2010). The Fiqh learning module integrates communication within learning objectives, activities, and assessments, with a strong emphasis on learning activities where students and teachers communicate through discussions, presentations, and Q&A.

Collaboration

Collaboration is the skill of working together to achieve shared goals. Analysis shows that the Fiqh teaching module integrates collaboration in objectives, activities, methods, and assessments. Learning activities, such as group discussions and assignments, are particularly dominant, fostering information exchange and teamwork among students (Djawas et al., 2022).

CONCLUSION

Based on the research results, it can be concluded that the Fiqh teaching module for Islamic senior high schools is well-aligned with 21st-century skills. Integrated skills include character education, HOTS (Higher Order Thinking Skills), literacy, and the 4C competencies (critical thinking, creativity, communication, and collaboration). In character education, the module includes values such as religion, nationalism, independence, cooperation, and integrity. The HOTS components—learning outcomes, objectives, activities, and assessments—are especially prominent in learning activities. Additionally, literacy components encompass media, basic, technological, library, and visual literacy, with basic literacy being most prevalent among Islamic senior high schools.

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