

THE EFFECTIVENESS OF THE HYPOTHETICAL LEARNING MODEL IN IMPROVING STUDENTS' ABILITIES IN FIQH SUBJECT AT MA AL- ISHLAHIYAH BINJAI

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Abstrak

Penelitian ini bertujuan untuk menguji efektivitas model Hypothetical Learning terhadap peningkatan kemampuan siswa pada mata pelajaran Fiqih di MA Al-Ishlahiyah Binjai, mengingat pembelajaran Fiqih masih cenderung menekankan hafalan dan kurang mengembangkan penalaran siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi eksperimen yang melibatkan dua kelompok, yaitu kelas eksperimen dan kelas kontrol, masing-masing berjumlah 30 siswa. Kelas eksperimen menggunakan model Hypothetical Learning, sedangkan kelas kontrol menggunakan pembelajaran konvensional. Pengumpulan data dilakukan melalui tes hasil belajar dalam bentuk pretest dan posttest yang telah diuji validitas dan reliabilitasnya. Data dianalisis menggunakan statistik deskriptif dan inferensial, meliputi uji normalitas, homogenitas, dan uji t. Hasil penelitian menunjukkan bahwa nilai rata-rata posttest kelas eksperimen sebesar 81,25 lebih tinggi dibandingkan kelas kontrol sebesar 72,10, dengan nilai signifikansi 0,001 ($<0,05$). Temuan ini menunjukkan bahwa model Hypothetical Learning efektif meningkatkan kemampuan siswa. Novelty penelitian ini terletak pada penerapan model Hypothetical Learning dalam pembelajaran Fiqih yang menekankan penalaran hipotesis dan pemahaman konseptual siswa.

Kata Kunci: *Hypothetical Learning, Hasil Belajar, Pembelajaran Fiqih, Quasi Eksperimen*

Abstract

This study aims to examine the effectiveness of the Hypothetical Learning model in improving students' abilities in Fiqh subjects at MA Al-Ishlahiyah Binjai, considering that Fiqh learning still tends to emphasize memorization and provides limited opportunities for the development of students'

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reasoning skills. This research employed a quantitative approach with a quasi-experimental design involving two groups, namely an experimental group and a control group, each consisting of 30 students. The experimental group was taught using the Hypothetical Learning model, while the control group received conventional instruction. Data were collected through achievement tests in the form of pretests and posttests that had been validated and tested for reliability. Data analysis was conducted using descriptive and inferential statistics, including normality and homogeneity tests, followed by hypothesis testing using an independent samples t-test. The results showed that the mean posttest score of the experimental group (81.25) was higher than that of the control group (72.10), with a significance value of 0.001 ($p < 0.05$). These findings indicate that the Hypothetical Learning model is effective in improving students' abilities. The novelty of this study lies in the application of the Hypothetical Learning model in Fiqh instruction, emphasizing the development of hypothetical reasoning and students' conceptual understanding.

Keywords: Hypothetical Learning, learning outcomes, Fiqh learning, quasi-experimental design

INTRODUCTION

Fiqh learning plays an important role in shaping students' understanding of Islamic laws related to acts of worship and social transactions in daily life. Through fiqh learning, students are expected not only to understand Islamic legal concepts theoretically but also to be able to apply them appropriately in real contexts (Syahputra & Putra, 2025). However, in practice, fiqh subjects in madrasahs are often perceived as abstract and normative, making them less engaging for students. Learning that is still dominated by lecture methods tends to make students passive and focused only on memorizing concepts without deep understanding. This condition affects students' low ability to analyze and solve contextual fiqh problems (Ramadhani et al., 2024). At MA Al-Ishlahiyah Binjai, similar challenges are also found, particularly in improving students' ability to understand and apply fiqh materials rationally and systematically. Therefore, innovation in learning models is needed to encourage active student involvement and improve their thinking skills. One relevant alternative is the application of the hypothetical learning model, which emphasizes the development of thinking skills through hypothetical scenarios and situations.



Various studies in education show that the hypothetical learning model is an effective approach in developing students' logical, analytical, and reflective thinking abilities (Faraz & Anjum, 2025). This model places students in hypothetical situations that require them to analyze problems, formulate assumptions, and draw conclusions based on learned principles (Shah et al., 2023). In the context of fiqh learning, a hypothetical approach allows students to understand Islamic law through case simulations that resemble real-life situations. Learning through this approach encourages students not merely to accept legal rulings dogmatically, but to understand the basis and rationale behind them (Sarini et al., 2024). Various studies show that scenario-based hypothetical learning can improve conceptual understanding and students' problem-solving abilities. However, the implementation of the hypothetical learning model in fiqh learning at madrasahs is still relatively limited (Cárcamo & Fuentealba, 2023). Most fiqh learning is still oriented toward one-way material delivery. Therefore, further research is needed to examine the effectiveness of the hypothetical learning model in improving students' abilities in fiqh subjects.

Based on this background, this study aims to determine the effectiveness of the hypothetical learning model in improving students' abilities in fiqh learning at MA Al-Ishlahiyah Binjai. Specifically, this study aims to measure the differences in students' abilities before and after the implementation of the hypothetical learning model in fiqh learning. In addition, this study also aims to compare the abilities of students who learn using the hypothetical learning model with those who learn using conventional learning models (Effendi & Hendriyani, 2020). Through a quantitative approach, this study is expected to provide empirical evidence regarding the effect of implementing the hypothetical learning model on students' cognitive abilities. The results of this study are expected to serve as a basis for decision-making by teachers and madrasah administrators in selecting appropriate learning models. Thus, the purpose of this study is not only academic but also practical in improving the quality of fiqh learning in madrasahs.

This study is based on the argument that the hypothetical learning model has strong potential to improve students' abilities in fiqh learning. Learning that presents hypothetical situations encourages students to think critically, analyze cases, and relate fiqh concepts to real-life problems (Oktabri, 2022). Theoretically, this model aligns with learning approaches that emphasize the development of higher-order thinking skills. In the context of quantitative research, the hypothesis proposed is that there is a significant difference between the abilities of students taught using the



hypothetical learning model and those taught using conventional learning methods. In addition, it is assumed that the implementation of the hypothetical learning model has a positive effect on improving students' ability to understand and apply fiqh materials. This hypothesis serves as the basis for statistical testing to prove the effectiveness of the implemented learning model. Therefore, this study seeks to empirically examine the effect of the hypothetical learning model on students' abilities (Aprido B. Simamora et al., 2020).

The normative foundation of fiqh learning can be found in the Qur'an, one of which is in Surah Al-Baqarah verse 219:

﴿يَسْأَلُونَكَ عَنِ الْخَمْرِ وَالْمَيْسِرِ قُلْ فِيهِمَا إِثْمٌ كَبِيرٌ وَمَنْفَعٌ لِلنَّاسِ وَإِثْمُهُمَا أَكْبَرُ مِنْ نَفْعِهِمَا ۗ وَيَسْأَلُونَكَ مَاذَا يُنْفِقُونَ قُلِ الْعَفْوَ كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ لَعَلَّكُمْ تَتَفَكَّرُونَ ۚ ۲۱۹﴾

"They ask you about intoxicants and gambling. Say, 'In them is great sin and [yet] some benefit for people. But their sin is greater than their benefit.'"

This verse shows that the Qur'an teaches Muslims to understand laws through reasoning and rational consideration. The interpretation of this verse explains that the establishment of Islamic law is not merely textual, but also takes into account the impacts and benefits for humanity. In the context of fiqh learning, this verse is relevant to the hypothetical learning approach, which encourages students to analyze cases and consider legal consequences. Through hypothetical-based learning, students can understand that fiqh rulings emerge from a systematic and rational thinking process, making fiqh learning more meaningful and applicable (Supriadi, 2022).

Overall, this study is expected to make a significant contribution to the development of fiqh learning in madrasahs, particularly through the application of the hypothetical learning model. By using a quantitative approach, this study is expected to provide empirical evidence regarding the effectiveness of innovative learning models. The findings of this study can serve as a reference for fiqh teachers in designing more active, student-centered learning that focuses on developing students' abilities. In addition, this study is also expected to enrich academic discourse on fiqh learning that emphasizes not only memorization but also understanding and reasoning. Thus, the implementation of the hypothetical learning model can become a strategic alternative in improving the quality of fiqh learning at MA Al-Ishlahiyah Binjai and madrasahs in general.



LITERATURE REVIEW

Fiqh learning in madrasahs has a strategic role in shaping students' understanding of Islamic laws that are practical and applicable. However, various studies show that fiqh learning is still dominated by conventional, teacher-centered methods, causing students to be passive and focus only on memorizing concepts without understanding their meaning and application in depth. This condition affects students' low analytical and problem-solving abilities in dealing with contextual fiqh issues (Mansir, 2020). Therefore, a learning model is needed that can encourage active student involvement and develop higher-order thinking skills. One relevant approach is the hypothetical learning model, which emphasizes the process of proposing hypotheses, exploring students' thinking, and testing understanding through discussion and reflection (Angela & Munawir Pasaribu, 2022). This model aligns with the demands of 21st-century learning, which emphasize critical, creative, and reflective thinking skills, especially in subjects that are normative and applicative such as fiqh.

The hypothetical learning model is a learning approach that starts from initial assumptions or hypotheses about how students build understanding of a concept (Apriyanti et al., 2019). In the educational context, this model positions students as active subjects involved in the thinking process, formulating assumptions, and testing the validity of concepts through learning experiences (Suminar et al., 2022). Several previous studies indicate that hypothetical learning can improve students' conceptual understanding and reasoning abilities, especially in subjects that require logic and deep comprehension (Oktabri, 2022). In religious learning, particularly fiqh, this model provides opportunities for students to relate Islamic laws to real-life situations they face. Thus, learning is not only textual but also contextual (Karta et al., 2022). Previous literature emphasizes that the use of hypothetical scenarios in learning helps students understand the reasoning behind a law, not merely its provisions, making learning more meaningful.

Quantitative studies examining the effectiveness of the hypothetical learning model show a significant improvement in students' learning outcomes and critical thinking abilities compared to conventional learning models. Studies conducted at various educational levels conclude that student involvement in formulating hypotheses and discussing possible solutions can strengthen conceptual understanding and reasoning skills (Castro et al., 2025). In the context of Islamic education, although studies on hypothetical learning are still limited, some research shows that problem- and hypothesis-based approaches are effective in improving understanding



of religious materials. This is because students are trained to think systematically and reflectively in examining evidence, laws, and their application (K. A. Sari et al., 2021). Therefore, the hypothetical learning model has great potential to be applied in fiqh learning as an effort to improve students' cognitive abilities in a measurable and systematic way (Widiyawati & Hartono, 2025).

Students' abilities in fiqh learning are not only measured by mastery of material but also by their ability to understand, analyze, and apply Islamic law in daily life. Educational literature states that these abilities can develop optimally when students are actively involved in the learning process (Septiantoko et al., 2025). The hypothetical learning model provides opportunities for students to test their understanding through various hypothetical fiqh cases. In this way, students are trained to think critically and logically in determining laws based on sharia principles. Previous research also emphasizes that hypothesis-based learning can improve learning retention and student motivation because they feel directly involved in the process of knowledge construction. This shows that hypothetical learning is not only oriented toward learning outcomes but also toward the thinking process of students, which is an important foundation in fiqh learning.

From a learning theory perspective, the hypothetical learning model aligns with constructivist theory, which emphasizes that knowledge is actively constructed by individuals through interaction with the environment and learning experiences (Kim et al., 2023). This theory views students as active learners who possess prior knowledge that needs to be developed through exploration and reflection. The application of hypothetical learning in fiqh learning allows students to construct their understanding of Islamic law based on guided thinking experiences and discussions. Literature shows that constructivist-based learning is more effective in improving conceptual understanding compared to lecture-based learning (N. Sari et al., 2024). Thus, hypothetical learning can serve as a bridge between modern learning theories and fiqh learning, which has traditionally been more conventional.

Based on the literature review presented, it can be concluded that the hypothetical learning model has a strong theoretical and empirical foundation for improving students' abilities in fiqh learning. However, there are still limitations in studies that specifically examine the effectiveness of this model in the context of madrasah aliyah, particularly in fiqh subjects. Most previous studies have been conducted in science or general subjects, so further research focusing on Islamic education is



needed. Therefore, this study is important to fill this gap by quantitatively examining the effectiveness of the hypothetical learning model in improving students' abilities in fiqh learning at MA Al-Ishlahiyah Binjai. The findings of this study are expected to enrich academic discourse and serve as a reference for developing more innovative and effective fiqh learning models.

RESEARCH METHODS

This study employs a quantitative approach with a quasi-experimental design to examine the effectiveness of the Hypothetical Learning model in improving students' abilities in the Fiqh subject at MA Al-Ishlahiyah Binjai (Sugiyono, 2021). The population in this study consists of all eleventh-grade students at MA Al-Ishlahiyah Binjai in the current academic year. The sample was determined using a purposive sampling technique by considering the equivalence of academic ability and class characteristics (Putra et al., 2023). Based on this technique, two classes were selected as research samples, namely one experimental class and one control class, each consisting of 30 students. The experimental class was given treatment in the form of learning using the Hypothetical Learning model, while the control class used conventional learning methods.

Data collection was carried out using a Fiqh learning achievement test instrument developed based on competency achievement indicators and administered in the form of pretests and posttests. The research instrument had undergone validity and reliability testing before being used. Data analysis was conducted using descriptive and inferential statistics, including normality tests and homogeneity tests as prerequisites for analysis, as well as hypothesis testing using the t-test. This method allows for an objective and accurate measurement of the effectiveness of the learning model.

RESULTS AND DISCUSSION

Results

The analysis of the research results begins with the presentation of descriptive statistics to provide an overview of students' abilities before and after the implementation of the Hypothetical Learning model. These descriptive statistics are important for identifying data trends and comparing the development of students' abilities between the experimental and control classes quantitatively.



Table 1. Descriptive Statistics of Pretest and Posttest Scores

Class	Test	N	Minimum Score	Maximum Score	Mean
Experimental	Pretest	30	55	72	63.40
Experimental	Posttest	30	70	90	81.25
Control	Pretest	30	54	71	62.85
Control	Posttest	30	65	82	72.10

Based on Table 1, the average pretest scores in both the experimental and control classes are relatively similar. This indicates that the students' initial abilities before the treatment did not differ significantly, meaning both classes were in comparable starting conditions. This equivalence is important in quasi-experimental research to ensure that differences in final learning outcomes can be attributed to the treatment rather than initial ability differences. After the learning process, the average posttest scores in both classes increased. However, the increase in the experimental class was significantly higher than in the control class. The experimental class showed a substantial improvement, while the control class experienced only moderate gains. These findings indicate that the implementation of the Hypothetical Learning model contributes positively to improving students' abilities in Fiqh learning. The difference in learning outcomes suggests that the learning model plays an important role in facilitating students' understanding of the material.

Table 2. Normality Test Results

Class	Test	Sig. Value	Description
Experimental	Pretest	0.200	Normal
Experimental	Posttest	0.183	Normal
Control	Pretest	0.176	Normal
Control	Posttest	0.164	Normal

The results of the normality test in Table 2 show that all pretest and posttest data in both the experimental and control classes have significance values greater than 0.05. This indicates that the data are normally distributed and meet one of the main assumptions for parametric statistical analysis. Normal data distribution is essential as it justifies the use of the t-test for hypothesis testing. If the data were not normally distributed, non-parametric methods would have been required. Since the normality assumption is met, the analysis results can be considered valid and reliable.



Table 3. Homogeneity Test Results

Data	Sig. Value	Description
Posttest	0.421	Homogeneous

Based on Table 3, the homogeneity test results show that the significance value is greater than 0.05, indicating that the variance between the experimental and control groups is homogeneous. Homogeneity of variance is an important requirement for the t-test, as it assumes that both groups have similar levels of data variability. This confirms that differences in learning outcomes are due to the treatment rather than differences in variance characteristics between groups.

Table 4. Posttest t-Test Results

Class	Mean	Sig. (2-tailed)	Description
Experimental	81.25	0.001	Significant
Control	72.10		

The t-test results in Table 4 show that the significance value (2-tailed) is less than 0.05, indicating a significant difference between the learning outcomes of the experimental and control classes. Therefore, the alternative hypothesis is accepted, and the null hypothesis is rejected. These findings demonstrate that the implementation of the Hypothetical Learning model has a significant effect on improving students' abilities in Fiqh learning. The considerable difference in posttest mean scores between the two classes indicates that students taught using the Hypothetical Learning model achieved better learning outcomes than those taught using conventional methods. This suggests that active student involvement in hypothetical thinking and concept testing enhances their understanding more deeply. Therefore, the t-test results provide empirical evidence that the Hypothetical Learning model is effective as a learning strategy for Fiqh at MA Al-Ishlahiyah Binjai.

Discussions

The results of the study show that the implementation of the Hypothetical Learning model has a significant effect on improving students' abilities in the Fiqh subject at MA Al-Ishlahiyah Binjai. This can be seen from the comparison of the average posttest scores between the experimental and control classes. The experimental class, consisting of 30 students, achieved an average posttest score of 81.25, while the control class with the same number of students only reached an average of 72.10. This difference in average scores indicates a higher improvement in learning outcomes in the class that implemented the Hypothetical Learning model.



In addition, the average pretest scores of both classes were relatively similar, namely 63.40 in the experimental class and 62.85 in the control class, indicating that the students' initial abilities were comparable. Therefore, the improvement in learning outcomes can be directly attributed to the learning treatment provided, rather than differences in initial student ability. These findings indicate that the Hypothetical Learning model is effective in significantly improving students' understanding of Fiqh material. The validity of these findings is further supported by the results of prerequisite tests, which show that the data meet statistical assumptions. The normality test results indicate that the significance values of the pretest and posttest in both classes are above 0.05, such as the posttest significance values of 0.183 for the experimental class and 0.164 for the control class, indicating that the data are normally distributed. In addition, the homogeneity test results show a significance value of 0.421, meaning that the variance between the experimental and control classes is homogeneous.

The fulfillment of these prerequisites allows the use of the t-test as an appropriate analytical tool. The t-test results show a significance value of 0.001, which is lower than the significance level of 0.05, so the alternative hypothesis is accepted. This statistically proves that there is a significant difference between the learning outcomes of students who use the Hypothetical Learning model and those who use conventional learning methods. The significant improvement in learning outcomes in the experimental class indicates that the Hypothetical Learning model is able to encourage active student involvement in the Fiqh learning process. Through this model, students do not merely receive material passively but are actively engaged in thinking processes through hypothesis formulation, problem analysis, and conclusion drawing. This process enables students to understand Fiqh concepts more deeply and rationally. This is reflected in the increase in the experimental class's average score, which rose by nearly 18 points from pretest to posttest, compared to the control class, which only improved by around 9 points. These findings indicate that Fiqh learning that emphasizes reasoning and conceptual understanding is more effective than conventional learning methods. Therefore, the Hypothetical Learning model can be considered a relevant and effective learning strategy for improving the quality of Fiqh education in madrasah aliyah.

CONCLUSION

Based on the results of the research and discussion that have been conducted, it can be concluded that the Hypothetical Learning model has proven to be effective in improving students' abilities in the Fiqh subject at



MA Al-Ishlahiyah Binjai. This is indicated by the significant difference in learning outcomes between the experimental and control classes. Students who learned using the Hypothetical Learning model achieved higher average posttest scores compared to those who learned using conventional methods. The equivalence of students' initial abilities, as shown by relatively similar pretest scores, further confirms that the improvement in learning outcomes was caused by the implementation of the learning model, rather than by other factors outside the research treatment. Thus, the research problem regarding the effectiveness of the Hypothetical Learning model has been empirically answered through the statistical analysis conducted.

This study also shows that the implementation of the Hypothetical Learning model contributes positively to the quality of the Fiqh learning process. The model encourages students to think analytically through the formulation and testing of hypotheses, so that their understanding of Fiqh concepts is not merely based on memorization but also on reasoning. The strength of this study lies in the use of a quasi-experimental design that allows for objective measurement of learning effectiveness, as well as the use of instruments that have been tested for validity and reliability. However, this study also has limitations, including the limited research scope, which is confined to one madrasah, and the relatively small sample size. Therefore, the generalization of the findings still needs to be further examined in different contexts and populations. The novelty of this study lies in the application of the Hypothetical Learning model in Fiqh learning as an effort to improve students' abilities through a hypothesis-based thinking approach and logical reasoning within the context of Islamic education.

This study not only tests the effectiveness of the learning model quantitatively but also reinforces the understanding that Fiqh learning can be developed through approaches that emphasize scientific and reflective thinking processes. Therefore, this study provides both theoretical and practical contributions to the development of Fiqh learning strategies in madrasah aliyah and can serve as a reference for educators in implementing innovative learning models oriented toward improving the quality of student learning outcomes.



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