

Implementation of the Flipped Classroom Method in Fiqh Learning at the Riyadotul Badi'ah Prokimal Islamic Boarding School

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ABSTRACT

This study discusses the implementation of the flipped classroom method in Fiqh learning at Riyadotul Badi'ah Prokimal Islamic Boarding School. The flipped classroom is a learning strategy that emphasizes independent study through online and offline materials before face-to-face sessions. The main objective is to enhance students' participation, learning effectiveness, and deep understanding of Fiqh, which is often considered a complex subject. This research employs a qualitative approach with data collected through observation, interviews, and documentation. The findings reveal that the application of the flipped classroom method positively impacts students' engagement, critical thinking skills, and learning independence. The challenges encountered include limited technological facilities and students' readiness to access materials independently. Nevertheless, with the support of the school management and adaptive strategies, this method proves relevant and effective for Fiqh learning in the pesantren environment.

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1. INTRODUCTION

Islamic education in Indonesia plays a crucial role in shaping a generation with noble morals, knowledge, and character. One institution that plays a strategic role in this regard is the Islamic boarding school (pesantren), which has long been known as a center for religious studies and the development of community morals (Rizal, 2023; Widodo, Susanto, & Kolis, 2023). In Islamic boarding schools, Fiqh (Islamic jurisprudence) occupies a central position because it directly relates to the practice of Islamic teachings in daily life, from worship to social interactions. Generally, Fiqh instruction in Islamic boarding schools still uses a traditional approach, using lecture, sorogan, or bandongan methods, which emphasize the transfer of knowledge from teacher to student (Fatahillah, Chuanchen, & Zaini, 2023; Purwowidodo & Zaini, 2024). This general fact shows that conventional methods in learning are still the main choice, but in the digital era and the development of modern pedagogy, there is a need to present innovations so that learning becomes

more interactive, participatory, and relevant to the needs of the millennial generation and generation Z who currently dominate the age of students.

Social facts emerging within Islamic boarding schools indicate a shift in the learning styles of students. Today's younger generation tends to be familiar with technology, accustomed to independently accessing information via the internet, and preferring collaborative learning (Nuridin, 2016; Yahuda, Susanto, Widodo, Kolis, & Abdillah, 2023). However, at the same time, most Islamic boarding schools still face limitations in terms of digital facilities and adaptive learning methods. As a result, students often struggle to understand complex Islamic jurisprudence (Fiqh) material due to limited face-to-face time and the dominance of lecture methods. This situation creates a gap between the learning styles of modern students and the traditional approach of Islamic boarding schools. Therefore, a learning model is needed that can bridge this gap, combining traditional Islamic boarding school values with modern pedagogical innovations.

The main problem that arises in learning Fiqh at the Riyadotul Badi'ah Prokimal Islamic boarding school is the low level of active participation of students and limited opportunities to explore the material in depth (Interview Dinil, 2025). Students tend to be passive listeners in class and are less involved in critical discussions. Furthermore, limited face-to-face time makes it difficult for teachers to cover all topics in detail, while students also have limited time to review the material outside of class. This situation has the potential to reduce the quality of Fiqh understanding and impact students' practices in daily life. Therefore, the main problem to be addressed in this research is how to develop a learning method that can increase student engagement, independence, and the quality of understanding in Fiqh learning.

The solution offered is the implementation of the flipped classroom method. This method moves knowledge transfer activities outside the classroom through digital or printed teaching materials that students study independently, allowing face-to-face time to focus on discussion, problem-solving, and in-depth understanding of the material. With this approach, students are not merely passive listeners but are also required to prepare themselves before class, actively participate in discussions, and build deeper understanding. The teacher acts as a facilitator who guides the discussion process, not just as a transmitter of material. This learning model is believed to be able to increase learning independence, critical thinking skills, and the relevance of Fiqh learning to the students' contextual needs.

Several previous studies have demonstrated the effectiveness of the flipped classroom method in various learning areas. A study conducted by Samarrie et al. (Al-Samarraie, Shamsuddin, & Alzahrani, 2020) shows that flipped classrooms can improve student interaction and learning effectiveness compared to conventional methods. Meanwhile, research in the context of Islamic education, such as that conducted by Martin et al. (Fernández-Martín, Romero-Rodríguez, Gómez-García, & Navas-Parejo, 2020), This study proves that the implementation of flipped classrooms in Islamic Religious Education (IS) learning can increase students' motivation and active engagement in class. However, research specifically examining the application of this method in Islamic Fiqh learning in Islamic boarding schools (pesantren) is still very limited. Therefore, this study makes an important contribution to enriching the literature and providing a practical model for Islamic boarding schools to develop more effective learning strategies.

The research method used in this study is a qualitative approach with data collection techniques in the form of observation, interviews and documentation (Creswell, 2022; Huberman & Jhonny, 2014; Sugiyono, 2015). Observations were conducted to observe the Fiqh learning process using the flipped classroom method at the Riyadotul Badi'ah Prokimal Islamic boarding

school. Interviews were conducted with the caretaker, Fiqh teacher, and students to gain a comprehensive perspective on the advantages and challenges of this method. Documentation in the form of teaching materials, learning schedules, and evaluation notes was also used to strengthen the data. A qualitative approach was chosen because it can explore the phenomenon in depth and provide a contextual overview of the implementation of the flipped classroom method in the Islamic boarding school environment.

The purpose of this study is to describe the implementation of the flipped classroom method in Fiqh learning, identify its positive impacts on student engagement and understanding, and analyze the challenges faced in the implementation process. Through this objective, the study is expected to provide practical recommendations for Islamic boarding schools in developing innovative learning strategies without abandoning the tradition of Islamic boarding school knowledge. The urgency of this research lies in the urgent need for Islamic boarding schools to adapt to current developments without losing their identity. Islamic boarding schools as Islamic educational institutions must be able to prepare students who not only master religious knowledge, but also have 21st-century skills, such as critical thinking, collaboration, communication, and digital literacy. By implementing the flipped classroom method, Islamic boarding schools can maintain their relevance amidst the challenges of globalization and the development of educational technology. Furthermore, this research is important because it can serve as a reference for other Islamic boarding schools that want to integrate modern pedagogical innovations into traditional learning systems.

The novelty of this research lies in its focus on Fiqh learning in Islamic boarding schools (*pesantren*) using the flipped classroom method. While previous research has been conducted primarily in schools or universities within a general context, this study presents a new contribution by demonstrating how the flipped classroom method can be adapted to the context of Islamic boarding schools, which have unique characteristics, both in terms of learning culture and curriculum structure. Thus, this research not only enriches the academic literature but also provides practical solutions that can be implemented directly in Islamic boarding schools to improve the quality of Fiqh learning.

2. METHODS

This study uses a qualitative approach with a field study focusing on the implementation of the flipped classroom method in Islamic jurisprudence (Fiqh) learning at the Riyadotul Badi'ah Prokimal Islamic Boarding School. The qualitative approach was chosen because it provides an in-depth overview of learning phenomena, interactions between teachers and students, and the challenges faced in implementing this method (Sugiyono, 2010). This research is descriptive-analytical in nature with the aim of systematically describing the process of implementing the flipped classroom method and its impact on student engagement and understanding. The research subjects consisted of Fiqh teachers, Islamic boarding school supervisors, and middle-level students who participated in Fiqh learning with the flipped classroom application. Data collection techniques were carried out through three main instruments, namely: (1) observation, to observe the learning process both in the preparation, implementation, and evaluation stages; (2) in-depth interviews with teachers, supervisors, and students to obtain information related to experiences, views, and obstacles in implementing the method; and (3) documentation in the form of teaching materials, learning schedules, and relevant evaluation notes.

The data obtained were then analyzed using the Miles and Huberman qualitative analysis model, which includes three stages: data reduction, data presentation, and conclusion drawing. To ensure data validity, source and method triangulation techniques were used so that the research results could be scientifically accounted for. With this method, it is hoped that the research will produce a comprehensive description of the implementation of the flipped classroom method in Islamic jurisprudence learning, while also providing practical recommendations for developing more effective learning strategies in Islamic boarding schools.

3. FINDINGS AND DISCUSSION

Planning and Preparation for Implementing Flipped Classrooms in Fiqh Learning

The planning stage is a fundamental part of implementing the flipped classroom method, as its success is largely determined by the teacher's preparation of all learning components before face-to-face activities begin. At the Riyadotul Badi'ah Prokimal Islamic Boarding School, the Fiqh teacher plays a strategic role in shifting the learning paradigm from a traditional lecture-based model to a more participatory and collaborative approach. At this stage, the teacher functions not only as a material deliverer but also as a learning scenario designer, guiding students to become accustomed to independent learning, utilizing available resources, and preparing themselves before entering class. The first step in planning is to formulate clear and measurable learning objectives. Teachers need to determine the competencies students should achieve after studying specific Fiqh material. For example, in the discussion of the chapter on *thaharah*, teachers determine that students should not only be able to memorize the requirements and pillars of ablution but also understand the wisdom behind it and be able to analyze the differences of opinion of scholars regarding several practices. With these specific objectives, teachers can design teaching materials that are appropriate for both independent learning and face-to-face discussions (Siswanto & Soeharno, 2024; Supriyanti, Kurniawati, & Susanto, 2025).

The next step is developing teaching materials that support independent learning. Fiqh teachers at Islamic boarding schools prepare various forms of materials, such as written texts in the form of concise modules, learning videos, and summaries of key points. Written modules provide systematic guidance that students can read outside of class, while learning videos provide more contextual and engaging explanations, making it easier for students to grasp abstract concepts. The material summaries serve as concept maps, helping students navigate the core material more quickly. Providing this variety of media is important because students have diverse learning styles—some learn best through text, while others are more drawn to visuals and audio. In addition to preparing materials, teachers also design strategies that enable students to actively engage in independent learning. One example is providing pre-class assignments that require students to read or watch specific material before coming to class. These assignments can take the form of reflective questions, brief summaries, or identifying issues that they have not yet understood. This way, teachers can assess students' readiness and identify areas that require more emphasis during face-to-face sessions. Furthermore, teachers also utilize small group discussions outside of class to reinforce understanding. This discussion is usually facilitated by senior students or class leaders, so that a peer teaching process occurs which encourages collaboration and mutual assistance in understanding the material (Majid, 2020).

Planning also encompasses technical aspects, namely the provision of supporting facilities and infrastructure. Teachers, along with the Islamic boarding school, prepare simple equipment such as LCD projectors, speakers, or access to digital devices to play learning videos. Given the limited technological facilities at the Islamic boarding school, teachers seek alternatives, such as

printing sufficient modules, distributing materials through WhatsApp groups, or using whiteboards to display concept maps. Thus, despite the challenges of limited technology, teachers remain creative in ensuring students have access to pre-class materials. Furthermore, the preparation phase also takes into account students' psychological readiness and motivation. Teachers convey the objectives of implementing the flipped classroom method and explain its benefits for students, such as increased independence, critical thinking skills, and deeper understanding of the material. Understanding these benefits is crucial for fostering awareness and intrinsic motivation, as without student readiness, this method will not work optimally. Teachers also provide guidance on effective independent learning methods, such as taking notes while watching videos, generating questions, or discussing unclear points with friends before class.

This planning stage is then followed by the development of a structured schedule. The teacher determines when pre-class material should be studied and when face-to-face discussions should take place. For example, one week before the discussion of the zakat chapter, students are asked to study the module and watch the provided videos. Then, during the face-to-face meeting, the teacher no longer spends time explaining the definition of zakat, but instead invites students to analyze contemporary cases, such as professional zakat or zakat on trade. With a clear timetable, students have a guideline for organizing their learning, while the teacher can utilize class time more effectively. Another important element of planning is a pre-assessment. The teacher can use a simple quiz before class to assess students' understanding of the pre-class material. The results of this evaluation provide an overview of students' readiness and help the teacher adjust the focus of the discussion. Evaluation also encourages students to be more serious about their preparation, as they realize that what they learned before class will be tested in the form of discussions and light assessments (Angga, Suryana, Nurwahidah, Hernawan, & Prihantini, 2022; Yahuda, Susanto, Widodo, & Kolis, 2024).

With all these preparations, Fiqh learning using the flipped classroom method is expected to transform the classroom into a space for scientific dialogue, not just a place for one-way knowledge transfer. Teachers no longer monopolize time with lengthy lectures, but rather become facilitators who guide discussions, clarify concepts, and guide students in solving real-world problems. Ultimately, the success of implementing this method is greatly influenced by the thoroughness of the planning, because without comprehensive preparation, the main goal of increasing student participation and understanding will not be achieved. Therefore, it can be concluded that the planning and preparation stages are the foundation for implementing the flipped classroom in Fiqh learning at the Riyadotul Badi'ah Prokimal Islamic Boarding School. Teachers are required to be creative in developing materials, strategies, and tools that support independent learning, while simultaneously building students' motivation to participate actively. Thorough preparation not only ensures technical fluency but also fosters a new learning culture that places students as the primary subjects in the learning process.

Implementation of the Flipped Classroom in the Teaching and Learning Process of Fiqh

The implementation phase is the core of the flipped classroom method in Fiqh learning at the Riyadotul Badi'ah Prokimal Islamic Boarding School. After thorough planning and preparation of teaching materials for students to study independently outside of class, it is during these face-to-face meetings that all concepts and understanding are tested and developed through direct interaction. The teacher's role in this phase shifts from simply delivering material

to being a facilitator who guides, directs, and strengthens students' understanding. Thus, the class is no longer filled with lengthy, passive lectures, but rather transforms into a dynamic, interactive, and participatory discussion space. At the beginning of the session, the teacher usually begins with a brief review of the material the students have previously studied. This review serves as a trigger to remind students of important points and to check the students' understanding of the independent teaching materials. In practice, teachers can use trigger questions, light quizzes, or ask several students to present their summaries. These initial activities not only help gauge students' readiness but also foster a sense of responsibility as they recognize that pre-class preparation has real consequences for their learning activities (**Putri, Wahyuningsih, & Masruroh, 2023**).

After the opening stage, the teacher leads the class into the main activity, a group discussion. This discussion typically focuses on analyzing a real-life case relevant to the Fiqh material. For example, when discussing the chapter on muamalah (traditional transactions), the teacher presents an example of an online sale and purchase frequently engaged in in modern society. Students are divided into small groups and asked to analyze the case based on the Fiqh principles they have learned. Each group then presents the results of their discussion, while other groups can provide feedback. During this time, the teacher acts as a facilitator, ensuring the discussion remains on track, providing clarification when misunderstandings arise, and enriching perspectives with references to classical Fiqh texts. In addition to discussion, the question-and-answer method is also an important part of the flipped classroom. Students are given ample opportunity to ask questions about material they don't yet understand. The teacher responds to these questions in a way that encourages other students to think and answer, creating an atmosphere of mutual learning. For example, if a student asks about the ruling on using certain cosmetics during worship, the teacher can ask other students to provide their opinions based on the literature they have read. Only then does the teacher provide a comprehensive answer, adding evidence and the views of scholars. This process trains students not only to depend on teachers, but also to build courage in expressing their opinions (**Sabiq, 2022**).

The implementation of this method also encourages students to connect Islamic jurisprudence theory to everyday life. Teachers often assign role-playing or simulation tasks to demonstrate Islamic legal cases. For example, when studying marriage laws, students are asked to act out the marriage contract ceremony, paying attention to its requirements and pillars. Through hands-on practice, students can understand how the concepts they learn are applied in real life. This simultaneously hones their application skills, not just the ability to memorize legal principles and principles. Active student involvement is a key characteristic of the flipped classroom. Students are no longer positioned as passive listeners, but rather as key actors constructing their own knowledge. They are required to come to class with a basic understanding, then expand and deepen it through interactions with teachers and peers. This pattern gradually fosters a culture of critical learning among students. They become accustomed to asking questions, presenting arguments, and conducting comparative analyses of the opinions of scholars. In the long term, this can foster a generation of students who are more independent, critical, and prepared to address contemporary religious issues.

However, implementing a flipped classroom is not without its challenges. Not all students are equally prepared to study the material independently before class. Some students diligently read modules or watch instructional videos, while others lack discipline. This sometimes leads to

uneven discussions because some students lack sufficient preparation. To address this, teachers implement initial evaluation strategies such as quizzes or reflective questions to encourage students to always prepare. Furthermore, teachers provide ongoing motivation regarding the long-term benefits of active participation in class. Another challenge is time constraints. Because face-to-face activities are filled with discussions and case studies, there is sometimes not enough time to address all questions that arise. Teachers must be smart about managing their time by prioritizing which topics to explore in depth, while the remaining can be assigned as follow-up assignments. However, this limitation actually provides an opportunity for students to deepen the material in groups outside of class hours, ensuring continuity of learning that extends beyond the formal classroom (Sirajuddin, 2018; Susanto, Ali, & Hidayat, 2024).

In daily practice, the Fiqh teachers at the Riyadotul Badi'ah Prokimal Islamic Boarding School also emphasize the importance of etiquette in discussions. Students are encouraged to respect differences of opinion, listen attentively, and refrain from imposing their personal views. This is important because, in the Fiqh tradition, differences of opinion are commonplace and must be handled wisely. Thus, the implementation of the flipped classroom not only trains academic skills but also shapes the students' character with noble morals. Overall, the implementation of the flipped classroom in Fiqh learning at this Islamic boarding school provides a different learning experience compared to traditional methods. Students feel more involved, more confident in expressing their opinions, and understand the material more easily because they have prior knowledge. Teachers also feel more supported because face-to-face time can be focused on strengthening understanding and deepening important issues. In other words, learning becomes more meaningful because the theory learned does not stop at the cognitive level but is also applied to real life. By observing the dynamics that occur during implementation, it can be concluded that the flipped classroom method makes a significant contribution to the quality of Fiqh learning. An interactive classroom atmosphere encourages students to be active, critical, and apply their learning. Despite several obstacles, such as student readiness and time constraints, with the right strategy and support from the Islamic boarding school, this method can be implemented effectively. This demonstrates that transforming learning methods in Islamic boarding schools is not impossible, but rather a necessity that requires continuous development to address the challenges of Islamic education in the modern era.

Implications and Challenges of Implementing Flipped Classrooms in Fiqh Learning

The implementation of the flipped classroom method in Islamic Fiqh learning at the Riyadotul Badi'ah Prokimal Islamic Boarding School has significant implications for the cognitive, affective, and psychomotor aspects of students. This method also presents a number of challenges that need to be managed wisely to optimize learning outcomes. By reversing the traditional learning pattern—from lectures in class to independent study before face-to-face meetings—students are positioned not only as recipients of knowledge but also as active subjects responsible for their own learning process. The first implication of this method is the increased independence of student learning. With pre-class assignments such as reading teaching materials or watching learning videos, students are trained to manage their time, be disciplined, and prepare themselves before participating in class discussions. This independence is important, considering that Islamic Fiqh is a highly applicable science that requires in-depth understanding to be applied in everyday life. When students are accustomed to independent learning, they are

better prepared to face practical issues, such as the laws of worship, transactions, and contemporary socio-religious issues (**Hakim & Fairuz, 2022; Hastasari, Setiawan, & Aw, 2022**).

Second, this method encourages increased active participation of students in the teaching and learning process. The classroom atmosphere is no longer monotonous because the teacher is no longer the sole source of information. Group discussions, questions and answers, and case studies provide space for students to express opinions, critique the views of their peers, and formulate solutions together. This implication not only strengthens cognitive understanding but also trains communication skills, courage in public speaking, and an attitude of respect for differences of opinion. Third, the flipped classroom strengthens students' critical and analytical thinking skills. In Fiqh learning, complex issues often arise that require analysis of Islamic law based on the evidence of the Quran, hadith, ijma', and qiyas. With an active learning pattern, students are encouraged not only to memorize Fiqh principles but also to weigh the relevance of law in a social context. For example, what is the law on online buying and selling, the use of financial technology, or other modern muamalah practices that did not exist in classical times. With this method, students learn to connect classical texts with contemporary realities. Fourth, another implication is seen in the changing role of teachers. Fiqh teachers are no longer the sole source of information, but rather serve as facilitators, mentors, and guides in the learning process. Their role focuses more on reinforcing concepts, clarifying unclear material, and enriching understanding through critical discussions. This has resulted in a more egalitarian relationship between teachers and students, as classroom interactions become more dialogic and participatory. Furthermore, the implementation of the flipped classroom method has positive implications for technological developments within Islamic boarding schools. With the growing need for digital teaching materials, such as learning videos, e-books, or online discussion platforms, Islamic boarding schools are encouraged to utilize information technology in their teaching and learning activities. This is a crucial step towards the digitalization of Islamic boarding schools, which can expand students' access to global Islamic literature and strengthen their competitiveness in the digital age.

Despite its many positive implications, implementing this method also faces several challenges. The first is infrastructure readiness. Not all students have technological devices, such as laptops or smartphones, or adequate internet access to access pre-class materials. This poses a serious obstacle, considering that one of the key elements of the flipped classroom is technology-based independent learning (**Hoerudin, Syafruddin, Mayasari, Arifudin, & Lestari, 2023; Paduli, 2025**). The second challenge is student discipline in completing pre-class assignments. Because they are accustomed to conventional learning models, some students may not be accustomed to independent study before class. As a result, during discussions, some students may not yet understand the basic material, leading to suboptimal discussions. This situation requires teachers to be more creative in providing motivation and evaluation systems that encourage student discipline. The next challenge relates to teacher competency. Not all teachers are familiar with using digital technology to create teaching materials. Special training is needed to enable teachers to design engaging learning videos, create concise teaching materials, and utilize digital platforms effectively. Without these skills, the flipped classroom method risks remaining merely a theory without optimal implementation.

Furthermore, there are challenges to the learning culture in Islamic boarding schools. Students are generally more accustomed to the bandongan or sorogan system, which emphasizes teacher lectures as the center of learning. The shift to a flipped classroom may encounter

resistance, both from teachers and students who feel uncomfortable with the new pattern. It takes time to internalize the culture of active learning, discussion, and critical engagement that is at the heart of this method. Another challenge is time constraints. The busy schedule of Islamic boarding schools, with religious activities, religious studies, and daily activities, can make it difficult for students to set aside dedicated time for pre-class independent study. If not managed properly, students can feel burdened by additional tasks beyond the pesantren routine.

Facing these challenges, a solution strategy is needed to ensure the effective implementation of the flipped classroom method. First, Islamic boarding schools can provide supporting facilities, such as multimedia rooms, shared internet access, and projectors in the classroom to facilitate access to materials. Second, teachers need to adopt motivational strategies, such as providing special assessments for students who consistently prepare themselves before class. This can improve student discipline in carrying out independent learning. Third, teacher training in learning technology must be improved. Through workshops or mentoring, Islamic jurisprudence teachers can become more proficient in utilizing digital media, thus producing more engaging and relevant teaching materials. Fourth, to overcome resistance to learning culture, a gradual approach is needed by integrating the flipped classroom method into traditional Islamic boarding school patterns. For example, teachers can continue to provide short lectures but gradually supplement them with active discussions and pre-class assignments (Hudiawan, 2020; Livingstone Thompson. A, 2009).

The implications and challenges of implementing flipped classrooms in Islamic boarding schools are important to examine in more depth, as they impact the quality of Fiqh learning, a fundamental component of Islamic education. By understanding its positive implications, Islamic boarding schools can optimize the potential of this method to produce students who are critical, independent, and adaptive to current developments. Meanwhile, by identifying the challenges, Islamic boarding schools can design more realistic and solution-oriented strategies to ensure learning innovations are not halted midway. Ultimately, the implementation of flipped classrooms at Riyadotul Badi'ah Prokimal Islamic Boarding School is not merely a pedagogical experiment but also represents a paradigm shift in Islamic education toward a more participatory, interactive model that aligns with the demands of the digital era. With a shared commitment from teachers, students, and Islamic boarding school administrators, these challenges can be effectively managed, allowing this method to significantly impact the quality of Fiqh learning and prepare a generation of students ready to face global challenges.

4. CONCLUSION

Research on the implementation of the flipped classroom method in Islamic Fiqh learning at the Riyadotul Badi'ah Prokimal Islamic Boarding School shows that this learning model is effective in increasing student engagement, independence, and understanding. Students are no longer passive recipients, but are actively involved through independent learning activities before class and interactive discussions during face-to-face sessions. Positive implications include increased critical thinking skills, self-confidence, and a strengthening of the relevance of Islamic Fiqh learning to real-life contexts. Teachers also play a more active role as facilitators, guiding and strengthening students' understanding. However, this study also identified significant challenges, such as limited technological facilities, students' readiness for independent learning, and resistance from the traditional learning culture that is deeply rooted in Islamic boarding schools. However, with adaptive strategies, support from caregivers, and

teacher training, these challenges can be managed so that the implementation of the flipped classroom remains relevant and beneficial in the context of Islamic boarding school education. Thus, this method can be a strategic alternative to improve the quality of Islamic Fiqh learning in Islamic boarding schools that want to adapt to the demands of the digital era without abandoning the tradition of Islamic scholarship.

For future researchers, it is recommended to conduct research using a quantitative or mixed methods approach so that the impact of the flipped classroom implementation on students' learning outcomes can be measured more objectively through statistical instruments. Furthermore, further research could expand the scope of the study by involving Islamic boarding schools (pesantren) from various regions to obtain a more comprehensive picture of the method's effectiveness in diverse contexts. More specific studies could also be directed at developing digital media that suits the characteristics of students, or examining teacher training strategies to better prepare them to integrate technology into Fiqh learning. Thus, further research will enrich the literature and strengthen the implementation of pedagogical innovation in Islamic boarding schools.

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