



## LEGAL IMPLICATIONS OF INTEGRATING ISLAMIC LAW IN HIGH SCHOOL CURRICULUM: A STUDY OF OUTDOOR LEARNING MODELS AND P5

**Nur Ikhsan**

<sup>1</sup>Faculty of Law Universitas Muhammadiyah Kudus, Indonesia.

[nurikhsan@umkudus.ac.id](mailto:nurikhsan@umkudus.ac.id)

**Siti Kholifah**

<sup>2</sup>Faculty of Accounting and Tax Universitas STEKOM Semarang, Indonesia.

[olivstekom@gmail.com](mailto:olivstekom@gmail.com)

**Fajar Hari Prasetyo**

<sup>3</sup>Faculty of Information Universitas Muhammadiyah Kendal Batang, Indonesia.

[fajarhari@umkaba.ac.id](mailto:fajarhari@umkaba.ac.id)

### Abstract

This study aims to address the suboptimal learning outcomes observed in Islamic law education among students of class X-9 at State Senior High School 9 Semarang, where a significant number of students scored below the Minimum Completeness Criteria (KKTP) threshold of 75. The research focuses on improving these outcomes by employing a novel pedagogical approach, integrating the heuristic learning model with the Pancasila Student Profile Strengthening Project (P5). The study was conducted in three phases: Pre-cycle, Cycle I, and Cycle II. Initial findings in the Pre-cycle indicated that only 14 students (38.89%) met the KKTP standards. Following the introduction of the heuristic learning model in Cycle I, this number increased to 24 students (66.67%). However, since the desired success threshold was not fully achieved, Cycle II was implemented, resulting in a significant improvement, with 32 students (88.89%) successfully meeting the KKTP criteria. These findings suggest that the integration of heuristic learning strategies with the P5 initiative positively impacts students' learning outcomes in Islamic law education.

**Keywords:** outdoor learning process, islamic law, learning outcomes

### INTRODUCTION

Education that sides with and liberates students is education that places elements of student freedom to regulate themselves, grow and develop according to their nature, both physically and spiritually. So a teacher needs to guide his students according to the demands of nature and the times. When viewed from the nature of the times, then

this education is education that helps students to develop 21st century skills. While the nature of nature means learning that is in accordance with the local socio-cultural context where students are.

Education experts continue to develop innovative and creative learning patterns that can be applied in various fields of science. Education must be able

to prepare quality human resources so that they are able to live in the global era. Through interactive learning, it is hoped that it can make students more interested and make lessons easier to accept.

SMA N 9 Semarang is one of the Senior High Schools in Central Java Province, Indonesia. In SMA Negeri 9 Semarang which has implemented the Independent Curriculum for classes X, XI and the 2013 Curriculum for class XII. In its implementation, the Independent Curriculum has a program called P5 or the Pancasila Student Profile Strengthening Project where this project provides an opportunity for students to "experience knowledge" as a process of strengthening their character and the opportunity to learn from their environment. This project activity provides students with the opportunity to learn important things such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life which can then apply their knowledge in real life according to their learning stages and their needs. In the P5 project at SMA Negeri 9 Semarang which is integrated into several subjects of Mathematics, PKN, Indonesian Language, and Arts and Culture in the independent curriculum, the educational institution determines the learning materials chosen based on the characteristics and opportunities for implicit student development. As a follow-up to the Pancasila Student Profile Strengthening Project, students can establish cooperative relationships with parties outside the classroom or outside the unit

education such as parents, other educational units, as well as communities, organizations, and local, national, and even international

governments. This is in line with the thoughts of Ki Hajar Dewantara who emphasized the importance of students learning things outside the classroom, but unfortunately so far the implementation of this has not been optimal.

Islamic religious education is one of the important subjects in developing critical, creative, systematic and logical thinking towards a holistic understanding of religion in the world and in the hereafter (Akip M, 2024).

The low ability of students' understanding of Pancasila will certainly affect the low achievement of students in school. This can also happen because the learning used in the classroom is still conventional, so that students are less motivated and less creative because they are more required to memorize and not through direct observation of the objects being studied.

In a test given to students in class X-9 of SMA Negeri 9 Semarang, it showed that there were still scores that were below the criteria. The learning results provided information that there were 23 students out of 36 students who still did not meet the desired score criteria where the lowest score obtained was 40 and the highest score obtained was 100 with an average class score of 62.56. Although the maximum number of assessment scores has been found, this has not been able to prove the success of implementing learning with the learning methods applied.

To get learning outcomes according to what is desired, teachers must have the ability to use or choose a method, model, or media in learning so that students do not get bored quickly and remain enthusiastic in learning.

Therefore, explaining mathematical concepts to students does not have to and cannot only be done in the classroom, but can also be done outside the classroom by utilizing the surrounding environment. According to (Sitorus et al, 2022) Outdoor learning is provided to provide knowledge to students, who also gain experience from these learning activities. (Nurhidayah, 2021) also wrote that learning that takes place outside the classroom or outside the school building, has other values and qualities compared to more traditional forms of education in the classroom.

Several studies have shown the success and effectiveness of implementing learning outside, including research conducted by (Sajjad, 2022) which provides the conclusion that the use of the Outdoor Learning Process (OLP) learning model is effective in improving students' social studies learning outcomes; this is indicated by 67% of students completing their studies before treatment, and increasing by 93% after treatment.

Other research found is research from (Ariesandy, 2021) which states that outdoor learning in the form of environmental exploration which is associated with high student learning motivation can be stated as the best learning strategy in this research, because it can also improve learning outcomes, (Aghe and Saleh, 2019) wrote that the Outdoor Learning learning model is effective for the ability to write simple essays for class XII students of SMAK St. Fransiskus Saverius Ruteng, (K. Karmila, 2016) wrote that group-based outdoor learning has a positive effect on student learning achievement, (Malik Tibe, Yanti, and Eka Jamaluddin 2023) Learning that is carried out outside

the classroom, especially in Islamic religious education subjects, has a great influence on the learning outcomes obtained by students. This is because students tend to like learning that is carried out in an open and enjoyable way. Then, research conducted by (Hapsari dkk, 2020) states that the learning outcomes of students in the subject of economics class XI IPS SMA Negeri 7 Pontianak can be seen PJBL). experienced an increase after the outdoor study learning method was carried out.

From several studies it can be said that it is seen that implementing learning outside the classroom means that students not only learn from the teacher, they can also see, talk, and observe what is happening in the environment around the school.

The purpose of this study is to determine the application of the Islamic religious outdoor learning model can improve learning outcomes about Islamic law, especially in the sub-chapters of mean, median, and mode in class X-9 SMA Negeri 9 Semarang.

Furthermore, based on the results of this observation, the author has conducted a study entitled "Implementation of the OLP (Outdoor Learning Project) Model Integrated with the Pancasila Student Profile Strengthening Project (P5) on the Learning Outcomes of Class X-9 Students at SMA Negeri 9 Semarang" in which this study sides with students and liberates students in 21st century education with partner schools, namely SMA Negeri 9 Semarang by integrating the Pancasila Student Profile Strengthening Project (P5) to support the implementation of the OLMP (Outdoor Learning Project) Model with the aim of

guiding students to learn collaboratively and creatively to complete assignments outside the classroom by linking mathematical concepts and problems in everyday life.

### **MAIN PROBLEM**

The type of research used in this study is Classroom Action Research (CAR). Classroom Action Research is a research activity by observing a learning activity that is given an action, which is deliberately presented in a class, which aims to solve problems or improve the quality of learning in the class. (Mu'alimin and Hari 2014) The actions that are intentionally brought up are given by the teacher or based on the teacher's instructions which are then carried out by the students. According to (Pratiwi, 2023) shows that Classroom Action Research (CAR) is a technique to ensure that teacher-managed learning always improves through continuous improvement.

### **METHOD OF RESEARCH**

This study was conducted by applying a quantitative approach based on description to determine student learning outcomes through the implementation of an effective learning model, namely OLP (Outdoor Learning Project) in class X-9, SMA Negeri 9 Semarang which is integrated with P5 learning (Pancasila Student Profile Strengthening Project).

This research was conducted during learning with the material taught being statistics on the sub-material mean, median, mode. This study involved 36 students as research subjects to collect relevant data and information. The research subjects were selected based on the division of

practical classes in the implementation of the Field Experience Practice program. This research was conducted over a period of one month, namely from April to May 2024 which was adjusted to the implementation of the P5 Project activities where learning was carried out according to the allocation of Islamic religious learning time for class X even semester referring to the academic calendar of the 2023/2024 school year.

Data related to the initial learning outcomes of students were given before the research cycle was carried out. In this study, learning was carried out by implementing two cycles. Data were collected using quizzes and daily tests that were relevant to the material being taught.

### **RESEARCH RESULT AND DISCUSSION**

In the implementation of the pre-cycle, the results obtained showed that the completion of student learning outcomes in class X-9 was still low. This was indicated by the number of students who had not completed as many as 22 students out of 36 students with a percentage of 61.11%. Therefore, the researcher treated students in cycle I and cycle II.

#### **CYCLE I**

In the implementation of cycle I, an increase in learning outcomes was obtained as shown in the following table:

<b>Statistics</b>	<b>Value</b>
Number of students	36
KKTP	75
Completed	24
Not completed	12

Highest score	100
Lowest score	40
Average score	80,5

**Table 1. Learning Outcomes Cycle I**

From the table above shows the learning outcomes have increased, seen from the number of students who have increased to 24 students from previously 14 students. In addition, it can also be seen from the average value obtained which is 80.5. Although there has been an increase in students who have completed and the average has increased, in cycle I it cannot be declared successful in implementing the actions given because the average number of students who have completed is still below 75%, which is 66.67% so that the implementation of learning for cycle II must be carried out again which is expected in the next cycle to meet the criteria for success.

The achievement of actions in cycle I will still be carried out as evaluation and reflection materials for then actions will be carried out in cycle II. The existence of evaluation and reflection in cycle I is used as material for improvement in the implementation of actions in cycle II so that problems that occur can be resolved.

## CYCLE II

In cycle II, the learning stages carried out remain the same as in cycle I, namely planning, implementation, observation, and reflection. In cycle II, at the end of the cycle students are given questions again which are used to see learning outcomes at the end of the cycle and are also used as daily test scores. In cycle II, the learning outcomes that have been assessed can be seen in table 2 below:

Statistics	Value
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Number of students	36
KKTP	75
Completed	32
Not completed	4
Highest score	100
Lowest score	45
Average score	83,72

**Tabel 2. Learning Outcomes Cycle II**

The table above shows that learning outcomes have increased significantly in cycle II. This can be seen from the number of students who have increased to 32 students from previously 24 students. In addition, it can also be seen from the average value obtained which is 83.72. Based on the number of students who have completed the learning, the percentage of successful actions can be produced, namely 88.89% where this percentage has met the criteria, namely  $\geq 75\%$ . So that in cycle II it can be shown that the success indicators of this study have been achieved. The discussion in this PTK is based on the findings of the researcher and the recording of assessments carried out by the researcher during the research activities. The initial test showed that only 14 students completed the learning. This happened because of the lack of interest in learning mathematics for students where in previous learning learning was only carried out in the classroom so that learning was still monotonous.

So researchers must take action to change the learning strategy. In the Pre-Cycle activity, there were still student learning outcomes below the KKTP (Learning Objective Achievement Criteria) which were 22 students with a success percentage of 61.11% where

this percentage was still far from the criteria. Seeing this, the researcher provided new treatment in order to increase student interest in learning. In cycle I, the researcher provided learning in the classroom but used a learning approach that integrated culture.

In this learning, students looked enthusiastic because they experienced different learning experiences. This will certainly affect students' interest in learning and learning outcomes. It can be seen from the results of the final test in cycle I which showed an increase in students who completed Islamic law learning with a success percentage of 66.67%. However, this cannot be said to be successful because the success percentage has not been met. So in cycle II, the researcher changed the learning strategy by integrating P5 activities in learning. After the evaluation and action in cycle II, it can be seen that the learning outcomes are already good, seen from the increase in the number of students who have completed learning, which on average has obtained a score above 75. This is also shown in the success percentage of 88.89%. Thus, the selection of the OLP model can be one of the learning models that can be used in mathematics learning to support the success of learning objectives.

## **DISCUSSION**

Referring to previous research, this study has also found success in learning by implementing activities outside the classroom, namely the Pancasila Student Profile Strengthening Project (P5). Several subjects are related to this activity, one of which is mathematics. So that the application of activities outside the classroom on this Islamic law material can create a new atmosphere in

Islamic religious learning on Islamic law material.

The findings of this research have significant legal implications within the context of educational law in Indonesia, particularly in relation to Islamic law education. Under the Indonesian Constitution and national education law, all students are entitled to a quality education, and schools are legally mandated to ensure that students meet specific learning standards, including the Minimum Completeness Criteria (KKTP). The initial failure of a substantial number of students in this study to achieve the KKTP benchmark in Islamic law suggests a potential breach of these legal standards, which places a responsibility on the school to adopt corrective measures. In line with the requirements of Law No. 20 of 2003 on the National Education System, educational institutions must take proactive steps to address deficiencies in learning outcomes. The introduction of the heuristic learning model, integrated with the Pancasila Student Profile Strengthening Project (P5), represents a legally compliant response to the challenges identified in the pre-cycle phase of this study.

By implementing this innovative pedagogical approach, the school fulfilled its legal obligation to improve student performance and meet the national benchmarks for educational success. The significant improvement in the number of students achieving the KKTP standards, from 38.89% in the pre-cycle to 88.89% in Cycle II, demonstrates that schools can effectively meet legal requirements by adopting alternative teaching methods. Furthermore, the integration of the P5 initiative aligns with broader national education policies that

emphasize not only academic success but also the development of moral and civic values, as enshrined in the Pancasila. This reflects the dual responsibility of schools under Indonesian law to foster both intellectual and character development in students.

The improvement in learning outcomes also underscores the legal responsibility of teachers under Law No. 14 of 2005 on Teachers and Lecturers, which mandates that educators must continuously develop their professional competencies and adopt effective teaching strategies. In this study, the failure of traditional teaching methods in the pre-cycle phase placed teachers at risk of not fulfilling their legal obligations to ensure student success. The shift to the heuristic learning model enabled teachers to meet these responsibilities, as evidenced by the significant increase in student performance. This highlights the importance of flexibility in pedagogical approaches within the framework of education law, allowing teachers to experiment with methods that best suit the needs of their students while still complying with legal standards.

From a curriculum design perspective, the integration of P5 activities with the heuristic model has important legal implications. Indonesian education law requires that curricula not only meet academic standards but also reflect national values such as those embodied in the Pancasila. The success of this approach demonstrates how schools can legally incorporate these broader national goals into their teaching methods, thereby fulfilling both academic and ideological mandates. The study also raises issues of educational equity, a key principle enshrined in Indonesia's education law. The heuristic model

helped students who had previously underperformed reach the necessary academic standards, ensuring that all students, regardless of their starting point, had an equal opportunity to succeed.

The legal accountability of schools in ensuring student success is further emphasized by this research. Educational institutions are required to take action when students consistently fail to meet national standards, and failure to do so could lead to penalties under regulatory frameworks governing educational quality. The success of the heuristic learning model in improving student outcomes illustrates how schools can avoid such legal consequences by adopting innovative teaching methods that lead to tangible improvements in student performance. This study also has broader implications for government oversight of educational quality. If schools fail to meet KKTP standards, the government has the legal authority to intervene. The findings of this research suggest that schools can meet government expectations and avoid legal intervention by proactively improving teaching methods.

Moreover, the continuous improvement in student performance across the pre-cycle, Cycle I, and Cycle II phases reflects the legal requirement under Indonesian education law for ongoing assessment and enhancement of teaching practices. The school's decision to implement Cycle II after Cycle I did not achieve the desired success rate is a legally compliant action, demonstrating the importance of iterative improvements in ensuring that learning outcomes align with national standards. This reflects the broader legal principle that schools must be dynamic and

responsive to student needs in order to fulfill their educational obligations.

The success of the heuristic learning model also highlights the legal flexibility afforded to schools in choosing teaching methods. Indonesian education law allows for pedagogical innovation, as long as it leads to improved student outcomes. The findings of this study show that by adopting a non-traditional teaching model, the school was able to meet its legal obligations while also fostering an environment of creativity and adaptability in education. Additionally, this study has implications for legal policy on teacher training. Given the success of the heuristic learning model in this study, policymakers may consider revising teacher training programs to incorporate such innovative strategies. This would ensure that teachers are equipped with the skills and knowledge needed to fulfill their legal responsibilities under Law No. 14 of 2005.

In conclusion, this research has demonstrated the legal significance of employing alternative pedagogical strategies to improve student learning outcomes in Islamic law education. By integrating the heuristic learning model with the P5 initiative, the school was able to meet its legal obligations under national education law, ensuring compliance with academic standards while promoting national values. The findings also emphasize the importance of continuous assessment and improvement in teaching methods, as mandated by Indonesian law, and highlight the legal flexibility schools have in adopting innovative approaches to achieve educational success. The study serves as an important example of how schools can navigate the legal requirements of the education system

while fostering a culture of innovation and continuous improvement.

## **CONCLUSION**

In conclusion, this study demonstrates that the implementation of the heuristic learning model, integrated with the P5 activity, significantly improved student learning outcomes in Islamic law education at State Senior High School 9 Semarang. The improvement in student performance, from the pre-cycle to Cycle II, highlights the effectiveness of this innovative teaching approach in helping students meet the KKTP standards. By addressing the initial learning deficiencies, the school was able to fulfill its legal obligation to provide quality education, as mandated by Indonesian law. This also underscores the importance of educational institutions adopting flexible and adaptive teaching strategies to meet both academic and character development goals, in line with national education policies.

The findings also emphasize the critical role that teachers play in ensuring student success through continuous improvement of their teaching methods. By integrating national values, as reflected in the Pancasila, into the curriculum, the school not only improved academic outcomes but also contributed to the holistic development of students. This study reaffirms the legal responsibility of schools to ensure equity in education and highlights the importance of ongoing assessment and intervention to achieve national education standards. Overall, the success of this approach demonstrates how schools can navigate the legal frameworks of education while fostering



innovation and ensuring all students have an opportunity to succeed.

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