

The Implementation of Problem-Based Instruction in Fiqh Learning on Menstruation and *Istihadah* at Darul Ma'arif Islamic Boarding School Tuban

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Abstract: Implementing a meaningful and in-depth learning model, if delivered appropriately, in a fun way, and involving the students' active participation, will facilitate the learning process. The purpose of this study is to describe the implementation of Problem-Based Instruction in Menstruation and *Istihadah* Learning at Darul Ma'arif Islamic Boarding School, Tuban; the implications and obstacles to implementing Problem-Based Instruction in Menstruation and *Istihadah* Learning at Darul Ma'arif Islamic Boarding School, Tuban; and solutions to the obstacles to implementing Problem-Based Instruction in Menstruation and *Istihadah* Learning at Darul Ma'arif Islamic Boarding School, Tuban. The approach used in this study was descriptive qualitative. The results show that the implementation of Problem-Based Instruction in Fiqh Learning on Menstruation and *Istihadah* was carried out according to the stages and went well, starting from orientation, group division, group discussions, presentations, and reflection; the implications of its implementation include improving students' critical thinking, courage to express opinions, and increasing their inquiry skills. Meanwhile, the implementation obstacles are that it takes quite a long time and teachers provide additional stimulus several times to stimulate students' critical thinking; solutions to overcome this include learning evaluation, optimal use of facilities, building a climate of discussion, and improving literacy culture.

Abstrak: Penerapan model pembelajaran yang bermakna dan mendalam, jika disampaikan secara tepat, dengan cara yang menyenangkan, dan melibatkan partisipasi aktif siswa, akan memfasilitasi proses pembelajaran. Tujuan penelitian ini adalah untuk mendeskripsikan penerapan Problem-Based Instruction dalam Pembelajaran Haid dan Istihadah di Pondok Pesantren Darul Ma'arif, Tuban; implikasi dan kendala penerapan Problem-Based Instruction dalam Pembelajaran Haid dan Istihadah di Pondok Pesantren Darul Ma'arif, Tuban; serta solusi terhadap kendala penerapan Problem-Based Instruction dalam Pembelajaran Haid dan Istihadah di Pondok Pesantren Darul Ma'arif, Tuban. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif deskriptif. Hasil penelitian menunjukkan bahwa penerapan Problem-Based Instruction dalam



Pembelajaran Fikih tentang Haid dan Istihadah dilaksanakan sesuai dengan tahapan dan berjalan dengan baik, dimulai dari orientasi, pembagian kelompok, diskusi kelompok, presentasi, dan refleksi; implikasi penerapannya meliputi peningkatan kemampuan berpikir kritis siswa, keberanian untuk menyampaikan pendapat, dan peningkatan keterampilan inkuiri mereka. Sementara itu, kendala dalam penerapannya adalah membutuhkan waktu yang cukup lama dan guru memberikan stimulus tambahan beberapa kali untuk merangsang pemikiran kritis siswa; solusi untuk mengatasi hal tersebut meliputi evaluasi pembelajaran, pemanfaatan fasilitas secara optimal, membangun iklim diskusi, dan meningkatkan budaya literasi.

INTRODUCTION

Learning quality refers to the level of effectiveness of the learning process in achieving learning objectives. To achieve these learning objectives, quality instruction is necessary, meaning that in order to obtain optimal outcomes, teachers must utilize the components of the learning process as effectively as possible (Andelson Memorata, 2017). In the context of Islamic Religious Education, particularly Fiqh, the quality of instruction plays a crucial role in shaping students' understanding of Sharia law that must be applied in daily life. However, the quality of Fiqh instruction in many Islamic educational institutions, including *pesantren* (Islamic boarding schools), remains a persistent issue.

This problem of limited critical thinking and analytical skills is consistent with findings observed on a broader scale PISA 2022 data indicate that Indonesian students' literacy and numeracy skills remain behind the OECD average, although the 2025 Education Report (Rapor Pendidikan) notes gradual improvement across various levels. The challenge is not only to make students more consistent in reading or calculating, but also to ensure that they can understand, analyze, and apply these skills in their daily lives (OECD, 2023).

UGM Online, in response, stated that one of the main challenges facing education today is a paradigm shift in the learning process. The traditional top-down, teacher-centered educational model is slowly being abandoned in favor of a more collaborative, student-centered approach. The demand for 21st-century skills, such as creativity, problem-solving, and critical thinking, encourages education to focus more on developing these abilities through innovative and interactive learning methods (Akademik, 2026). One learning model that can support these competencies is Problem-Based Instruction, which can develop critical thinking, analytical skills, and problem-solving skills.

Problem-Based Instruction is a learning model that uses real-world problems as a context for students to learn critical thinking and problem-solving skills, as well as to acquire important knowledge and concepts from the subject matter. According to Arends di Trianto, in PBI, students are encouraged to actively identify problems, gather information, develop strategies, and present solutions (Hutagalung & Supardi, 2025)

The implementation of PBI follows a five-stage syntax, namely: (1) orienting students to the problem, (2) organizing students for learning, (3) guiding individual and

group investigation, (4) developing and presenting the results of their work, and (5) analyzing and evaluating the problem-solving process that has been carried out (Sugiyanto, 2009). This model offers several advantages, including strengthening in-depth conceptual understanding, sharpening critical thinking and problem-solving skills, building collaborative abilities, and fostering students' learning independence. Nevertheless, its implementation also has certain limitations, namely requiring a relatively long implementation time and demanding that teachers continuously provide guidance and additional stimulus, particularly for students who are not yet accustomed to independent thinking (Trianto Ibnu Badar Al-Thabany, 2014). Theoretically, the PBI model is grounded in constructivist theory, which views knowledge as actively constructed by learners through direct experience rather than passively received from the teacher (Jen Piaget, 1970). PBI is also closely related to inquiry learning, in which students are guided to systematically investigate problems in order to discover their own understanding (Arends, 2012). Furthermore, PBI is rooted in the principles of social constructivism, particularly Vygotsky's theory, which emphasizes that learning occurs most optimally through social interaction and collaboration within groups (Vygotsky, 1978).

Research on the implementation of Problem-Based Instruction in Islamic religious education has attracted the attention of several researchers, such as Loli and Aisyah (2023), who studied the implementation of PBI as a method for improving student learning outcomes by presenting problems contextually. Susanti (2023) examined PBI as a method for building student self-confidence. Meanwhile, Azzuhri (2025) in his research examined the implementation of the Problem-Based Instruction (PBI) learning method in Islamic Jurisprudence (Fiqh) learning for sixth-grade Islamic elementary school students. Based on the description above, the purpose of this study is to describe the implementation of Problem-Based Instruction in understanding Islamic Jurisprudence (Menstruation and *Istihadah*) at the Darul Ma'arif Islamic Boarding School in Tuban.

Fiqh is the study of various Sharia or Islamic laws and various rules of life, both individual and social (Manik & Bancin, 2023). Fiqh provides contextual understanding and application of concepts in everyday life. It prepares students to better recognize, understand, internalize, and practice Islamic law, which then becomes the basis for their outlook on life through guidance, teaching, practice, and habituation. This indicates that fiqh emphasizes the practical application of Islamic legal theories in everyday life.. For example, fiqh material on menstruation and *istihadah* presents various contextual issues commonly encountered by women in daily life.

Therefore, theoretical understanding is not sufficient; it requires analytical skills to address various issues. This can be seen in several books, including Uyunul Lin Nisa', which demonstrates that the material is less effective when presented in lecture format. The book presents problems in detail: Bleeding for 10 days, cessation for 2 days, bleeding again for 3 days, cessation for 1 day, bleeding for 3 days. Such complex cases require visual representation to facilitate students' understanding. Therefore, a learning model is needed that connects the material to real-life problems while simultaneously training students' analytical skills and appropriate problem-solving skills.

Based on observations by researchers at the Darul Ma'arif Islamic Boarding School in Tuban, Problem-Based Instruction (PBI) is considered relevant because it presents problems for group analysis and discussion, thus contributing to students' deeper and more applicable understanding.

Students are encouraged to identify problems, seek relevant information, discuss these issues, and draw appropriate conclusions based on the Islamic jurisprudence (Fiqh) arguments and concepts they have learned. Previously, many students felt that this material was difficult because it was delivered conventionally by presenting conceptual and contextual explanations, and it required understanding.

A thorough and in-depth approach. Students showed positive responses toward Problem-Based Instruction, as it facilitates their understanding of the material. However, its implementation also encountered several challenges, such as the lengthy implementation time and some students feeling bored.

The novelty of this research lies in the implementation of the learning model applied to the Islamic jurisprudence (fiqh) material (menstruation and *istihadah*) within the Islamic boarding school environment. This research is expected to provide insights into more creative methods of teaching Islamic jurisprudence, adapting to the local conditions, and improving students' understanding of fiqh learning materials, meeting current learning needs.

METHOD

This research used a descriptive qualitative approach. Descriptive qualitative research aims to describe and understand phenomena in depth based on data obtained in the field (Sugiyono, 2019, p. 19). The location of this research was the Darul Ma'arif Tuban Islamic Boarding School, Jl. Manunggal No. 10-12, Sukolilo, Tuban District, Tuban Regency, East Java 62382.

The informants in this study consisted of 4 people, namely a curriculum staff member, the teacher of the Risalatul Mahid material, and students who participated in the Problem Based Instruction learning process. Informants were selected using a purposive sampling technique, namely the deliberate selection of informants based on specific criteria, that is, individuals directly involved in and closely connected to the implementation of Problem Based Instruction in Fiqh learning on the topic of Menstruation and *Istihadah*, so that the data obtained would be relevant and information-rich.

Data collection methods used interviews, observation, and documentation. This study obtained primary and secondary data sources. Primary data consisted of direct information from the research subjects, such as students and teachers teaching Risalatul Mahid. Secondary data consisted of supporting information obtained from documents, journals, reports, books, or previous research.

To ensure the validity of the data, this study employed triangulation techniques, including source triangulation (cross-checking information from the curriculum staff, teacher, and students) and technique triangulation (comparing data obtained through interviews, observation, and documentation), supplemented by member checking to

confirm the interpretation of the data with key informants in order to minimize researcher bias.

The collected data were analyzed qualitatively using the Miles and Huberman data analysis technique, which consists of data reduction (selecting, simplifying, and focusing on data relevant to the implementation of PBI in learning the material on Menstruation and *Istihadah*), data display (organizing the reduced data into narrative descriptions and thematic categories to facilitate understanding of patterns and relationships), and conclusion drawing/verification (interpreting the organized data to draw conclusions regarding the implementation, implications, obstacles, and solutions of PBI, which were continuously verified throughout the research process). This process involved organizing the data, grouping key themes, and analyzing the findings to describe in detail how the implementation of PBI affected the learning process of Menstruation and *Istihadah* at the Darul Ma'arif Tuban Islamic Boarding School. In addition, the analysis also includes advantages, obstacles, and solutions during implementation.

RESULT AND DISCUSSION

Result

Based on the results of observations, interviews, and documentation at the Darul Ma'arif Islamic Boarding School in Tuban, the implementation of Problem-Based Instruction (PBI) facilitated students' understanding of the material on menstruation and *istihadah*. This was reflected in learning activities that included problem analysis, group problem-solving, group presentations, question-and-answer sessions, expressing opinions, and discussions with peers.

This finding was reinforced by an interview with the subject teacher, who stated that students found it easier to understand the material after engaging in group discussions, compared to when the material was delivered solely through conventional lecturing. This was corroborated by the students, who shared a similar experience, noting that group discussion and presentation activities helped them better understand the material being studied.

However, the observations also revealed that some students remained passive and did not fully participate in the learning process. This was confirmed by the subject teacher, who observed that this passivity was attributable to factors such as shyness, lack of self-confidence, and unfamiliarity with discussion-based learning methods among some students. This finding was consistent with statements from the students concerned, who acknowledged that these personal factors were what led to their limited participation.

Overall, these findings indicate that although PBI encouraged active engagement among most students through collaborative problem-solving, its effectiveness varied depending on individual students' levels of self-confidence and familiarity with discussion-based learning.

Table 1.
Discussion Aspect and Research Findings

Discussion Aspect	Research Findings
Implementation of Problem Based Instruction	Fiqh learning on the topics of menstruation (<i>haid</i>) and <i>istihadah</i> implemented Problem Based Instruction through the stages of problem orientation, group discussion, investigation, presentation of results, and learning evaluation.
Implications and Challenges	The implementation of Problem Based Instruction improved discussion activeness, critical thinking skills, and meaningful learning. However, there were still several challenges, such as lack of self-confidence, domination of certain group members, and limited learning time.
Solutions to the Challenges	Teachers conducted continuous learning evaluation, utilized learning facilities, built an active discussion climate, and improved students' literacy culture.

Discussion

Implementation of Problem-Based Instruction in Fiqh Learning on Menstruation and *Istihadah* at Darul Ma'arif Islamic Boarding School, Tuban

Based on observations, interviews, and documentation conducted by the researcher, the implementation of Problem-Based Instruction (PBI) in fiqh learning on menstruation and *istihadah* at Darul Ma'arif Islamic Boarding School, Tuban, was carried out effectively. The learning process was student-centered and utilized real-life problems as the starting point for learning activities. The implementation referred to the stages proposed by Arends (Arends, 2012).

The stages of implementation are described as follows.

The findings of this study indicate that the implementation of Problem-Based Instruction (PBI) in fiqh learning on menstruation and *istihadah* at Darul Ma'arif Islamic Boarding School, Tuban, was carried out effectively, as reflected in a student-centered learning process that used real-life problems as the point of departure for learning activities. This is consistent with the core principle of constructivist theory, which posits that meaningful learning occurs when students actively construct understanding through direct engagement with problems, rather than passively receiving information from the teacher (Piaget, 1970). The selection of menstruation and *istihadah* as the problem context carries particular theoretical significance: because these topics are drawn directly from students' lived experience, they constitute authentic, ill-structured problems specifically suited to constructivist and problem-based approaches for achieving deeper conceptual understanding.

In the first stage, namely orienting students to the problem, the teacher began the lesson by providing apperception and connecting the material with students' daily experiences. The teacher then explained the learning objectives to help students understand the direction of the learning activities. After introducing the topic, the teacher presented a daily-life case related to menstruation and *istihadah* (irregular bleeding outside the menstrual period). For example, the teacher presented the case of a woman

who experienced bleeding for seventeen days with varying characteristics, ranging from strong to weak blood discharge, and asked students to determine whether the blood was categorized as menstruation or *istihadah*. Through these guiding questions, students were encouraged to analyze the problem and determine the appropriate ruling. The teacher's questions functioned as an initial stimulus to initiate the learning process.

In the second stage, organizing students for learning, the teacher assisted students in defining and organizing learning tasks related to the given problems. Students were divided into heterogeneous groups to discuss cases concerning menstruation and *istihadah* encountered in daily life. This grouping strategy aimed to encourage interaction among students, develop cooperation, and improve social skills. This is theoretically grounded in Vygotsky theory of social constructivism, which explains that cognitive development occurs most effectively through social interaction with more capable peers within the zone of proximal development; therefore, group heterogeneity was intended to allow less confident students to build understanding collaboratively, rather than in isolation (Vygotsky, 1978). "However, several students still showed limited enthusiasm and experienced difficulties in understanding explanations provided by their peers.

Before entering the third stage, the teacher conducted a brief icebreaking activity for approximately ten minutes to restore students' enthusiasm and maintain classroom engagement throughout the learning process.

In the third stage, namely guiding individual and group investigations, the teacher encouraged and guided students in solving the assigned problems after the groups had been formed. Students actively identified problems, analyzed cases, discussed possible solutions, and searched for supporting information from books and other learning resources. This process reflects the concept of inquiry-based learning proposed by Arends, in which students are guided to explore problems in a structured manner in order to construct their own understanding, rather than simply receiving ready-made conclusions from the teacher (Arends, 2012). Interaction among group members generally proceeded well, although some students tended to be passive and relied on more active peers. During the discussion process, the teacher provided additional stimulation to encourage students' participation and maintain the flow of discussion.

In the fourth stage, developing and presenting the results, each group presented the outcomes of their discussions based on the assigned order. The presentation activities provided students with opportunities to express their opinions and develop confidence in public speaking. Other groups were encouraged to ask questions, provide responses, and express their own perspectives, thereby creating an interactive learning atmosphere. Nevertheless, several groups still lacked confidence in presenting their opinions, requiring additional encouragement from the teacher to stimulate active participation. This stage also allowed students to develop critical thinking skills, appreciate differing opinions, and respect diverse perspectives during the learning process.

In the final stage, analyzing and evaluating the problem-solving process, the teacher guided students in reflecting on and evaluating the discussion and presentation activities. The teacher and students collaboratively drew conclusions regarding the material that had been studied. In addition, the teacher reinforced the material and

clarified the solutions to the presented problems to minimize misconceptions and strengthen students' understanding.

Implications and Challenges of Implementing Problem-Based Instruction in Fiqh Learning on Menstruation and *Istihadah* at Darul Ma'arif Islamic Boarding School, Tuban

Every learning model possesses both strengths and limitations (Kusuma, 2021). The implementation of Problem-Based Instruction (PBI) in fiqh learning on menstruation and *istihadah* generated several significant implications, as explained below.

Improving Critical Thinking and Problem-Solving Skills

Problem-Based Instruction encourages students to think critically through the presentation of contextual problems that require analysis and problem-solving (Aulia & Budiarti, 2022). Students were trained to identify, analyze, and solve problems systematically in order to determine appropriate solutions. Based on interviews conducted with students at Darul Ma'arif Islamic Boarding School, Tuban, the implementation of PBI positively influenced students' understanding and increased their enthusiasm during the learning process. Furthermore, students demonstrated improvements in critical thinking skills and became more accustomed to solving problems independently. This learning practice also contributed significantly to students' self-confidence, particularly during group discussions and classroom interactions. Observations revealed that many students actively participated in discussions and showed considerable enthusiasm throughout the lesson.

Active and In-Depth Learning

The successful implementation of learning strategies requires support from all parties involved in the educational process. Teachers need to integrate reflection into learning activities, design problem-oriented learning experiences, create supportive classroom environments, and apply assessment systems that encourage the development of a growth mindset (Fathurrohman et al., 2026).

This finding was reflected during the third observation session when the teacher presented the following problem: "A woman experiences blackish-brown blood from the 4th to the 10th of Shawwal. Which blood is categorized as menstrual blood?" In response, one student asked, "At what age did the woman begin menstruating? At what time did the blood start flowing?" Other students also attempted to confirm whether the blood remained blackish-brown throughout the period or whether the characteristics changed over time.

The students' active involvement in asking analytical and critical questions indicated that the implementation of Problem-Based Instruction promoted deeper learning. Students not only attempted to understand the material theoretically but also endeavored to analyze and resolve the presented problems comprehensively.

Cultivating Inquiry Skills

Problem-Based Instruction trained students to actively seek information and develop critical as well as creative thinking skills. Through this approach, students were

encouraged to question, explore, and investigate solutions to existing problems, enabling them to build a deeper understanding of the material.

The implementation of PBI demonstrated its effectiveness in cultivating students' inquiry skills. This was evident from students' increased engagement with the discussed material. Students no longer relied solely on explanations from the teacher but also took the initiative to search for answers independently through group discussions, books, and other learning resources. In addition, students became more accustomed to identifying problems, formulating questions, and developing hypotheses before drawing conclusions. During the learning process, students also demonstrated improved abilities in collecting and analyzing information critically. These findings indicated that problem-based learning effectively fostered inquiry attitudes characterized by curiosity, exploratory behavior, and critical thinking skills.

Meaningful Learning

In addition to the implications mentioned above, the findings also indicated the creation of meaningful learning experiences. Problem-Based Instruction was considered meaningful because students did not merely memorize theoretical concepts but learned directly from real-life situations closely related to their daily experiences. Learning that was connected to real contexts enabled students to understand the material more easily and deeply.

Based on interviews conducted with several students, learning about menstruation and *istihadah* was considered highly important, particularly for female students who are religiously required to understand such issues. Students were instructed to record their menstrual cycles, including the color and characteristics of the blood, the duration of bleeding, and their menstrual habits or patterns.

Furthermore, the teacher utilized visual explanations during the learning process. For instance, the teacher used the whiteboard to illustrate daily bleeding cycles visually. The researcher concluded that meaningful learning was achieved through the teacher's use of instructional strategies and visual representations to simplify students' understanding of complex fiqh rulings related to menstruation and *istihadah*, including cases involving intermittent purity periods lasting less than fifteen days. These visualizations significantly helped students comprehend the material more effectively. Despite these positive implications, several challenges were encountered during the implementation process, including the following.

Limited Self-Confidence and Learning Motivation. Some students lacked confidence and hesitated to participate actively in discussions because they were afraid of making mistakes or assumed they were incapable of solving the presented problems. Such conditions hindered the learning process and required additional encouragement from the teacher to stimulate student participation.

Dominance of Certain Students in Group Discussions. The dominance of several students in group discussions also became an obstacle in implementing Problem-Based Instruction. Students with stronger academic abilities or higher self-confidence tended to dominate discussions, including presenting ideas, directing the discussion flow,

and determining conclusions. As a result, other group members became passive, dependent on dominant students, and less able to develop critical thinking and communication skills.

Time Constraints in the Learning Process. The implementation of Problem-Based Instruction required considerable time. In several situations, the allocated instructional time was insufficient because students needed additional time to analyze and solve the assigned problems. Nevertheless, the duration of learning activities still had to comply with the time allocation determined by the existing curriculum

Solutions to the Challenges in Implementing Problem-Based Instruction in Fiqh Learning on Menstruation and *Istihadah* at Darul Ma'arif Islamic Boarding School, Tuban

Every learning process inevitably encounters challenges and obstacles. However, effective learning continuously seeks improvement and refinement (Setiyaningsih&Lestari, 2025). Therefore, each obstacle encountered during the learning process should be used as a basis for reflection in order to improve the quality of learning. Based on the findings of this study, several solutions were proposed to address the challenges encountered during the implementation of Problem-Based Instruction (PBI).

Learning Evaluation

Evaluation constitutes an integral part of the overall learning process. In Islamic education, evaluation plays a significant role because it functions as a tool for measuring the extent to which students understand and achieve the intended learning objectives based on the material presented. Through evaluation, students' learning achievements can be identified more clearly (Boroallo & Purnamasari, 2025).

Appropriate evaluation enables teachers to improve learning strategies, adjust instructional approaches, and encourage the development of meaningful and high-quality learning experiences. Objective, fair, and continuous evaluation also serves as an essential foundation for creating adaptive and progressive learning processes.

As a crucial component of educational programs, evaluation should not focus solely on learning outcomes but also encompass aspects of input, process, and output. One important factor in improving learning effectiveness is the implementation of comprehensive evaluation covering both the learning process and the final results (Magdalena et al., 2020). This principle is particularly relevant in the implementation of Problem-Based Instruction, which requires assessment not only of students' final answers but also of their thinking processes and problem-solving abilities.

In this context, evaluation was not limited to written examinations but also included process-based assessments, such as students' participation in discussions, their ability to express opinions, the accuracy of problem analysis, and their capability to formulate appropriate solutions. Through evaluations integrated into the learning process, teachers were able to identify the effectiveness of the implemented learning model and continuously improve instructional practices. Therefore, evaluation functioned not merely as a measurement tool but also as a reflective instrument for improving the overall quality of learning.

Optimizing Educational Facilities

Effective and efficient management of educational facilities and infrastructure is essential to support the smooth implementation of the teaching and learning process in Islamic educational institutions. Any deficiencies or obstacles related to facilities should be addressed properly to ensure their optimal utilization (Yusron, 2025).

Based on observations, several supporting facilities were available, including LCD projectors, multimedia equipment, and a hall used for muthola'ah activities. During the learning process, when students began to lose concentration or enthusiasm, teachers could utilize these facilities to create a more varied and engaging learning atmosphere, thereby restoring students' motivation and classroom dynamics.

In the implementation of Problem-Based Instruction, these facilities played an important role in supporting problem-based learning activities. The use of LCD projectors, for example, enabled teachers to present cases and learning materials visually, making the problems easier for students to understand and analyze. Meanwhile, the availability of a hall provided more flexible space for interactive group discussions and collaborative learning activities.

Building a Supportive Discussion Climate

Encouraging students' critical thinking during classroom activities significantly contributed to increasing their participation and responsiveness toward issues discussed during the learning process. Critical thinking skills should be cultivated continuously in order to achieve the intended learning objectives effectively (Firmansyah, 2024).

Critical thinking skills are highly important in solving problems and formulating solutions. These skills enable students to identify, examine, analyze, and develop problems into more appropriate solutions. As a result, students become more capable of making decisions and providing well-considered answers. The habituation of discussion activities also encourages the development of students' critical thinking abilities. This finding is consistent with the research conducted by Elisabethangreiny (2025), which revealed that discussions play a significant role in enhancing critical thinking and problem-solving skills (Elisabethangreiny, 2025).

In practice, students were encouraged to explore real-life situations and discuss them collaboratively. Social interaction during discussions enabled students to cooperate with their peers, exchange ideas, and appreciate different perspectives. Such interactions strengthened students' communication and collaboration skills, which are highly relevant to both social and spiritual life.

Furthermore, providing opportunities for students to speak in front of groups or classes gradually increased their self-confidence in expressing opinions and defending arguments. Through discussions, students were also encouraged to connect theoretical concepts with personal experiences and everyday situations, thereby making learning more contextual and meaningful.

Strengthening the Culture of Literacy

Students' literacy abilities are closely related to the development of critical thinking skills. The higher students' literacy levels, the stronger their ability to understand, analyze, and evaluate information critically. A culture of literacy encompasses reading, writing, and speaking activities that support students in analyzing texts, constructing arguments, and making informed decisions (Hitimala, 2024)

Critical thinking represents a reflective thinking process that helps individuals determine appropriate actions or beliefs. This process is closely associated with literacy skills. Through literacy activities, such as reading and listening to various sources of information, students are able to develop their capacity to identify solutions to problems they encounter. This process continuously trains students to think analytically and critically (Ekadiansyah, 2020).

Furthermore, a strong relationship exists between reading culture and students' interest in reading. Therefore, the development of critical thinking skills should be cultivated from an early educational stage (Agustina, Ayriza, Y., & Aulia, 2024). Through continuous literacy practices, students become more accustomed to analyzing information critically, evaluating arguments, and developing broader perspectives in understanding various issues.

CONCLUSION

Based on the research findings, the implementation of Problem-Based Instruction in Menstruation and *Istihadah* Learning at the Darul Ma'arif Islamic Boarding School in Tuban went smoothly, as evidenced by active discussions, with some students asking questions and raising objections. Furthermore, the implications of the implementation of Problem-Based Instruction include improving critical thinking and problem-solving, fostering students' inquiry skills, engaging in active and in-depth learning (Deep Learning), and meaningful learning. Challenges encountered during implementation include the need to foster self-confidence and interest in learning, requiring additional time, and providing multiple stimuli.

Solutions to these challenges include: learning evaluation, utilizing facilities, enhancing literacy culture, and fostering a climate of discussion. Alternative solutions are expected to improve the effectiveness, efficiency, and quality of overall learning implementation.

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