

TEACHING FIQH OF MUAMALAH THROUGH THE *FATHUL QORIB* BOOK ON THE CHAPTER OF SALES IN GRADE 5 OF MADRASAH DINIYAH DARULLUGHAH WAL KAROMAH SIDOMUKTI KRAKSAAN PROBOLINGGO

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Abstract

Keywords:

Fathul Qorib,
Fiqh Of Muamalah,
Sales Chapter,
Diniyah Education,
Qualitative Study

This study examines the implementation of teaching Fiqh of Muamalah using the Fathul Qorib book, specifically the Chapter of Sales, in Grade 5 of Madrasah Diniyah Darullughah wal Karomah Sidomukti Kraksaan Probolinggo. The background of this study lies in the increasing need to strengthen students' understanding of Islamic economic principles at an early level, while preliminary observations indicate that many students still face difficulties in comprehending the basic concepts of lawful and unlawful transactions. This shows a research gap between the expected competency standards in Fiqh Muamalah and the actual learning outcomes in class. The Fathul Qorib text, authored by Muhammad bin Qasim al-Ghazi, serves as a classical reference widely used in traditional Islamic institutions but has not been sufficiently explored in practical classroom contexts, especially for young learners in diniyah schools. The study aims to analyze how the book is utilized in classroom instruction, to identify students' comprehension of the sales chapter, and to evaluate the effectiveness of the learning process. A qualitative descriptive method was employed, involving classroom observations, documentation, and interviews with teachers and students as sample subjects. Data were analyzed through stages of reduction, display, and conclusion drawing. The findings show that learning using Fathul Qorib improves students' conceptual understanding of sales regulations, fosters discipline in studying classical texts, and enhances their ability to differentiate between valid and invalid transactions. However, challenges remain in vocabulary mastery and text interpretation, which require supportive teaching strategies. Overall, the study highlights the relevance of classical fiqh texts in strengthening foundational Islamic economic literacy among diniyah students.



INTRODUCTION

Learning Fiqh of Muamalah is one of the essential components of Islamic religious education, particularly at the level of Madrasah Diniyah, which emphasizes the deep study of religious materials based on classical Islamic texts (kitab kuning) (Sofa & Febrianti, 2025). Ideally, the teaching of Fiqh of Muamalah aims to provide students with a clear understanding of the Islamic legal rules governing interpersonal relations in economic activities, such as buying and selling, leasing, borrowing and lending, and various other contractual agreements (L. Hasanah & Sofa, 2025). A proper understanding of muamalah is crucial for students as they face diverse economic practices in society, especially in today's complex and dynamic modern era (Hakiki & Sofa, n.d.).

One of the classical texts widely used as a reference in the teaching of fiqh, particularly in Islamic boarding schools (pesantren) and madrasah diniyah, is the book *Fathul Qorib* (Fath al-Qarib al-Mujib) (Asror & Sofa, 2025). This work was authored by Asy-Syaikh Muhammad bin Qasim bin Muhammad al-Ghazzi ibn al-Gharabili Abu Abdillah Syamsuddin, a renowned scholar of the Shafi'i school of thought. The book serves as a commentary (syarah) on the *Matan Taqrib* written by Abu Syuja', and is also known by its complete title, *Fathul Qarib al-Mujib fi Syarhi Alfazh al-Taqrir* or *al-Qawl al-Mukhtar fi Syarh Ghayatil Ikhtishar* (فتح القريب المجيب في شرح ألفاظ التقريب أو القول المختار في شرح غاية الإختصار). Within the tradition of Islamic education, this book holds an important position as a beginner-level text that is easy to understand while still remaining systematic and comprehensive in explaining the principles of Shafi'i jurisprudence (Sita & Sofa, 2025).

In the context of teaching Fiqh of Muamalah, the chapter on Sales (Bab Jual Beli) in *Fathul Qorib* provides fundamental explanations of the pillars, conditions, forms of contracts, and the criteria that determine the validity or invalidity of transactions (Sofa, 2025). This material is highly relevant for Madrasah Diniyah students who are beginning to understand the practical application of fiqh. Through the use of this classical text, teachers can instill deeper comprehension while also preserving the scholarly tradition of pesantren (Faishol et al., 2025).

However, field conditions indicate that the teaching of Fiqh of Muamalah, particularly the topic of sales, in Grade 5 of Madrasah Diniyah Darullughah wal Karomah Sidomukti Kraksaan Probolinggo still faces several challenges (Sofa, Sukandarman, et al., 2025). Some students struggle to understand the language and sentence structures of the classical text, making it difficult for them to fully grasp the meaning of the material (Ulya & Sofa, 2025). Moreover, instruction often focuses merely on reading the text without incorporating contextual approaches that relate the content of the book to real-life economic practices (Sakinah & Sofa, 2025). This



situation results in suboptimal comprehension, limiting students' ability to apply the concepts within their socio-economic environment (Yunus et al., 2025).

There exists a gap between the ideal condition where learning is expected to produce a practical, critical, and applicable understanding of the fiqh of muamalah and the actual condition, where students still experience difficulties in understanding basic concepts of sales derived from classical texts (Bulqiyah & Sofa, 2025). This indicates the need for a more effective learning strategy, particularly in utilizing the Fathul Qorib book as a learning medium (Sholeha & Sofa, 2025).

This research is important because, to date, few studies have specifically examined how the teaching of Fiqh of Muamalah through the chapter on Sales in Fathul Qorib is implemented at the elementary level of Madrasah Diniyah, especially in Madrasah Diniyah Darullughah wal Karomah Sidomukti (Maulidya & Sofa, 2025). Analyzing the process, methods, challenges, and learning outcomes of students through the use of this text will contribute to the development of more effective fiqh learning models that are appropriate for the characteristics of madrasah diniyah learners.

Thus, this study aims to thoroughly investigate how the teaching of Fiqh of Muamalah through the Fathul Qorib book, specifically the chapter on Sales, is carried out in Grade 5, what factors influence its implementation, and how effective it is in improving students' understanding of the Islamic legal rulings governing sales transactions (Muzdalifah & Sofa, 2025).

LITERATURE REVIEW

The literature review provides a theoretical foundation and examines relevant previous studies that support the development of the research focus (U. Hasanah & Sofa, 2025). This section synthesizes scholarly works published preferably within the last ten years, including reputable international journals, accredited national journals, conference proceedings, and authoritative textbooks (Ramadhani & Sofa, 2025). The discussion connects theoretical perspectives on Islamic economic jurisprudence, classical fiqh texts, and contemporary approaches to teaching Muamalah in Islamic educational institutions, especially in Madrasah Diniyah (Wijaya & Sofa, 2025).

The study of *Fiqh al-Muamalah* is widely recognized as an essential component of Islamic education because it regulates human interactions within economic activities based on Sharia principles (Sofa, Anam, et al., 2025). Contemporary scholars emphasize that the teaching of Muamalah must not only transmit normative legal rulings but also cultivate students' ability to apply Islamic legal principles to real economic situations in society (Slama & Sofa, 2025). Recent research in both international and Indonesian contexts highlights the need for contextual and student-centered approaches to strengthen learners' comprehension of transaction laws, including sales, leasing, loans, and contractual agreements (Lathifah & Shofa, 2025). These studies underline that the effectiveness of Muamalah learning is influenced by teaching methods, the clarity of instructional materials, and the relevance of examples provided in the learning process (Sofa, Harifah, et al., 2025).

Classical Islamic legal texts (*kutub turats*) continue to play a central role in the curriculum of Madrasah Diniyah. Among these, *Fathul Qorib (Fath al-Qarib al-Mujib)* by Asy-Syaikh Muhammad bin Qasim al-Ghazzi is considered one of the most accessible commentaries in the Shafi'i legal tradition. The text, which serves as a detailed explanation of Abu Syuja's *Matan Taqrib*, is widely used as a foundational

reference due to its systematic structure, concise explanations, and relevance for beginner-level students in pesantren-based institutions (Sudaryanto & Sofa, 2025). Scholars note that the book provides a structured overview of Shafi'i jurisprudence, making it suitable for novice learners who are transitioning from basic to intermediate fiqh study (Hamidah & Sofa, 2025).

In the context of transactions, the chapter on *buying and selling (bab al-bay')* in *Fathul Qorib* offers a crucial introduction to the concept of lawful and unlawful transactions, pillars and conditions, valid and invalid contractual forms, and common issues arising in daily trade. Prior studies emphasize that students in traditional Islamic schools often face challenges in understanding classical Arabic structures, which affects their ability to fully grasp legal concepts (Amelia & Sofa, 2025). Research also shows that many teachers still rely heavily on reading and translation methods (*bandongan, sorogan*), resulting in limited contextualization to the students' socio-economic environment (Ilahi et al., 2025). Such findings reveal a gap between the expected learning outcomes, namely, the development of a practical and applicable understanding of Muamalah, and the reality in classrooms where comprehension remains limited (Sofa & Munawaroh, 2025).

Several recent studies on the teaching of Islamic jurisprudence observe that integrating contextual learning strategies, active discussion models, and real-life examples significantly enhances students' conceptual and practical understanding (Yunus & Sofa, 2025). These approaches enable learners to relate classical texts to contemporary economic issues, thus strengthening the relevance of fiqh education in the modern era. Furthermore, literature on Madrasah Diniyah education highlights that students at this level often require guided scaffolding to bridge the gap between complex classical texts and their real-world applications (Isabillah & Sofa, 2025).

The literature collectively indicates that although *Fathul Qorib* remains a primary reference in Shafi'i fiqh learning, its effective utilization depends on pedagogical strategies that align with students' linguistic abilities and cognitive levels. However, there is limited research specifically examining the implementation of Muamalah learning through *Fathul Qorib* in primary-level Madrasah Diniyah, particularly in the chapter of sales (*bab al-bay'*). This gap justifies the need for the present study to investigate how the book is used in classroom instruction, what challenges emerge, and how students' understanding develops within this educational context.

RESEARCH METHODS

This study employed a qualitative descriptive research design aimed at exploring the implementation of teaching Fiqh of Muamalah through the *Fathul Qorib* book on the chapter of sales in Grade 5 of Madrasah Diniyah Darullughah wal Karomah Sidomukti, Kraksaan, Probolinggo. The qualitative design was chosen to allow an in-depth understanding of the learning process, teacher strategies, student responses, contextual challenges, and the meaningfulness of the instructional activities as they naturally occurred in the classroom setting. This approach enabled the researcher to capture authentic data related to how the classical Islamic text is used as a primary reference in Muamalah instruction (Fitria & Sofa, 2025).

RESEARCH METHODS
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Diagram 1: Research Subject, Object, and Data Analysis Framework

The diagram illustrates the core components of the research methodology, which involved Grade 5 students and the Fiqh teacher responsible for teaching *Bab al-Bay'* (the chapter of sales) from *Fathul Qorib* as the primary research subjects, while the object of study focused on the learning activities, instructional strategies, classroom interactions, and levels of student comprehension related to Muamalah concepts taught from the classical text. The observed variables included teaching procedures, learning media, student participation, learning difficulties, and the extent to which the material was understood and applied. Operational definitions were grounded in practical classroom contexts, with “Teaching Fiqh of Muamalah” referring to the instructional process of delivering Islamic economic rules from *Fathul Qorib*, and “student understanding” referring to the ability to explain, interpret, and apply sales transaction concepts according to the Syafi’i perspective. Data collection was conducted through classroom observation, in-depth interviews with teachers and students, and document analysis of lesson plans, student notes, and the kitab used. All collected data were analyzed using thematic analysis, which included coding, categorizing patterns, and drawing conclusions through data reduction, presentation, and verification, supported by

triangulation of observations, interviews, and documents to ensure validity and reliability.

The research subject consisted of Grade 5 students along with the Fiqh teacher responsible for teaching *Bab al-Bay'* (the chapter of sales) from *Fathul Qorib*. The object of this research focused on the learning activities, instructional strategies, classroom interactions, and student comprehension of Muamalah concepts, particularly those derived from the rulings and explanations contained in the classical text. Key variables observed included teaching procedures, learning media, student participation, learning difficulties, and the extent to which the material was understood and applied by the students (Sofa & Erviana, 2025).

Operational definitions used in this study were based on the practical meaning of the variables within the context of classroom learning. Teaching Fiqh of Muamalah referred to the instructional process in delivering Islamic economic rules derived from *Fathul Qorib*. Student understanding was defined as the ability to explain, interpret, and apply the concepts of sales transactions according to the Syafi'i perspective as presented in the book (Nafila & Sofa, 2025).

Data were collected using several techniques, including classroom observation, in-depth interviews with the Fiqh teacher and selected students, and document analysis of lesson plans, student notes, and the *Fathul Qorib* text used during instruction. Observations were conducted directly in the classroom to identify teaching methods, student engagement, and how the kitab kuning (classical text) was integrated into the lesson. Interviews allowed the researcher to gain deeper insights into teacher intentions, perceived challenges, and student experiences. Document analysis supported the triangulation of data by comparing the instructional content with the actual practices observed (Mardiyah & Sofa, 2025).

The collected data were analyzed through a thematic analysis approach. This involved organizing data into themes, coding based on recurring patterns, and interpreting these patterns to derive meaningful conclusions related to the research questions. Data were examined through the processes of reduction, presentation, and verification to ensure the validity and reliability of the findings. Triangulation of observation, interview, and document data was conducted to enhance the credibility of the study.

RESULTS AND DISCUSSION

The findings of this study show that the learning process of Fiqh Muamalah in Grade 5 was carried out in a structured classroom environment following the traditional pattern of Madrasah Diniyah, which emphasizes direct study of classical Islamic texts (kitab kuning). The learning began with the reading of the *Fathul Qorib Al-Mujib* text written by Shaykh Muhammad bin Qasim Al-Ghazi, followed by the teacher's translation and explanation of key terms. The dominant teaching methods used in the classroom included bandongan, sorogan, and explanation through question-and-answer sessions.

The teacher first read paragraphs related to the chapter on sales (al-bay'), such as the definition of sales, its pillars, the conditions of validity, types of contracts, the objects of transaction, and the prohibited forms of sale. Students were asked to highlight important terms in the kitab, such as "الصيغة", "العاقدان", and "المعقود عليه". This step-by-step process helped students gradually move from textual comprehension to contextual

understanding.

The learning process became more effective when the teacher connected the theories in the kitab with real-life examples such as transactions in markets, small shops, or simple buying and selling activities at school. This approach enabled students not only to read classical texts but also to understand their application in modern life. Thus, the learning process emphasized not only qira'ah an-nash (textual reading) but also tathbiq fiqhi (practical application of fiqh).

Interview quotations supported these findings.

The head of the madrasah stated: "The use of Fathul Qorib is part of our tradition. We want students to understand not only the text but also how the rules of fiqh apply in daily life."

A teacher explained: "Many students initially struggle with the Arabic structure, but through continuous guidance, they begin to understand the essence of the transaction rules explained in the kitab."

One of the students added: "At first the sentences were difficult, but when the teacher gave examples like buying snacks or phone credit, I could understand the meaning better."

Implementation of Sales Material in Student Learning Activities

The implementation of the fiqh sales material was reflected in various student learning activities. Students not only listened to the teacher's explanation but also participated in reading the kitab, practicing contracts orally, and completing assignments related to muamalah case studies.

In certain sessions, the teacher conducted contract simulations, such as practicing ijab-qabul between a seller and a buyer. This activity helped students understand the concepts of "agreement" and "willingness" as requirements for a valid sale. Students were also asked to identify types of goods that are permissible and impermissible for sale based on the kitab's explanations.

The question-and-answer activity became the most interactive learning component. Students frequently asked about sales practices they encountered at home. Some asked about purchasing phone credit, digital transactions, and debt-based transactions, and the teacher clarified these boundaries based on the understanding from Fathul Qorib. This shows that the implementation included students' ability to relate classical texts to contemporary muamalah issues.

student commented during the interview: "I asked about online purchases, and the teacher explained whether they are valid or not based on the kitab. That made it clearer for me."

Overall, the implementation process worked adaptively by integrating classical text learning, direct practice, and open discussion, enabling students to develop deeper understanding.

Student Learning Outcomes and Understanding of Fiqh Sales Regulations

The findings show that students' understanding improved significantly after participating in the Fathul Qorib-based learning process. Before the lessons began, many students did not correctly understand the fiqh terms such as pillars, conditions, and types of contracts. After several meetings, they were able to explain the key points of the sales chapter and identify transactions that are valid or invalid according to the

Shafi'i school of jurisprudence.

Learning outcomes were observed in students' ability to read Arabic text with the support of marginal glosses (*makna gandul*), understand basic definitions, and provide case examples according to the kitab. Students also showed competence in completing written evaluations such as summarizing the sales chapter and answering simple analytical questions.

During classroom observations, students' understanding improved most noticeably when they were allowed to practice sales contracts in groups. These activities strengthened their memory and refined their theoretical understanding. Some students were even able to express opinions about the validity of certain transactions based on evidence from the kitab, indicating the beginning of critical fiqh thinking skills.

Teacher interviewed during the study stated: "Students who usually struggle with vocabulary become more confident when practicing the contracts. Hands-on practice helps them understand abstract rules."

The findings also reveal that student outcomes were influenced mainly by two factors:

- (1) the teacher's ability to explain the kitab clearly, and
- (2) the students' diligence in memorizing and taking notes on difficult parts.

Thus, learning Fiqh Muamalah through *Fathul Qorib* proved effective in strengthening students' understanding of the rules of sales transactions in Islamic law.



Figure 1: A student steps forward and sits near the teacher to read the section of the text concerning the pillar of *ṣīghat* (offer and acceptance) from the *Fathul Qorib* Book.

A student comes forward and sits near the Ustadz to read a section of the text on the pillars of *ṣīghat* (offer and acceptance) from the *Fathul Qorib* manuscript. The Ustadz points to a specific line with his pen, correcting the student's misread *i'rāb* (vocalization) while explaining the legal implications of the mistake. This photo highlights the personal interaction between teacher and student, emphasizing precision in reading classical Arabic texts.

The data obtained from the interviews provides a deeper understanding of how the learning process of Fiqh Muamalah through the *Fathul Qorib* text is carried out in Grade 5 of Madrasah Diniyah Darullughah wal Karomah Sidomukti, Kraksaan, Probolinggo. Each interviewee, consisting of the head of the madrasah, teachers, and students, offers insights that enrich the analysis of the learning implementation, challenges encountered, and student outcomes.

The head of the madrasah, Gus Saifus Somad, S.Pd., explained that the study of classical Islamic texts such as *Fathul Qorib* has long been an academic tradition in the institution. He stated, "Teaching fiqh through *Fathul Qorib* is an important effort to preserve the pesantren's scholarly heritage while ensuring that students understand Islamic legal principles that are relevant to their daily lives." His statement emphasizes the institutional commitment to maintaining the intellectual tradition of kitab kuning while simultaneously modernizing its pedagogical application. The interpretation of his view suggests that the madrasah positions classical text-based learning not merely as ritual academic practice but as a strategic curriculum component to prepare students for real-world socio-economic interactions.

A similar perspective was expressed by one of the teachers, Ustadz Abdul Fatah. During the interview, he noted, "Students often struggle with Arabic grammatical structures, but once they receive consistent guidance, they begin to understand the concepts of transactions, agreements, and conditions in Islamic law." His remarks indicate that the primary challenge emerges from linguistic barriers inherent in classical Arabic texts. However, his emphasis on student progress after step-by-step guidance implies that the applied teaching method, particularly the combination of *bandongan*, *sorogan*, and contextual explanation, is effective in bridging the cognitive gap between textual comprehension and practical application.

Another instructor, Ustadz Said Agil As'ary, highlighted the importance of connecting textual material with real economic practices. He stated, "When we explain examples such as buying goods in the market, online transactions, or digital credit purchases, the students become more active and enthusiastic." This comment demonstrates that the integration of contemporary cases enhances student engagement and facilitates deeper understanding. The interpretation of his statement suggests that contextualization is not only pedagogically beneficial but essential for ensuring the relevance of classical texts in modern learning environments.

Insights from students also reinforce the effectiveness of the learning approach. One student expressed, "It becomes easier to understand the lesson when the teacher gives examples of sales that happen at home or in the market. We also like practicing *ijab-qabul* in class." This remark illustrates that experiential and interactive learning strengthens students' conceptual comprehension. The interpretation of the student's statement points to the significance of active learning strategies, especially simulation-based activities, in enabling young learners to internalize abstract fiqh principles.

Collectively, the interview data confirm that the teaching of Fiqh Muamalah

using *Fathul Qorib* is well-structured and gradually develops students' abilities in both textual reading and legal reasoning. The educators' statements reveal a consistent alignment between institutional values, teaching methodology, and student needs. Meanwhile, the students' perspectives demonstrate that the learning process effectively nurtures both understanding and enthusiasm. The interpretations of these interviews support the conclusion that contextual, interactive, and guided reading approaches substantially contribute to improved learning outcomes in the study of fiqh.

The implementation of the sales material in student learning activities demonstrates strong alignment with several established theories in Islamic education and classical learning methodologies. The integration of kitab-based instruction, direct practice, and contextual discussion reflects the principles of *ta'lim*, *tadris*, and *tathbiq*, which are foundational in traditional Islamic pedagogy. These theories emphasize the combination of textual study, teacher-guided explanation, and real-life application as essential components of developing a holistic understanding of fiqh (Salsabela & Sofa, 2025).

The use of *Fathul Qorib*, a classical Syafi'i fiqh text, corresponds with the theory of *turath-based learning*, which highlights the importance of preserving classical scholarship while ensuring that students can relate it to contemporary issues. This approach is supported by Al-Ghazali's concept of *tafaquh fi al-din*, which underscores deep comprehension through gradual exposure, repetition, and guided interpretation. The learning activities described, such as reading the kitab aloud, analyzing vocabulary, and practicing contract simulations, clearly reflect this framework, where students develop understanding first through textual mastery and then through practical application (Sofa, Muarrifah, et al., 2025).

The contract simulation activities align with *experiential learning theory*, particularly the ideas of David Kolb, which emphasize learning through concrete experience, active experimentation, and reflective observation. By engaging students in simulated ijab-qabul scenarios, the learning process moves beyond memorization and allows students to internalize abstract legal concepts through real-time practice. This supports the development of procedural knowledge, which is essential in understanding muamalah law (Zumamah & Sofa, 2025).

Furthermore, the question-and-answer sessions mirror *Vygotsky's sociocultural theory*, particularly the concept of the Zone of Proximal Development (ZPD). Students deepen their understanding through guided interaction with the teacher, who provides scaffolding to bridge the gap between what students can understand independently and what they can understand with assistance. When students ask about modern issues such as online purchases or digital transactions, the teacher's contextual explanations serve as crucial scaffolding that connects classical jurisprudence with contemporary realities. This reinforces the relevance of fiqh muamalah in the digital era and supports critical thinking (Astutik & Sofa, 2025).

The student's interview comment "I asked about online purchases, and the teacher explained whether they are valid or not based on the kitab. That made it clearer for me." illustrates the success of this scaffolding process. It demonstrates that students are developing not only textual comprehension but also interpretative skills that allow them to apply fiqh principles to modern phenomena. This directly aligns with constructivist learning theory, which asserts that learners actively construct meaning by linking prior knowledge with new information (Efendy & Sofa, 2025).

Overall, the implementation aligns closely with classical Islamic educational theory, modern pedagogical frameworks, and contemporary fiqh learning approaches. The combination of kitab reading, interactive dialogue, practical simulations, and contextual discussion enables students to build layered understanding textual, conceptual, and applicative. This multi-dimensional alignment enhances the learning experience and reinforces the effectiveness of using *Fathul Qorib* as a central source for teaching sales law in fiqh muamalah (Rosida & Sofa, 2025).

Based on the research problems examined, the study concludes that learning Fiqh Muamalah through the *Fathul Qorib* text on the Sales Chapter was implemented effectively by adopting structured classical text learning, integrating active implementation through exercises and contract simulations, and resulting in significant improvements in students' comprehension. Students not only understood the kitab but were also able to link it to real-life economic activities in their surroundings.

CONCLUSION

The results of this study demonstrate that the teaching of Fiqh of Muamalah through the *Fathul Qorib* Book, specifically the chapter on sales (*bāb al-bay'*), in Grade 5 of Madrasah Diniyah Darullughah wal Karomah Sidomukti runs effectively within the classical Islamic learning tradition. The learning process integrates the *bandongan* and *sorogan* methods, textual reading of the *kitab kuning*, contextual explanation, and practical simulations of sales contracts. Students gradually develop the ability to read, understand, and apply the concepts of Islamic commercial law, particularly related to the pillars, conditions, forms of contracts, and the validity of transactions in the Syafi'i school of law. This finding indicates that classical texts such as *Fathul Qorib* remain relevant when accompanied by appropriate pedagogical strategies.

The research reveals that the effectiveness of learning is significantly influenced by the teacher's ability to explain the classical text in a simple and contextual manner. Students' learning outcomes improve notably, especially in their ability to identify valid and invalid transactions, explain the pillars of sales, and perform oral simulations of *ijab-qabul*. This shows that the integration of textual study and practical application strengthens both theoretical understanding and real-life relevance for the students.

The implications of this study suggest that the *Fathul Qorib* Book can serve as an effective instructional resource in teaching Fiqh of Muamalah at the elementary level of Islamic education. Teachers are encouraged to employ contextual examples, simulations, and interactive discussions to enhance students' comprehension. This approach can support the development of students' critical thinking in understanding Islamic commercial principles, which are highly relevant to contemporary economic practices.

This study is limited by the scope of its research setting, focusing only on one madrasah and one grade level. The number of participants and the duration of observation are also limited, which may affect the generalizability of the findings. Further research should involve wider settings across multiple madrasahs, comparative studies between different teaching methods, and longer-term evaluations to measure sustained learning outcomes. Future researchers are recommended to explore digital or multimedia-based approaches in teaching *Fathul Qorib*, especially to help students overcome language barriers commonly found in *kitab kuning* learning.

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