



Learning Methods of Basic Fiqh Worship at Madrasah Al-Barokah

Muhamad Yahya^{1*}, Lily Hidayani², Putri Hana Pebriana³, Benget Tua Simarmata⁴, Afif Alfiyanto⁵

Published online: 25 January 2023

ABSTRACT

Knowing the importance of increasing the effectiveness of methods in the learning process and achieving good learning outcomes, in a teaching and learning process, a method is needed that supports it so that educational goals can be achieved according to what has been planned properly. To determine the effectiveness of selecting the fiqh learning method at Madrasah Al-Barokah in Kota Daro1 village, the efforts made in teaching were to find the supporting and inhibiting factors in choosing the fiqh learning method at Madrasah Al-Barokah. The methods used by the author in learning fiqh are selected individually to take the best method to increase the effectiveness of learning ideally and efficiently.

Keywords: learning methods, religious jurisprudence

Abstrak: Mengetahui pentingnya peningkatan efektivitas metode dalam proses pembelajaran dan pencapaian hasil belajar yang baik, dalam suatu proses belajar mengajar diperlukan suatu metode yang mendukung agar tujuan pendidikan dapat tercapai sesuai dengan yang telah direncanakan dengan baik. Tujuan penelitian ini untuk mengetahui metode pembelajaran dasar fiqh ibadah di Madrasah Al-Barokah. Metode penelitian yang digunakan adalah metode observasi langsung dan mempraktekkan metode pembelajaran dasar fiqh ibadah. Untuk mengetahui efektivitas dalam pemilihan metode pembelajaran fiqh di Madrasah Al-Barokah desa Kota Daro1, upaya-upaya yang dilakukan dalam mengajarkan untuk mengetahui yang menjadi faktor pendukung serta penghambat dalam pemilihan metode pembelajaran fiqh di Madrasah Al-Barokah. Adapun metode-metode yang digunakan penulis dalam pembelajaran fiqh diseleksi satu persatu untuk mengambil metode yang paling baik untuk meningkatkan efektivitas belajar secara ideal dan efisien.

Kata Kunci: metode pembelajaran, fiqh ibadah

INTRODUCTION

Several researchers have widely carried out research on fiqh learning. Some focus on the implementation of fiqh learning both at the elementary, junior high, and even upper secondary levels who research on the use of learning methods used, the curriculum applied, as well as the fiqh book and materials used in fiqh learning itself.

Learning methods are ways or efforts used by educators so that the teaching and learning process in students is achieved in accordance with well-planned goals (Mulyana, 2022). Learning in education is derived from the word *instruction* which means teaching. Learning is the actualization of a curriculum that requires teachers to create and grow student activities in accordance with a programmed plan (Mulyasa, 2004).

The effectiveness of a learning method carried out by an educator in the teaching and learning process strongly supports success in increasing student learning motivation (Arianti, 2019).

¹) STAI Darul Quran Payakumbuh

² Sekolah Tinggi Teknologi Industri Padang

³ Universitas Pahlawan Tuanku Tambusai

⁴ Politeknik Mandiri Bina Prestasi

⁵ Universitas Islam Negeri Raden Fatah Palembang

*) *corresponding author*

Muhamad Yahya

Email: myahyaalazami@gmail.com

Purwanto said motivation can be translated as "a conscious effort to influence a person's behavior so that he is moved to do something so as to achieve a certain result or goal" (Ngalim, 2007). Teaching methods and methods must give rise to a positive attitude of learning and students can increase their learning motivation (Viandari, 2022). As a result, a strong desire arises to further increase learning motivation among students (Rahman, 2021).

In the method intended to produce an efficient and effective learning system in facilitating the achievement of learning objectives (Maryance et al., 2022). Thus, if the learning process cannot provide a sense of comfort and relaxation, the application of the method strongly supports the process of learning in Madrasah, because it is appropriate for the child's development.

In general, the method serves as the best possible way or effort for the implementation of education (Ilyas & Syahid, 2018). From a philosophical point of view, methods are a tool for achieving educational goals. The application of the right method greatly affects the achievement of student motivation success in the teaching and learning process (Emda, 2018). Improper methods will result in inefficient and effective use of time. The use of methods in one subject can use more than one (varied) (Nurrita, 2018). Varied methods can arouse students' learning motivation. In choosing and using a method, you must consider aspects of effectiveness and relevance to the material presented (Amin, 2011).

In reviewing fiqh, it is not enough just to explain, but more importantly the proof of several theories and also practice (Miswanto, 2019). There are some materials that require observation, so that later students will better understand the material. The fiqh taught in Madrasah Al-Baroqah is not enough to use the lecture method alone, but also uses practical methods and other methods that can teach students so that students better understand the material being taught.

METHODS

In this case, the author in conducting teaching at Madrasah Al-Barokah Desa Kota Daro1, Kec. Rantau Panjang Kab. Ogan Ilir to see the situation and behavior of students in learning to find out the obstacles or difficulties of students in understanding the material taught, the author carries out a collection methodology of several kinds, including:

Demonstration

Demonstration is an educational method of interaction that is very effective in helping students to know the process of implementing something that is done, what are the elements contained in it, and the most appropriate and appropriate way or effort is through inductive observation (Fince et al., 2015). Or in another simpler sense is a teaching method in which an educator or other person is intentionally requested or the student himself shows the whole class about a process of doing something.

In the fiqh learning method, especially in the prayer chapter, this method is very effective and efficiently used (Sodikin & Ashom, 2021). This is because it facilitates understanding of the process of how to do prayers, where this method helps students to clearly understand the process of how to do prayers attentively, because it is more interesting and very easy to understand (Putra & Suyadi, 2020).

Active Learning

Active Learning is a learning method that refers students to learn actively, using thoughts, either to find the main idea of the subject matter, solve problems, apply or implement what they just know into problems that exist in real life (Aziz M. S., 2018).

Ask Answer

The question and answer method is the delivery of the subject matter by asking while the student answers. The question and answer method allows direct interaction communication, because at the same time a conversational dialogue occurs. The use of this question and answer method aims to find out the extent of students' level of understanding of the subject matter that has been delivered. In addition, the question and answer will invite students to think and be given the opportunity to ask problems that are not yet understood or that have not been understood (Hasanah, 2019).

In the prayer chapter after the teacher demonstrates the process of how to do the prayer, the teacher asks the students to convey the prayer procedures. for example, asking the learner, "What is the first thing to do to do the prayer?, what is the reading read after takbiratul ikhram?, what is the correct ruku'?" and the next question. By asking questions the teacher can evaluate and know the extent of students' understanding of the prayer material.

Documentation

Documents are materials both written, photo, and film, collection and storage of information that has been obtained and carried out accompanied by authentic information evidence (Wijoyo, 2010).

Talk

The lecture method or often called the sermon method, which some experts, called the "one man show method" is a way of conveying the subject matter orally by the teacher in front of the class or study group, so the roles of a teacher and student are very clearly different, namely that the teacher is mainly in his narrative and explanation which is active and reactive. Meanwhile, students listen, see, and follow closely and make notes on the subject matter explained by the teacher (Laili, 2019).

For explanation, teachers can use this method using demonstration practices. Nevertheless, the main thing remains the verbal explanation. The lecture method is a way of delivering the subject matter orally by the teacher in front of a class or group. This method is a long-used and most widely used teaching method in schools can be viewed as the most efficient way for efforts to convey information.

In delivering the prayer material after the teacher knows the extent of the student's level of understanding through the previously carried out method, namely the question and answer method, where in the question and answer process carried out by the teacher to the students there are obstacles for students to understand the prayer procedures such as the ruku' movement of students which is still wrong. In this regard, the teacher will explain how the ruku' movement is correct through the lecture method.

RESULTS AND DISCUSSION

Fiqh is a science that discusses Islamic laws that are sourced from the Qur'an, Sunnah and other Shari'a postulates. The scope of fiqh in general is the fiqh of worship and the fiqh of muamalah. Especially in the fiqh of worship to realize it, it is necessary to introduce and understand worship directly.

In explaining and providing understanding of students, the use of learning methods must be appropriate and appropriate to achieve success in fiqh learning, especially prayer chapters. The use

of methods such as those described above is intended to measure abilities in the cognitive, affective and psychomotor domains.

In the cognitive realm, students are expected to be able to know the basis for the implementation of prayers which is intended so that students have basic knowledge about the worship material taught. Then the teacher must be able to adjust the methods used in the material presented. For example, in prayer material, to be able to achieve basic understanding and knowledge about the implementation of prayers for students, the right method to use is the lecture and question and answer method.

For the psychomotor realm, after knowing about prayer, it is hoped that students can practice it well. This form of practice, for example, is characterized by memorizing prayer readings, movements in good prayers and others. Where to be able to achieve it, the appropriate method is the demonstration method, this is because in the demonstration method students can see direct practice with regard to the lessons given, provide practical experiences that can shape students' feelings and interests and will, and through this method as well as problems that arise in the minds of students can immediately be answered. So that students can practice it in their daily lives.

Meanwhile, in the affective realm, it is expected that students have an appreciative attitude (respect) and are happy and feel that prayer is a worship that becomes their spiritual spiritual need, not only a burden or aborts obligations and formalities but the prayers carried out are able to animate their behavior. In terms of prayer, the teacher explains the prayer procedures to the teacher and the teacher also does what he explains in his daily life, so that what the learner hears and sees will be imitated. If you look at it, this method is quite difficult but it is necessary to try it because the influence of this method is very large for students. Thus, various variations of the use of learning methods are very necessary to obtain effective and efficient results, because in a theme discussed there are several materials that must be delivered with different methods.



Figure 1. Fiqh Learning Worship in Madrasah Al-Barokah

CONCLUSION

The learning method is a way or effort made by teachers so that the learning process in students is achieved in accordance with the objectives. The fiqh learning method has a contribution and role in motivating students to practice and apply Islamic law in everyday life as a manifestation of harmony, harmony, and balance of human relationships with Allah SWT, with themselves themselves, fellow humans, other beings or their environment.

The scope of fiqh learning generally includes the fiqh of worship, which concerns: introduction and understanding of the correct and good implementation of the pillars of Islam, such as: taharah (purification/ablution) procedures, prayers, fasting, zakat, and hajj. Fiqih learning aims to equip students to be able to apply, know, and understand the ways of implementing Islamic law both regarding aspects of worship and muamalah to be used as a guide for life in personal and social life. Carry out and practice the provisions of Islamic law correctly and well, as a manifestation of obedience in carrying out the teachings of the Islamic religion both in human relations with Allah

SWT, with themselves themselves, fellow humans, and other beings and relationships with their environment.

Fiqh learning mainly in the prayer chapter the methods used are demonstration methods, questions and answers, lectures. The parent (main) method used in fiqh learning is the demonstration method. This is because the demonstration method is easy to understand and accepted by students, there are varied methods in delivering prayer material, so that learning can take place effectively and efficiently and can achieve the objectives of learning, prayer which includes an understanding of the basics of prayer implementation (cognitive), an attitude of pleasure and feeling that prayer is a spiritual need (affective), as well as skillful dal memorizing recitations and movements prayer (psychomotor).

Conflict of Interests

The authors declared no potential conflicts of interest concerning the authorship and publication of this article.

REFERENCES

- Amin, M. (2011). *Penerapan metode mengajar yang variatif dalam pembelajaran agama islam di smp. Negeri 1 malangke kec. Malangke kab. Luwu utara*. UIN Alauddin Makasar.
- Arianti. (2019). Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa. *DIDAKTIKA : Jurnal Kependidikan*. <https://doi.org/10.30863/didaktika.v12i2.181>
- Aziz M. S. (2018). Aspek Perkembangan Manajemen Pembelajaran: Active Learning. *Intizam, Jurnal Manajemen Pendidikan Islam*, 1(2), 150–160.
- Emda, A. (2018). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, 5(2), 172. <https://doi.org/10.22373/lj.v5i2.2838>
- Fince, Ramadhan, A., & Gagaramusu, Y. (2015). Penerapan Metode Demonstrasi untuk Meningkatkan Hasil Belajar Siswa pada Materi Penyebab Benda Bergerak di Kelas I SD Kecil Pangi Kecamatan Parigi Utara Kabupaten Parigi Moutong. *Jurnal Kreatif Tadulako Online*, 3(1), 1–22.
- Hasanah. (2019). *Metode Tanya Jawab Dalam Belajar Dan Pembelajaran*.
- Ilyas, H. M., & Syahid, A. (2018). Pentingnya Metodologi Pembelajaran Bagi Guru. *Jurnal Al-Aulia*, 04(01), 58–85.
- Laili, N. N. S. (2019). *Pendekatan Pembelajaran untuk Meningkatkan Kemampuan Menghafal Al-Qur'an Santri di Pondok Pesantren Sentono Agung Darurrahman Urek-Urek Gondanglegi Malang*. UIN Malang.
- Maryance, Guntur, M., Andrias, Hayati, Z., & Alfiyanto, A. (2022). Penerapan Metode Demonstrasi dalam Meningkatkan Motivasi Belajar Anak Terhadap Pelajaran PAI di Kelurahan 12 Ulu Palembang. *Pendidikan Dan Konseling*, 4(3), 26–29. <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/4227>
- Miswanto, A. (2019). *Ushul Fiqh: Metode Ijtihad Hukum Islam*. Magnum Pustaka Utama.
- Mulyana, A. (2022). *Pengertian metode pembelajaran dan jenisnya*. Ainamulyana.Blogspot.Com. <https://ainamulyana.blogspot.com/2012/01/pengertian-metode-pembelaaran-dan.html>

- Mulyasa, E. (2004). *Implementasi Kurikulum 2004 Panduan Pembelajaran KBK*. Remaja Rosda Karya.
- Ngalim, P. (2007). *Psikologi Pendidikan Remaja*. Rosdakarya.
- Nurrita, T. (2018). Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa. *MISYKAT: Jurnal Ilmu-Ilmu Al-Quran, Hadist, Syari'ah Dan Tarbiyah*. <https://doi.org/10.33511/misykat.v3n1.171>
- Putra, Y. A., & Suyadi, S. (2020). Penerapan Metode Demonstrasi Pada Materi Sholat Kelas 3 SDN Dayuharjo Kecamatan Ngaglik Kabupaten Sleman Yogyakarta. *AL-ISHLAH: Jurnal Pendidikan Islam*. <https://doi.org/10.35905/alishlah.v17i2.1097>
- Rahman, S. (2021). Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar. *Merdeka Belajar Dalam Menyambut Era Masyarakat 5.0, November*, 289–302.
- Sodikin, S., & Ashom, K. (2021). Implementasi Pembelajaran Fiqih Materi Sholat Dengan Media Audio Visual Di Madrasah Ibtidaiyah. *EDUCARE: Journal of Primary Education*. <https://doi.org/10.35719/educare.v2i1.52>
- Viandari, E. (2022). *Motivasi Belajar Siswa: Jenis & Cara Meningkatkan*. Www.Quipper.Com. <https://www.quipper.com/id/blog/info-guru/motivasi-belajar-siswa/>
- Wijoyo, W. H. (2010). *Ringkasan Modul 1: Konsep Dan Definisi Dokumentasi*. Widodo.Staff.Uns.Ac.Id. <https://widodo.staff.uns.ac.id/2010/03/08/ringkasan-modul-1-konsep-dan-definisi-dokumentasi/>