

Educators Efforts in Improving Fiqh Learning Based on Constructivism Theory at MA Mambaul Ulum Megaluh

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ABSTRACT

The aims of this to find out the efforts and obstacles of education in improving the learning of fiqh based on constructivism theory at MA Mambaul Ulum Megaluh. This type of research is a qualitative research, data collection techniques through interviews, observation and documentation. Data analysis was carried out by data reduction, data presentation and drawing conclusions. The result of this research indicate that the efforts of educators in improving the learning of fiqh based on constructivism theory include: providing intrinsic and extrinsic motivation to students, using varied learning methods according to the situation and conditions of students such as lecture methods, question and answer and group discussions, using several media interesting learning such as pictures, teaching aids, videos and PPT, participating in seminars such as MGMP, KKG, workshops and scientific seminars. While, the obstacles for educators in improving the learning of fiqh based on constructivism theory include: the thinking ability of students is different, lack of attention and supervision of parents towards their children, facilities and infrastructure that exist in schools are less supportive such as reading reference books for students who are minimal.

Keywords: Educators Efforts; Fiqh Learning; Constructivism Learning

INTRODUCTION

Education is basically one of the needs that must be met in today's modern life. Islamic Religious Education is education that is carried out based on Islamic teachings. Religious education is part of education with regard to aspects of attitudes, values, morals and religion (Daradjat, 1991).

According to (Sunhaji, 2014) learning is a two-way interaction of educators and students, between the two there is communication that is directed towards the targets that have been set. The learning objectives are as guidelines and targets to be achieved by educators in teaching and learning activities. If the learning objectives are clear and firm, then the steps and learning activities will be more focused (Pane & Dasopang, 2017).

Islamic education is a conscious and planned effort in preparing students to recognize, understand, live up to faith, fear, and have noble character in practicing Islamic teachings from the main source of the holy book Al Quran and Hadith (Amin, 2015) through guidance activities, teaching, practice, and use of experience. Islamic Religious Education in this case can be understood as a process and effort as well as a way of educating the teachings of Islam so that it becomes a role model and way of life for someone (Sirojudin et al., 2018). In the field of study, Islamic Religious Education is divided into several types, one of which is Fiqh learning.

According to the language of fiqh, it comes from the word faqiha - yafqahu - fiqhan which means understand or understand. This is where the words of fiqh are sought which give an understanding of the Shari'ah law which is highly recommended by Allah and His apostle. So the science of fiqh is the science that studies the shari'a which is amaliah (deeds) obtained from the detailed legal arguments of the science (Karim, 2007).

Fiqh learning is a way that is carried out consciously, directed and designed regarding Islamic laws related to mukallaf acts both in the nature of worship and muamalah which aims to make students know,

understand and carry out daily worship (Masykur, 2019).

At this time the Fiqh learning process in the classroom is seen as less effective and less creative, this is because learning is still teacher centered (Wardoyo, 2015). So much students are still less enthusiastic and pay less attention to the teacher's explanation. This can be observed from the attitude of students who feel bored with classical learning and the monotonous learning system when in class. The feeling of boredom is very visible when the teacher delivers learning material, many students talk to themselves, tell stories with their classmates, put their heads on the table, there are also some students who write and even draw things that are not clear in their books during learning (Fodhil, & Azizah, 2021). Then in MA Mambaul Ulum Megaluh The best efforts of educators in improving Fiqh learning can be done by applying constructivism learning theory, because constructivism learning is an approach to learning where students actively build or create their own knowledge based on their own experiences (Suparlan, 2019). In the application of Fiqh learning based on constructivism learning theory, the teacher acts as a facilitator and students can develop their knowledge by learning on their own, based on experiences that come from themselves, friends, and the surrounding environment (Nugraha et al., 2013). So that students will develop their own understanding actively, creatively and productively (Supardan, 2016).

This research aims to determine the efforts made by educators in improving Fiqh learning based on constructivism learning theory and the obstacles faced by educators in improving Fiqh learning based on constructivism learning theory at MA Mambaul Ulum Megaluh.

METHOD

This research uses qualitative research which is included in the type of descriptive research method. Where the data collected is in the form of words, pictures and not numbers. This research report will contain data excerpts to provide an overview in the presentation of the report. Data collection techniques in this research were interviews, observation, and documentation. Interview is a process of communication or interaction to obtain information in the form of question and answer activities between researchers and informants. Observations were made to find out various information about the efforts and obstacles of educators in improving Fiqh learning based on constructivism theory at MA Mambaul Ulum Megaluh, and finally the researchers conducted documentation, namely collecting data about schools and photos of interview activities. Data analysis was carried out by data reduction, data presentation, and drawing conclusions. To determine the validity of the data through three stages, namely preliminary, filtering and completing the data that is still lacking. Of the three stages, to check the validity of the data a lot occurs at the data filtering stage. Therefore, if there is data that is irrelevant and inadequate, research or data screening will be carried out again in the field, so that the data has a high level of validity. To obtain the validity of the findings, it is necessary to examine the credibility by using the data triangulation technique, namely checking the validity of the data using something other than the data for checking purposes or as data comparisons. The triangulation used in this reasearch is triangulation of data sources by comparing and re-checking the degree of confidence of information obtained through different times and tools in qualitative methods. The research flow is:

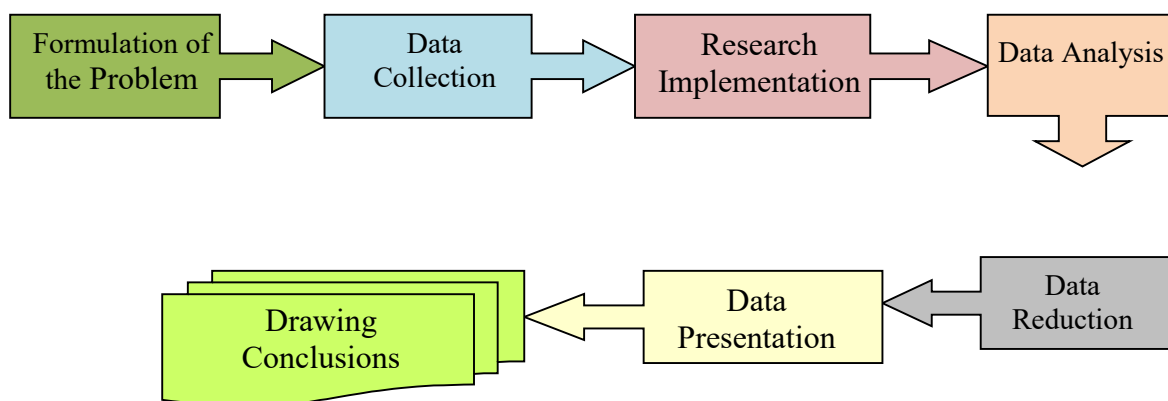


Figure 1. Qualitative Research Flow

RESULT AND DISCUSSION

Result

The efforts of educators in improving Fiqh learning based on constructivism theory at MA Mambaul Ulum Megaluh

The efforts of educators in improving Fiqh learning based on constructivism theory at MA Mambaul Ulum Megaluh have been carried out in several ways, namely: 1). Provide intrinsic and extrinsic motivation to students, 2). Using varied learning methods according to the situation and conditions of students such as lecture methods, question and answer and group discussions, 3). Using some interesting learning media such as pictures, props, videos and PPT in accordance with the learning material, 4). Participate in seminars such as MGMP, KKG, workshops and Scientific Seminars.

Obstacles educators in improving Fiqh learning based on constructivism theory at MA Mambaul Ulum Megaluh

The obstacles faced by educators in improving Fiqh learning based on constructivism learning theory at MA Mambaul Ulum Megaluh include: 1). Different students thinking abilities, 2). Lack of parental attention and supervision of their children, 3). The existing facilities and infrastructure in schools are less supportive, such as minimal reading reference books for students.

Discussion

The efforts of educators in improving Fiqh learning based on constructivism theory at MA Mambaul Ulum Megaluh

Due to the lack of enthusiasm of students in the fiqh learning process, educators are required to make various efforts. The efforts of educators in improving fiqh learning based on constructivism learning theory at MA Mambaul Ulum Megaluh in several ways including:

- Provide intrinsic motivation (motivation within students) and extrinsic motivation (motivation from outside students)

Motivation intrinsic is done by giving encouragement so that students are more enthusiastic and more active in fiqh lessons. While extrinsic motivation is done by giving gifts to students when they get good grades and achievements in class, while punishments are given when students violate sanctions or rules such as not doing work, homework and come late when class has started.

- Using varied learning methods according to the situation and conditions of students such as lecture methods, question and answer and group discussions

In To improve Fiqh learning, a teacher must be really ready in the learning process in the classroom. Regarding the method used, it is not always monotonous in one method, but uses a variety of methods such as lectures, questions and answers, group discussions and demonstrations. If the way to liven up the class is by provoking the interest of students such as giving a prologue about the funeral prayer, then students will arise several questions which are then discussed with each group then the results of the discussion are presented by group representatives and other groups listen and provide input criticizing, after students make presentations the teacher gives conclusions and provides good and correct examples in the practice of caring for corpses, so that students get maximum understanding of the learning material.

- Using some interesting learning media such as pictures, props, videos and PPT in accordance with the learning material

In teaching it is not easy, teachers must know very well what kind of students they want, even the media used must be considered to improve the learning, so teachers are required to be skilled, and always ready to welcome technological advances and teachers in teaching Fiqh subjects here are required to using various media. So that students do not get bored easily and feel bored when the material is delivered so that students will become more interested and focused when learning takes place. For example, when teaching about the practice of funeral prayers, the teacher also explains how to use PPT media, or through pictures that are easy for students to understand, before practicing students are also shown a video about how to care for a corpse properly and correctly and provide examples first. first directly so that students understand and understand the learning material after that students must practice it by using media props in the form of a torso statue of the human body to be used as a medium in the procedures for caring for and bathing the corpse.

- Participate in seminars such as MGMP, KKG, workshops and Scientific Seminars

A teacher who have a confident and proud attitude as a teacher who never stops learning, or improving the quality of understanding scientific concepts according to the subject area being taught, through KKG activities, MGMP, scientific seminars, scientific discussions, work shops, continuing studies at a higher level high (S2 or S3). This activity aims to increase teachers understanding of the subject area.

Obstacles educators in improving Fiqh learning based on constructivism theory at MA Mambaul Ulum Megaluh

The obstacles faced by educators in improving Fiqh learning based on constructivism learning theory at MA Mambaul Ulum Megaluh include:

- Different students thinking abilities

It can be seen that every student has different thinking abilities, it can be seen from when delivering learning materials, there are students who easily understand the material, some are very difficult to explain. Therefore, a teacher must really understand the character of each student so that there is no difference in the provision of material and all students can understand and understand the material presented.

- Lack of attention and supervision of parents towards their children

The collaboration of parents and schools to provide supervision is very important to do, considering that in this information age students are faced with situations surrounded by technology, there are televisions, cellphones, internet cafes, all of which are very interesting for students to struggle with the technology at any time. So that many students tend to like to play HP but are lazy to study. Many children do not pay attention and focus less in the learning process and when given assignments at home, many do not work. After being investigated, it turns out that many students are addicted to online games. They often play cellphones for hours so that when learning in class many are not focused. This is due to the limited supervision of the madrasa to supervise students, because at home it is the responsibility of parents.

- The existing facilities and infrastructure in schools are less supportive, such as minimal reading reference books for students.

The lack of reading reference books that can be given to students and often causes boredom for students to enrich knowledge and develop rational ideas for analytical and applicable subject matter. So when given the task they were forced to take turns due to the lack of available reading reference books on fiqh subjects.

CONCLUSION

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