

## Fiqh Learning Process Based on Constructivism Theory at MA Mambaul Ulum Megaluh

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### ABSTRACT

*This study aims to determine the learning process of PAI based on Constructivism theory at MA Mambaul Ulum Megaluh. This article discusses the learning process in Islamic Religious Education subjects, especially Fiqh subjects based on constructivism theory at MA Mambaul Ulum Megaluh. This study also examines what is problematic in the Fiqh learning process at MA Mambaul Ulum Megaluh. This research is a descriptive qualitative research. Data collection techniques in this study are: 1) observation 2) interview; 3) documentation. then the data obtained will be drawn conclusions using triangulation techniques. triangulation technique is to draw solid conclusions not only from one point of view. The results of this study indicate that the learning activities carried out in the learning process consist of 3 activities, namely initial activities, core activities, and closing activities. The process of learning Fiqh at MA Mambaul Ulum Megaluh uses conventional methods (lectures) and discussions or demonstrations in practical learning. Or students can be given the freedom to study outdoors by seeking their own experiences. Meanwhile, the problems faced are the ability to process information for each student who is different and the supporting infrastructure for Fiqh learning activities is inadequate.*

**Keywords :** Learning; Islamic education; Constructivism Theory.

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### INTRODUCTION

Islamic Religious Education is education that is carried out based on Islamic teachings. Islamic religious education aims to provide guidance in understanding and practicing the teachings of Islam and making it a way of life. Religious education is a very important part of education with regard to aspects of attitudes, values, morality and religion (Daradjat, 1991);(Sirojudin & Waqfin, 2020). Islamic education also trains students' sensibility, so that students can behave by following Islamic spiritual values (Elihami & Syahid, 2018). Education in Islam consists of Ta'lim, Ta'dib, and Tarbiyyah. Ta'lim (Syah, 2017). According to M. Athhiyah al-Abrasyi which includes tarbiyah education activities are efforts made with the aim of a good life, which includes ethics, systematic thinking, intuition, creation, tolerance, etc. (Ramayulis, 2010). Fiqh in language means understanding or knowing. , while the terminology of Fiqh is understanding or knowing the laws of the Shari'ah – such as: halal, haram, obligatory, sunnah, and whether something is permissible with the ijihad method, namely an effort to find a legal basis (naqli argument) about something from the Koran and or al-Hadith al-Sahih (Ardiansi, 2019).

According to (Suprijono, 2014) Constructivism theory is a theory in which teachers provide space for students to be creative in expressing their own ideas. Through the theory of constructivism the teacher provides a way for students to gain a higher understanding through the notes they have written using their own words (Umardiyah, 2020).

Nowadays, many of the young generation are weak in learning, one of which is in the subject of Islamic Religious Education. This is because the learning system is monotonous and outdated. Where the teacher only plays a role in conveying knowledge. What makes students feel lacking in the old learning system which on average is still using the old theory in learning. At MA Mambaul Ulum Megaluh,

teachers have started to use new methods or theories in their learning, namely constructivism theory. Constructivism learning theory which puts forward modern learning that is not monotonous, centered only on the teacher, but teachers and students can coexist while studying (Caroline et al, 2020). Learning like this of course provides a new atmosphere for learning activities, which is beneficial and fun for students and teachers.

Based on the description above, the formulation of the problem is how the Fiqh learning process is based on constructivism theory at MA Mambaul Ulum Megaluh. And what are the problems of learning Fiqh based on constructivism theory at MA Mambaul Ulum Megaluh. The purpose of this study was to find out how the process of learning Fiqh by using constructivism theory when applied to MA Mambaul Ulum Megaluh. And to see and find out what are the problems in the learning process based on constructivism theory in Fiqh learning at MA Mambaul Ulum Megaluh. Meanwhile, the writer hopes that the supporting infrastructure for learning at MA Mambaul Ulum Megaluh can be equipped for the convenience of learning for students and teachers. And the teacher can motivate and review students who do not understand the material so they are not left behind.

## **METHOD**

This research is included in the type of descriptive research method, where the data collected is in the form of words, pictures and not numbers. The research report will contain data excerpts to illustrate the presentation of the report. And research reports from the field.

Data collection techniques in this study are interviews, observation and documentation. Interview is a means of gathering information by submitting orally which will be answered orally. While observation is the systematic observation and recording of the symptoms that appear on the object of research. Observations were made to determine the process of learning Fiqh at MA Mambaul Ulum Megaluh. Interviews were conducted to find out about various information related to the implementation of the learning process and the problems that occurred. Meanwhile, Documentation was conducted to obtain data related to the conditions of the implementation of Fiqh learning and other documents related to this research.

To obtain clear data and in accordance with the research problem, the researchers visited the research location and obtained data from the respondents, namely the Fiqh teacher during interviews and observations in the fiqh learning activities of MA Mambaul Ulum Megaluh. Then the data obtained is analyzed by means of data reduction, data presentation, and the last is drawing conclusions from the data that has been processed, it will be seen with triangulation techniques, where researchers use different data collection techniques to obtain data from the same source. Such as observations, interviews, and documentation for the same data source simultaneously (Sugiyono, 2010). With this triangulation, researchers can draw solid conclusions not only from one point of view, so that the truth of the data can be more accepted.

## **RESULT AND DISCUSSION**

### **Result**

Fiqh learning process based on Constructivism theory at MA Mambaul Ulum Megaluh.

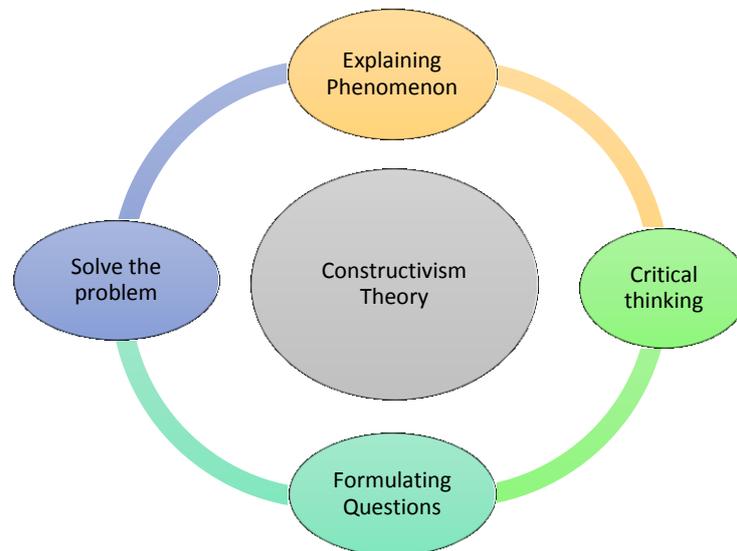
Fiqh learning process based on constructivism theory is a learning process where students can play an active role in learning fiqh and the teacher becomes a facilitator. Including one of them in MA Mambaul Ulum Megaluh. The purpose of learning Fiqh based on constructivism theory at MA Mambaul Ulum Megaluh is that students can think critically, be able to solve problems they face, build knowledge that students get from experiences experienced by students in their learning activities. This can lead to independence in student learning.

Learning according to constructivism theory is an activity where students reconstruct or build their own knowledge by looking for meaning from what they have learned and through concepts or what they have created themselves (Muhibin & Hidayatullah, 2020). In the constructivism theory-based PAI learning process includes preliminary activities, core activities which include observing, asking, trying, reasoning, and communicating activities, closing activities of learning.

In the core activities, learning is divided into literacy activities, critical thinking, collaboration, communication, and creativity. In the core activities of constructivism theory-

based learning, students build thinking, ask questions, read, etc. While the last is the closing activity of the lesson ending with the teacher presenting the lesson plan at the next meeting and praying.

The learning method used in Fiqh learning based on constructivism theory at MA Mambaul Ulum Megaluh is conventional (lecture) and discussion or demonstration in practical learning. Or students can be given the freedom to study outdoors by seeking their own experiences. In constructivism-based fiqh learning, students are required to play an active role in their learning activities and the teacher serves as a facilitator.



**Figure 1:** Learning Fiqh On Constructivism Theory

The problems of learning Fiqh based on Constructivism Theory at MA Mambaul Ulum Megaluh

The problems that exist in learning fiqh based on constructivism theory at MA Mambaul Ulum Megaluh occur in several factors, namely factors in students and lack of infrastructure. The factor that causes students to become problematic in learning is because the level of intelligence possessed by each student is different, this can disrupt the student's learning process, especially by using constructivism theory. Because in constructivism-based learning students are required to be able to think critically and be able to understand the material using the students' own understanding, which can also be obtained from the experiences students get. of course this can be a boomerang for students who are less able to understand the material being studied. The student will experience a lag in learning. This causes uneven knowledge received by students.

The second problem occurs because of the lack of existing infrastructure at the MA Mambaul Ulum Megaluh Jombang. In the fiqh learning material there is practical learning that requires teaching aids. Where the teacher demonstrates the material that students learn. By modeling the material, students can learn for themselves by looking at what is taught by the teacher. According to the Fiqh teacher at MA Mambaul Ulum "the lack of learning support tools at MA Mambaul Ulum Megaluh greatly hinders practical learning". Practice in Fiqh learning is very important where most of the fiqh material is related to the practices that exist in everyday life.

### **Discussion**

Learning is a collaborative process between teachers and students in studying the material. Fiqh means knowledge of shari'a laws obtained through the ijtihad method. The process of learning fiqh is not only learning about the material but also studying practice because in practice fiqh is attached to the daily life of Muslims. The process of learning fiqh based on constructivism theory at MA Mambaul Ulum Megaluh is carried out using lectures, discussions, demonstrations and sometimes methods outside the classroom depending on the material being studied.

According to the fiqh teacher at MA Mambaul Ulum Megaluh, it is of the opinion that in learning activities, study groups will usually be made in one class to discuss the material or chapter being taught, or it can also be with students learning independently. The purpose of being independent here is that students learn by studying and building their own material that they learn. One of the other obstacles that exist in learning Fiqh at MA Mambaul Ulum Megaluh is the lack of infrastructure. Some Fiqh materials require practice to be clearer. Therefore, the lack of teaching aids in learning can hinder learning activities.

According to Suparlan Constructivism means constructive. Constructivism is a theory that is constructive, builds in terms of ability, understanding, in the learning process. It is expected that students can be active in learning activities (Suparlan, 2019). By building students' thinking, learning can be absorbed properly. However, not all students can build understanding well. There are students who are less able to concentrate which causes they do not understand the material being studied. This is one of the problems that occur in MA Mambaul Ulum where not all students can apply constructivism theory in their learning activities.

## CONCLUTIONS

Based on this research, it can be concluded that constructivism theory-based learning is learning where students take control of learning where students play an active and independent role in learning and the teacher acts as a facilitator. The same thing was also done at the MA Mambaul Ulum Megaluh. In the learning method that uses lectures, discussions, demonstrations and learning outside the classroom. The learning procedure consists of preliminary activities, core activities, and closing activities. Where in the learning process that takes place there students are expected to play an active role in learning by studying the material with their own language and experience.

The problem faced in constructivism-based learning activities at MA Mambaul Ulum Megaluh is the lack of supporting facilities for learning Fiqh for practice. And the difference in the level of student understanding that not all students can understand the material being studied on their own.

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