



Implementation Inside Outside and Circle Based RPP to Increase Student Learning Motivation

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ABSTRACT

Fiqh lessons are essential lessons for students to understand. So it is appropriate for learning to receive attention in improving the quality of fiqh learning. This research aims to improve the learning process and increase student learning outcomes in fiqh subjects by implementing the inside-outside circle learning plan model. This research method is classroom action research in class XI Islamic Senior High School Darun Najah Karangploso Malang with a total of 22 students, the research consists of two cycles. The data collection technique was carried out using qualitative descriptive observation sheets, while students' learning outcomes tests were carried out through daily tests with each cycle analyzing the average score of student learning outcomes by comparing the scores before the action and after the action. The results of the research showed that there was an increase in student motivation and learning outcomes in the fiqh subject for class XI students at Islamic Senior High School Darun Najah Karang Ploso Malang. This can be seen from the average score of learning outcomes for students' fiqh lessons which has increased, namely (55.5) in the basic score, increasing to (65.8) on the first daily test then to (79.3) on the second daily test (85.4). The learning process shows improvement, students are increasingly enthusiastic in participating in the learning process, but the problem that occurs is that time is often lacking in the learning process. So it can be concluded that the implementation of the inside-outside circle model learning process plan can increase student motivation and learning outcomes in the Fiqh subject for class XI students at Islamic Senior High School Darun Najah Karangploso Malang.

Keywords: *learning outcomes; fiqh; circle model; Islamic senior high school*

INTRODUCTION

Many factors cause the low quality of education in learning, for example, the learning process does not attract students' attention because it still uses the lecture method, which results in low student interest in participating in the learning process, as well as ineffective learning models which cause low student learning motivation (Puthree et al., 2021).

Learning is a term used to indicate the activities of teachers and students or the activities of lecturers and students (Afandi et al., 2009). In learning, all activities can influence the student's learning process. By learning, a person will experience changes in his behavior. Fauzan says that learning is a complex action and behavior of students (Fauzan, 2019). This is also emphasized "learning is a process of effort carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment" (Pane & Darwis Dasopang, 2017).

In implementing learning, various learning models must be used (Albina et al., 2022). The learning model itself functions as a bridge to make it easier for students to understand a lesson (Khoerunnisa & Aqwal, 2020). A teacher must be able to understand a learning model that suits the needs of his students because creating a pleasant classroom environment requires a creative learning model, not just a lecture, and students are required to be able to understand what the teacher explains (Chan et al., 2021).

Many learning models can be used, such as cooperative learning models. The cooperative learning model has various learning models, one of which is the inside, outside, and circle (IOC) type learning model which is a learning model that involves students to be more active in participating in learning (Aldistya, 2016).

The IOC learning model is part of the cooperative learning model, with a small and large circle system, where students share information at the same time with different partners briefly and regularly (Sarah et al., 2021).

There is a need to carry out research in the selected schools because researchers want to develop learning tools in the form of lesson plans and are expected to increase student learning motivation. Based on previous researchers' observations, students tend to be passive in participating in learning. Therefore, it is deemed necessary to develop *Fiqh* learning tools with a cooperative model to further increase student learning motivation.

Previous research is a study of research that has been carried out by previous researchers which can come from various sources, such as these, dissertations, research papers, or journals. The following is research that is used as a reference for researchers in conducting research: a). Subiarsih entitled "Penerapan Model Pembelajaran Kooperatif Tipe Inside Outside Circle Untuk Meningkatkan Hasil Belajar PPKN Siswa (Subiarsih, 2018). 1). Similarities: Discussing the Inside Outside Circle (IOC) based learning model 2). Difference: Previous research discussed the influence of IOC on improving student learning outcomes, while current research discusses the influence of (IOC) on student learning motivation. b). Gieska, Adi Saputra, and Sisi Pitriyana entitled "Pengaruh model pembelajaran inside outside circle (IOC) terhadap keterampilan kerja sama siswa pada materi keberagaman suku bangsa di Indonesia kelas IV SD Negeri 1 kelapa (Gieska et al., 2023). 1). Similarities: Discussing the IOC-based learning model 2). Difference: Previous research focused on increasing students' learning motivation in PKN subjects, while current research focuses on increasing students' learning motivation in *Fiqh* subjects.

Based on the problems that exist among Islamic Senior High Schools at Darun Najah Karangploso Malang, the researcher is interested in conducting classroom action research on the use of the Inside Outside Circle (IOC) learning method in *Fiqh* subjects.

METHOD

This type of research is classroom action research, classroom action research which is carried out in the classroom. (Arikunto, Suhardjono, 2014) This research is carried out in two cycles at Islamic Senior High School Darun Najah Karang ploso Malang. The data collection technique is through daily tests in each cycle and is carried out in several stages, the first stage is the planning stage, the second stage implementation, the three stages of observation and the fourth stage of reflection, the research instrument is the learning tools used in this research, namely the syllabus, learning implementation plan, and student worksheets. Data analysis in this research is qualitative descriptive data analysis and quantitative descriptive data analysis techniques. Qualitative data analysis techniques aim to describe data about teacher and student activities during the learning process. Quantitative data analysis techniques aim to collect data about the value of student learning outcomes (Sugiyono, 2017).

RESULT AND DISCUSSION

The action taken in this research was to apply the Inside Outside Circle learning model. This research was conducted in eight meetings divided into two cycles. The research schedule that the researchers carried out is as follows:

Table 1. Research schedule

Action	Day/date	Time	Learning material
Cycle I	Saturday, 27 April 2024	× 40 <i>menit</i>	Understanding <i>Jinayah</i> / <i>murdere</i>
	Tuesday, 30 April 2024	3 × 40 <i>menit</i>	Types of <i>Jinayah</i>
	Friday, 3 Mei 2024	2 × 40 <i>menit</i>	<i>Jinayah</i> Legal Basis, Wisdom <i>Jinayah</i> / <i>Murdere</i>
	Tuesday, 14 Mei 2024	3 × 40 <i>menit</i>	Daily review I
	Saturday, 18 Mei 2024	2 × 40 <i>menit</i>	Understanding <i>Qiyas</i> Legal Basis
	Tuesday, 21 Mei 2024	3 × 40 <i>menit</i>	<i>Syarat-Syarat Qiyas</i>
Cycle II			Wisdom of <i>Qiyas</i>
	Saturday, 25 Mei 2024	2 × 40 <i>menit</i>	Wisdom of <i>Qiyas</i>
	Tuesday, 28 Mei 2024	3 × 40 <i>menit</i>	Daily review II

An explanation of the implementation process during learning in the classroom is as follows:
Cycle 1 (First).

Action Implementation Stage

Cycle 1 is the initial stage in this research. This stage consists of four meetings. The first, second and third meetings are learning activities that use learning guidelines in the form of RPP and LKPD, then the fourth meeting is an evaluation activity or daily test.

a. Description of student activities and results of observations during the implementation of the activity

The learning at each meeting is as follows:

b. The First Meeting

The learning process is carried out based on the RPP-1 and LKPD-1. In this first meeting, the learning activity is to understand the meaning of *Jinayah*. The learning activity process begins when the teacher enters the classroom by saying the greeting "*assalamu'alaikum*". Students together respond to the teacher's greeting by saying "*wa'alaikumsalam buk*". Then the teacher asked the class leader to prepare the class and lead prayer before starting the lesson. The class leader prepares the class and leads his friends in praying together before starting the lesson.

After the students have finished praying, the teacher takes attendance by calling the students one by one according to the order in the attendance book. Students pay attention to the teacher who is attending to them and answer they are present when the teacher calls their name. At this meeting, 22 class XII.4 students were all present. When the teacher took attendance there were still students who were not ready to take part in the lesson and were busy telling stories with their friends.

The teacher did not convey an apperception at the first meeting regarding the material on Murder, because according to the teacher the material regarding murder had been studied in class XI so there was no need to convey it again. Then the teacher still has not prepared himself well in studying the RPP before learning begins, where it is better for the teacher to understand the RPP before the learning process because in the RPP at the beginning of the activity the teacher should provide apperception where giving apperception can make it easier for students to follow and understand the material that will be taught. Then continue with the teacher conveying the title of the material to be studied "the material we will study is the meaning of *Jinayah* or murder". But the teacher forgot to explain in detail what learning objectives he wanted to achieve at the meeting. Students listen and pay attention to the teacher in conveying the title and learning objectives, but there are still many students who are not serious and are busy taking out their books and stationery.

Furthermore, the teacher also did not provide motivation regarding the benefits of studying *Jinayah* or murder in everyday life at the beginning of the lesson. The teacher continued by mentioning the learning model that would be applied in the learning process, namely the inside outside circle model. But the teacher did not explain in detail detailed and clear in each step of the inside outside circle model of learning. When the teacher conveyed the learning model that would be applied, not a single student asked how to apply the inside outside circle model in the learning process.

After that, the teacher distributes LKPD to each student. Next, direct students to solve the problems contained in LKPD-1. The teacher gives directions to students regarding where students should start working on the LKPD. Students receive the LKPD-1 given by the teacher, then pay attention and listen to the teacher's explanation about how to work on LKPD-1. Before the students started working, one of the students asked if it was OK to work on their LKPD in groups and the teacher allowed the students to work in groups.

The teacher gives students time to study their LKPD for approximately 10 minutes. When the allotted time is finished, the teacher divides the students into two groups, namely the small circle group and the large circle group. Then direct the students in the small circle to face outwards and the students in the large circle to face inward so that they will face each other. When students were instructed to form their own groups, there were several students who seemed to be lazing around and did not immediately get up from their seats, so they had to be forced by the teacher to form groups that had been determined by the teacher. The classroom atmosphere became noisy when students formed their groups and it took quite a long time so the teacher had to guide students so they could calm down and move more quickly.

Next, the teacher instructs students to provide or exchange information with their partners regarding what they know after studying their LKPD. Students listen to the teacher's orders to provide information to each other. The teacher gives approximately 2 minutes for students to interact with each other. After the time is over, the teacher directs the students in the large circle to move 2 steps clockwise towards their other friends.

Second Meeting

The learning activities at the second meeting discussed various types of *Jinayah* or murder which were guided by the RPP-2 and used the LKPD-2. Just like the previous meeting, the learning activity began with the teacher entering the class by saying the greeting "*Assalamualaikum wr. wb*". Students collectively answer the teacher's greeting "*Walaikumsalam wr. wb*". Then the teacher invited the class leader to prepare the class and lead prayer before starting the lesson. The class leader prepares the class and leads his friends in praying together before starting the lesson. After that, the teacher takes attendance by calling the students one by one according to the order in the attendance book. Students pay attention to the teacher who is taking attendance and answer when the teacher calls their name, although there are still students who are not serious about taking attendance and have not prepared themselves to take part in the lesson. At the second meeting, all class XI. students were present.

After that, the teacher conveyed an apperception by reminding students about the types of *Jinayah* or murder that had been studied in the previous meeting. The teacher asks students questions about the various types of *jinayah* or murder. Students answered what kinds of *Jinayah* or murder there were only a few students sitting in the front row. Meanwhile, the other students who sat in the middle and those sitting at the back did not pay attention to the teacher and were still busy telling stories with their classmates, so the teacher had to reprimand the students so they could focus on learning and pay attention to what the teacher was saying.

Next, the teacher conveyed the title of the material that would be studied at the meeting "at the previous meeting we studied various types of *Jinayah* or murder, today what we will study is about various types of *jinayah* or murder." The teacher writes the title of the material to be studied on the blackboard. Students do not pay attention to the title of the material to be studied at the meeting. Next, the teacher conveys the learning objectives to be achieved at the meeting, but when conveying the learning objectives, the teacher reads the learning objectives contained in RPP-2. Students did not really pay attention to the teacher conveying the learning objectives they wanted to achieve because they were still busy taking out their textbooks and stationery. After that, the teacher conveyed motivation to the students that their classroom was an example of *Jinayah* or found in everyday life. Students pay attention to their classroom and the eraser the teacher is holding and listen to the teacher conveying motivation.

The teacher explains the learning steps that will be applied in the learning process to students. However, the teacher conveys it by looking at the steps contained in RPP-2. When the teacher explained the steps for inside outside circle learning, only the students sitting in the front paid attention to the teacher's explanation, while many of the students sitting in the back were still busy telling stories with their classmates. Next, the teacher gives LKPD-1 to each student and directs the students to solve the problems contained in the LKPD. Then the teacher reminds students about how to do the *LAS* and asks students to pay attention to the LKPD.

Next, the teacher begins to divide the students into two groups, namely the large circle group and the small circle group, then instructs the students in the small circle group to face the large circle group and the students in the large circle group to face the small circle group so that the students in the small circle group pair up with students in the large circle group and form initial pairs. Students listen to the teacher's directions and move faster because the teacher moves the students to speed up their movements. Next, the teacher instructs students to give each other the information they have obtained. Some students were serious about exchanging information and others joked until the teacher reprimanded them.

The teacher continues the activity steps by asking the large circle group to move clockwise until they meet their new partner and share the information they have with their new partner. Students move towards their new partner according to the directions given by the teacher. Before the teacher gives further directions, the teacher takes the time to reopen the lesson plan to see the next steps, then the teacher instructs students in the large circle group to shift back to the next pair to share information. During the shift to new partners, several students seemed to be having fun telling stories with their friends, so several times the teacher had to reprimand students who were hampering the learning process. The teacher stops the shift because the students have met their original partners and asks the students to return to their seats. Students listen to the teacher's directions and return to their seats.

After all students returned to their seats, the teacher invited the representatives to explain what they knew through discussion by exchanging information. Students appoint each other to convey the results of the discussion, so that in the end the teacher appoints students who will present the results of the discussion. Next, the teacher gives practice questions that students must do independently and gives a time limit because time is almost up. However, there are still students who do not listen to their teacher's orders to work on questions individually but instead bother their friends to get answers from their friends.

Furthermore, the teacher does not guide students to conclude the learning that has been carried out and does not ask students to study the material that will be studied at the next meeting because the learning time is over and the teacher must immediately end the lesson. The teacher ends the meeting by saying greetings. Students answer the teacher's greeting while busy closing the book.

Based on the results of observations based on the teacher activity sheet and student activity sheet (Sheet E2), it can be seen that teacher and student activities in the learning process still contain several deficiencies. In teacher activities, the teacher does not know the learning objectives to be achieved, the teacher only reads the learning objectives contained in the RPP-2. Furthermore, in the core activities the teacher also still looks at RPP-2 to explain the learning steps and remembers the next learning steps, then the teacher is still unable to control the students so that students can follow the learning process well. And in the final activity the teacher still missed several learning steps.

Meanwhile, regarding student activities, there are still some students who are busy with activities that are not related to learning and do not pay attention to the teacher. When students exchange information, there are still students who are not serious and play around with their friends. Then, when working on practice questions, there are still students who are not cooperative by working on practice questions individually but instead bother their friends to get answers.

Third Meeting

The lesson at the third meeting discussed the legal basis and wisdom of *jinayah* or murder which was guided by RPP-3 and LKPD-3. The learning activity begins with the teacher saying a greeting when entering the class "*Assalamualaikum wr.wb*". Students collectively answer the teacher's greeting "*Waalaiikumsalam wr.wb*". Then the teacher invites the class leader to prepare a prayer before starting the lesson. The class leader prepares the class and leads his friends in praying together before starting the lesson. After that, the teacher takes attendance by calling the students one by one according to the order in the attendance book. Students pay attention to the teacher who is attending to them and answer attendance when the teacher calls their name. At the third meeting, all class XII.4 students were present.

After that, the teacher continued by conveying an apperception regarding the legal basis and wisdom of *jinayah* or murder by asking the students again about the meaning of *jinayah* or murder which had been learned at the previous meeting. Students responded to the teacher's questions about the basic law and wisdom of *jinayah* or murder. Some students answered without opening their books again and other students answered while opening their notes.

Next, the teacher conveys the title of the material that will be studied "the material that will be studied at today's meeting is the legal basis and wisdom of *jinayah* or murder" and writes the title of the material on the blackboard. Students listen and pay attention to the teacher in conveying the title of the material to be studied, even though there are some students who are busy taking out books. Then the teacher states the learning objectives to be achieved at the meeting to the students. Students pay attention to the teacher when conveying the learning objectives, they want to achieve.

The teacher forgets to provide motivation regarding the benefits of studying the legal basis and wisdom of jinayah or murder in everyday life in the initial activities. However, the teacher inserts motivation when providing stimulation to students in the core activity, namely learning to students. Next, the teacher conveys the learning model used, namely the inside outside circle model and explains the learning steps quite clearly. Students listen to the teacher conveying the learning model used and explaining the steps in implementing it in an orderly manner.

After that the teacher distributes the LKPD to each student and then asks the students to work on the LKPD by solving existing problems by providing the stimulus "try to look at the picture on LKPD-3 page 2 and allow students to ask questions about material that is difficult to understand. Students listen to the teacher's stimulation and work on the LKPD given by the teacher, then when solving problems on the LKPD, students still rarely ask the teacher because they are shy and lack self-confidence. When the LKPD has been completed, the teacher directs students to divide the group into two groups and form a circle as in meetings one and two. At this stage it takes too long for students to move to form groups so it takes too much time so the teacher must guide students to move quickly. Then, after groups are formed and students have paired up, the teacher invites students to share their information within two minutes. Students listen to the teacher's directions to share the information they have with each other.

After two minutes have passed, students in the large circle group are asked to shift and share information with their new partner. Students move in a large circle to share information with their new partners. The teacher asks students in the large circle to continue moving to share information with new partners every 2 minutes. Large circle students move to their new partners when 2 minutes have passed. The teacher stops the students in the large circle group from moving and instructs the students to return to their seats. Students stop moving when they meet their initial partner and return to their seats.

The teacher asks student representatives to come to the front of the class to convey the results of the discussion from sharing previous information. A student raises his hand and comes to the front of the class to convey the results of the discussion that he has understood. After that, the teacher gives practice questions to the students. Students worked on the practice questions given by the teacher for approximately 20 minutes, although there were still students who bothered their friends to get the answers. The teacher concludes the lesson without involving the students, because the lesson time has finished. Students listen to the teacher's learning conclusions. Then the teacher said that the next meeting would hold daily tests. Most students complained and were not ready to hear that daily tests would be held. The teacher ends the meeting by greeting the students. Students respond to greetings from the teacher.

Based on the results of observations based on the teacher's activity sheet (Sheet D3) and student activity sheet (Sheet E3), it can be seen that there are still some deficiencies in teacher and student activities in learning. At the beginning of the meeting the teacher forgot to provide learning motivation which is useful for stimulating students' enthusiasm for learning, but instead provided motivation when providing stimulation to students in core activities. then at the end of the lesson the teacher does not guide the students in concluding the lesson, but rather, the teacher provides conclusions without involving the students because they have not managed their time well. Meanwhile, for student activities, there are still students who pay less attention to the teacher during the learning process. There are still students who pester their friends to get answers.

One Daily Test

Daily tests are carried out at the fourth meeting. The daily test questions consist of four questions which are arranged with reference to the grid of questions for the first daily test. The first daily test is carried out with the aim of seeing the results of students' understanding of the material that has been studied from the three previous meetings. Before starting the first daily test, the teacher opened the meeting by saying the greeting "*Assalamualaikum wr. wb*" then the students together answered the teacher's greeting "*Walaikumsalam wr. wb*". Next, the teacher invites the class leader to prepare the class and lead prayer before starting the lesson. The class head prepares the class and leads his friends to pray together before starting the lesson. After that, the teacher takes attendance of the students by calling the students one by one according to the order in the attendance book. Students follow the teacher's attendance and answer "present" when the teacher calls their names. At this eighth meeting, all class XI students were present.

Before starting the daily test, the teacher instructs students to put all books in their bags and only leave the stationery they will use on the table. Next, the teacher gives a test sheet to each student. In carrying out this first daily test, the teacher reminds students not to work together to do it but rather individually. During the first daily test, the teacher supervises all student activities. Most of the students looked calm when answering the questions, although there were still some students who were anxious and looking left and right, then there were also students who tried to call their friends to get the answers. While students are working on questions, the teacher walks around and pays attention to the students. Teachers also reprimand students if there are activities that are not permitted. After the time is over, the teacher asks students to collect their answers and ends the meeting by saying greetings and students respond to the teacher's greetings.

Reflection On The First Cycle Stage

Based on the results of discussions from researchers and teachers regarding the results of observations from meeting one to meeting four, the learning process was going well, but something had to be improved. The activities that are still not implemented well are as follows:

- a. Teachers still cannot manage their time well, so they experience a lack of time during learning.
- b. There are still some sequences of learning steps that have not been implemented well.
- c. Lack of teacher understanding of the sequence of learning steps, such as requiring lesson plans to find out the next steps in the learning process.
- d. Teachers are still unable to manage the class well, so the class atmosphere is still noisy and students can still tell stories during the learning process.

Based on the reflection in cycle I, the researcher prepared an improvement plan that needed to be implemented by the teacher, so that in cycle II the learning process could be carried out well, including the following:

- a. Teachers must be able to manage time allocation well, paying attention to the distribution of time during learning.
- b. Teachers must follow all well-planned steps.
- c. Teachers must master the learning steps before learning begins, the teacher has studied them at home or at school before entering the classroom.
- d. Teachers must act more firmly, so that students do not underestimate the teacher by playing, fighting in class or telling stories during learning.

Cycle II (Second)

Action Implementation Stage

Cycle II is a continuation of cycle I, where cycle II consists of four meetings, namely three meetings, namely meeting 5, meeting 6, and meeting 7 and one last meeting, namely meeting 8, which is an evaluation activity or daily test. 2. Description of student activities and observation results during The implementation of learning activities at each meeting is as follows:

Fifth Meeting

The learning process at this fifth meeting was guided by the RPP-4 and LKPD-4 regarding the material on finding the meaning and legal basis of qiyas. The learning process begins with the teacher entering the classroom by saying the greeting "*Assalamualaikum wr. wb*". Students collectively answer the teacher's greeting "*Walaikumsalam wr. wb*". Then the teacher invites the class leader to prepare the class and lead prayer before starting the lesson. The class leader prepares the class and leads his friends in praying together before starting the lesson. Next, the teacher takes attendance of students by asking the students who were not present at the meeting to the class leader "head, are you all present today?". The class leader responded by answering that one student was sick and one student was alpha, so the number of students present at the fifth meeting was 20 students.

The teacher conveyed apperception to students by reminding the material regarding the meaning and legal basis of *qiyas* at the previous meeting in a hurry and too quickly. Students pay attention and listen to the apperception given by the teacher and it can be seen that some students cannot listen to the questions given by the teacher who conveys them in a hurry so that only some students can answer the teacher's questions. Then the teacher conveyed the title of the material at the meeting, namely "the material we will study today is the understanding and legal basis of *qiyas*" and then stated the learning objectives to be achieved clearly. Students listen and pay attention when the teacher conveys the title of the material and explains the learning objectives to be achieved.

Next, the teacher conveys motivation to students by relating the benefits of the material to be studied to everyday life. The teacher explains that as an example that can be found in everyday life. Students pay attention to the motivation given by the teacher, but there are still students sitting behind who are telling stories to their classmates and the teacher reprimands them so that students can focus again. Then the teacher explains the learning steps that will be implemented clearly. Students listen and pay attention to the teacher's explanation regarding the learning steps that will be applied in the learning process.

The teacher distributes LKPD-4 to each student and instructs students to solve the problems contained in the LKPD-4. The teacher gives directions to the students "pay attention to the picture on LKPD-4 page 2. Students who get LKPD-4 and listen to the directions given by the teacher then immediately solve the problems contained in the LKPD and some students have started to dare to ask whether the steps they took to solve it were correct. make it in the LKPD.

Next, the teacher instructs students to immediately divide into two groups and immediately form a circle. After hearing the instructions, students immediately moved into groups and formed a circle then faced each other. Then the teacher guides students to share information with each other. With guidance from the teacher, students share information with their partners. The teacher directs the students in the large circle group to shift to their new partner. Students in the large circle group immediately shift and share the information with their new partner.

The teacher continues to direct students in a large circle to shift to their new partner to provide information. large circle students continue to shift sharing information until they meet their initial partner. When the students have met their initial partners, the teacher directs the students to return to their seats. Students return to their seats according to the teacher's directions.

Next, the teacher invites student representatives to convey the results of the discussion by sharing information with each other. Several students raised their hands to be the students who conveyed the results of the discussion, so that the teacher provided a solution for each student who could only convey one conclusion so that other students could convey their opinions. Then the teacher gives practice questions to students as reinforcement for the lessons they have done to be done at home, because time is almost over. Each student gets practice questions from the teacher and starts working on them until the time given is finished.

Furthermore, after students have collected their practice, the teacher concludes the learning at the meeting without involving students to shorten time and the teacher reminds students to study further material regarding the meaning and basis of *qiyas* law. Students listen to the conclusion of the lesson and listen to the directions given by the teacher. Then the teacher closed the lesson and ended the meeting by saying greetings. Students together answer the teacher's greetings.

Based on the results of observations based on the teacher activity observation sheet and student activity observation sheet, it can be seen that teacher and student activities in the learning process still have some deficiencies. In terms of teacher activities, teachers are still unable to manage their time well so there is still a lack of time for learning. Then in student activities, there are still students who lack focus because they are busy telling stories with their classmates.

Sixth Meeting

The sixth meeting was held guided by RPP-5 and using LKPD-5. The learning material at the sixth meeting was the *Qiyas* requirements. The learning activity begins with the teacher entering the class and then saying the greeting "*Assalamualaikum wr. wb*". Students together answer the teacher's greeting "*Walaikumsalam wr. wb*". Then the teacher invites the class leader to prepare the class and lead prayer before starting the lesson. The class leader prepares the class and leads his friends in praying together before starting the lesson. After that, the teacher takes attendance by calling the students one by one according to the order in the attendance book. Students pay attention to the teacher who is attending to them and answer present when the teacher calls their name. At the third meeting, all class XII 4 students were present.

The teacher conveys the title of the material that will be studied at the meeting, namely calculating the volume of prisms and pyramids "at today's meeting we will study the meaning and basis of the law of *qiyas*" and writes the title of the material on the blackboard. Next, the teacher clearly conveys the learning objectives to be achieved regarding calculating the volume of prisms and pyramids. Students pay attention to the teacher when presenting the title of the material and listen carefully to the teacher's explanation regarding the learning objectives to be achieved at the meeting.

Next, the teacher conveys motivation to students by linking the benefits of knowing the meaning and legal basis of *qiyas* in everyday life. Students pay close attention to the motivation conveyed by the teacher about the benefits of learning that day. Then the teacher reminds students and explains the model learning steps that will be applied in the learning process. Students pay attention and listen to the teacher's explanation regarding the learning steps that will be implemented.

Then the teacher distributes LKPD-5 to each student and gives directions to students to complete their LKPD by solving the problems in LKPD-5 by giving directions to students to pay attention to LKPD-5 "try to pay attention to the pictures and questions contained on LKPD page 2. "Understand the questions first, then work on the questions on the next sheets." And if there is difficult material, you can ask the teacher. Each student gets a LKPD from the teacher, then listens to the teacher's explanation and follows the teacher's directions to solve the problems on the LKPD.

Next, the teacher directs students to divide all students into:

The two groups then stand in groups by forming a small circle inside the large circle and then the groups face each other. Students who already understand how to apply the model immediately move to divide into two groups after finishing with the LKPD and then face each other after the teacher gives instructions to divide the groups. The teacher directs students to share the information they have with each other. Students began to share information with their partners, and it was not seen that students were carrying out other activities outside of learning activities.

After that, the teacher directs the students in the large circle to shift to their new partners to provide the information they have obtained. Students in the large circle shift clockwise towards their new partner and share the information they have thought about. Then the teacher directs students in the large circle to continue shifting every two minutes to share information. Students in the large circle group continue to shift every two minutes to share information with their new partners and stop when they have met their initial partners. The teacher instructs students to return to their respective seats. Students then return to their respective seats.

The teacher appoints students to be representatives in presenting the results of the group discussions they have held in front of the class. Because all students had finished completing the problems on their LKPD, all students were enthusiastic about coming to the front of the class to present the results of their discussions and other students paid attention to the results of their friends' discussions. After that, the teacher provides training to students regarding the day's material, namely regarding the understanding and legal basis of *qiyas*. Next, the teacher guides students to conclude learning activities by asking students "who can conclude today's learning activities?". Students have become increasingly enthusiastic about being able to conclude learning activities with all students raising their hands so they can be chosen to conclude learning, and then the teacher appoints a student to conclude learning activities.

Next, the teacher presents the material that will be studied at the next meeting, namely the *Qiyas* Requirements. Then the teacher ended the meeting by saying greetings. Students listen to the teacher's explanation regarding the material that will be studied at the next meeting, namely the *Qiyas* requirements. Then the students together answer the teacher's greetings.

Based on the results of observations based on the teacher activity observation sheet and student activity observation sheet, it can be seen that teacher and student activities in the learning process by applying the inside outside circle model are running well and in accordance with the design in RPP-5. Class management is also quite good so that the class atmosphere is calmer than in previous meetings. Students are also used to applying learning models and are active and brief in expressing their opinion.

Seventh Meeting

Learning activities at the seventh meeting were guided by RPP-6 (and used LKPD-6. The learning material studied is the terms of *qiyas*. As in the previous meeting, the learning activity began with the teacher entering the class by saying a greeting to open the lesson "*Assalamualaikum wr. wb*". Students together answer the teacher's greeting "*Walaikumsalam wr. wb*". Then the teacher invites the class leader to prepare the class and lead prayer before starting the lesson. The class leader prepares the class and leads his friends in praying together before starting the lesson. After that, the teacher takes attendance by calling the students one by one according to the order in the attendance book. Students pay attention to the teacher who is attending to them and answer "present" when the teacher calls their name. At the third meeting, all class XII.4 students were present.

The teacher conveys an apperception to students regarding the *Qiyas* terms that have previously been studied, because the four meanings and legal basis of *qiyas* will be related to the material that will be studied today. Students pay attention and listen to the apperception conveyed by the teacher. Students are very enthusiastic about questions from the teacher. After that the teacher continues by conveying the title of the material to be studied "the material we will study today, namely regarding the *Qiyas* requirements" and the teacher conveys the learning objectives to be achieved in this lesson. Students listen and pay attention to the teacher who conveys the title of the material and the learning objectives to be achieved in learning in an orderly manner.

Next, the teacher provides motivation to students by clearly linking the benefits of material regarding *Qiyas* Terms in daily life so that students are more enthusiastic when studying. Students listen carefully to the motivation given by the teacher. The teacher again explains the steps of the learning model that will be applied in the learning process to students well and clearly. Students listen to the learning steps presented by the teacher.

Next, the teacher divides the students into two groups, small circle and large circle, by encouraging the students in the small circle group to form a circle within the large circle group, then instructs the small circle and large circle groups to face each other to form initial pairs. Students listen to the direction and instructions from the teacher and immediately form a small circle in the large circle and then they face each other. The teacher directs students to share information with their partners. Students listen to instructions from the teacher then share the information with their partners.

Then the teacher directs the students in the large circle to move towards their new partner and share the information they have. Students in the large circle listen to the teacher's directions by moving towards their new partner to share information. The teacher instructs students in the large circle to continue to shift and share information with their new partners. Then students in the large circle move continuously after sharing information with their new partner and stop when they meet their initial partner. Next, the teacher instructs students to return to their seats. Students return to their seats.

The teacher appoints one of the students to present the results of their discussion in front of the class. Students appointed by the teacher come to the front of the class to present the results of the group discussion. After that, the teacher provides training to students regarding the material that day, namely regarding the *Qiyas* Requirements. Students do the exercises seriously and more quickly than previous exercises and not too many students ask the teacher. Next, the teacher provides learning conclusions to students and asks students to repeat them. Students enthusiastically raised their hands together so that the teacher could be chosen by the teacher to repeat the conclusions given by the teacher and the teacher chose a student to repeat the conclusions of his learning. Then the teacher said that the next meeting would hold a daily test II and reminded students to study at home and re-study the material and exercises they had studied. Then end the meeting by saying greetings. Students listen to the teacher's explanation regarding the daily test II which will be held at the next meeting. Then the students respond to the teacher's greetings.

Daily tests are carried out at the eighth meeting. The daily test questions consist of three questions which are arranged with reference to the daily test question grid II. The second daily test was carried out with the aim of seeing the results of students' understanding of the material they had studied from the three previous meetings. Before starting the second daily test, the teacher opened the meeting by saying the greeting "*Assalamualaikum wr. wb*", then the students together answered the teacher's greeting "*Walaikumsalam wr. wb*". Next, the teacher invites the class leader to prepare the class and lead prayer before starting the lesson. The class head prepares the class and leads his friends to pray together before starting the lesson. After that, the teacher takes attendance of the students by calling the students one by one according to the order in the attendance book. Students follow the teacher's attendance and answer "present" when the teacher calls their names. At this eighth meeting, all class XII 4 students were present.

After the students finished praying, the teacher took attendance of the students. Before starting the daily test, the teacher asks students to put all their books in their bags and only leave the stationery they will use on the table. Next, the teacher gives a test sheet to each student. In carrying out this daily test II, the teacher reminds students not to work together to do it but rather individually. During the second daily test, the teacher supervises all student activities. During the test, most of the students looked calm in answering the questions, although there were still some students who were still trying to ask their friends for help in doing the test questions. However, the teacher warned students to work individually. After the time is over, the teacher asks the students to collect their answers, and the teacher ends the meeting by saying greetings and then the students respond to the teacher's greetings.

Reflection on Cycle II

For this second cycle, the implementation of learning using the inside outside circle model was better than the first cycle. Where, learning activities that were not implemented well in Cycle I have now been implemented well in Cycle II. This can be seen from teachers who have mastered the learning model, then students who have become more orderly and have the courage to express their opinions. Then it was seen that the teacher had given clear directions to the students and the students seemed increasingly enthusiastic in participating in the learning process.

Analysis Of Action Results In Cycles I And II

The data analyzed at this meeting was data from observations of teacher and student activities during the learning process through observation sheets (qualitative data) as well as data on student mathematics learning outcomes (quantitative data) in two cycles during the implementation of the inside outside circle model.

Analysis Of Observation Results (Qualitative data)

To find out the activities of teachers and students in implementing the inside outside circle model, observations were made of teacher and student activities during the learning process in cycle I and cycle II. Observation data can be seen in the table below:

Table 2. Analysis of Action Results in Cycle I and Cycle II

Activity step	Cycle I	Cycle II
Initial activity	At the first meeting the teacher did not convey apperception to the students, the teacher did not convey motivation in the initial learning activities but instead inserted motivation when giving it stimulation to students on core activities so that students do not know whether the teacher provides motivation or not, then students still do not pay attention to the teacher when the teacher conveys the learning objectives. At the second meeting the teacher reads the lesson plan when presenting the learning objectives. Furthermore, at the third meeting, the teacher did not convey motivation in the initial learning activities but instead inserted motivation when giving stimulation to students in the core activities so that students did not know the teacher was giving motivation or not.	The teacher has carried out complete activities starting from conveying apperception, convey learning objectives and provide motivation to students. Students have been brave in giving response.
Core activities	At the first meeting the teacher did not explain in detail how to work on LKPD-1 so that students were confused about solving the problems in LKPD-1. At the second meeting the teacher seemed not to have mastered the steps in learning apply the inside model outside circle this is visible when the teacher reopens RPP to find out the steps further learning. On The third teacher's meeting is still going on Leading students in Overall steps Implement the inside model outside circle on and students It's starting to get orderly and... pay attention to the directions Given by the teacher in carry out the steps furthermore.	The teacher has mastered the learning steps in applying the inside outside circle model. In forming groups, sharing information with each other and shifting towards new partners to share information, students are orderly at every step. Discussion walk orderly and students interact with each other cooperate.
End activities	At the first teacher meeting not yet able to manage time well, so students can't solve the problem practice due to time and teacher Concluding the material Learned without involvement students due to lesson time have been completed. At the meeting both teachers do not guide Students in concluding Learning that has been done because of time learning has been completed and the teacher must end it immediately Learning Activities. On Third teacher meeting	Teachers have been able to manage time well so Every step of learning can be implemented and the teacher has guiding students in summing up learning and get a response from student.

Teachers have been able to manage time well so Every step of learning can be implemented and the teacher has Guiding students in Summing up learning and get a response from students.

Quantitative Data Analysis

The analysis of the success of the action in this research was analyzed based on the learning completeness score of students who reached the KKM with the provisions set by the school, namely 75 on the main subject of Jinayah or murder, namely on the results before the action was carried out, cycle I and cycle II. The results of the analysis of students' mathematics learning outcomes consist of basic scores, Daily Test I (UH I) and Daily Test II (UH II) which are explained in the following explanation:

Analysisi Of Achievement Of Minimum Completeness Criteria (KKM)

Based on the basic scores and results of daily tests I and II obtained by students, it can be seen the increase in students' mathematics learning outcomes after looking at the percentage of students who completed the basic scores, daily tests I and II. The number and percentage of students who reach the KKM can be seen in the table 3 below:

Table 3. Percentage of Student KKM Achievement on Basic Score, Daily Test I and Daily Test II

	Basic Score	Daily Tests I	Daily Tests II
Number of students who reach KKM	10	14	17
Persentase (%)	55,5%	70,1%	79,3%

Based on Table 4.3, it can be seen that the learning outcomes of students who reach the KKM have increased in Daily Test I (UH I) and Daily Test II (UH II) from the basic score. It can be seen that the increase in students who achieved the KKM from the basic score was 10 students with a percentage (55.5%) and at UH I there was an increase of 13 students with a percentage (70.1%) and at UH II there was an increase again to 17 students. with a percentage (79.3%). This shows improvements in the learning process which have an impact on improving students' *fiqh* learning outcomes through the application of the inside outside circle model.

Analysis was carried out by comparing the average value of student learning outcomes before the action was taken and after the action was taken. The action is said to be successful if the average value of student learning outcomes has increased from before the action was taken to after the action was taken. The average value of student learning outcomes before the action and after the action can be seen in the following table:

Table 4. Average Student *Fiqh* Learning Outcomes

	basic score	daily tests I	daily tests II
Average results student learning	65,8	80,8	85,4

Based on Table 4 it can be seen that the analysis of student learning outcomes has increased from before the action was taken (basic score) to daily tests I and II. The average value of student learning outcomes from before the action (basic score) to the first daily test increased, namely 11, while the average value of student learning outcomes from the first daily test to the second daily test increased, namely 85.4.

In this way, there is an increase in student learning outcomes in each evaluation carried out, so it can be concluded that students' *fiqh* learning outcomes can be improved through the application of the inside outside circle model.

Discussion And Research Results

The application of the inside outside circle model allows teachers to carry out learning steps and is still teacher-centered which makes students appear more passive, then allows students to be active and dare to express opinions. This is because in applying the inside outside circle model, students interact with each other regarding the information they have. In this lesson, students share the information they have with their initial partners and new partners.

After taking action by implementing the inside outside circle model, from the results of observing teacher and student activities, at the beginning of the meeting there were still several activities that had not been carried out by the teacher according to what had been planned in the RPP. Students still seem confused about participating in learning by applying the inside outside circle model. However, at the third and subsequent meetings, teachers and students were getting used to following the learning process by applying the inside outside circle model. Teachers have implemented learning using the inside outside circle model better.

In implementing the inside outside circle model, it appears that the interaction between students and teachers has improved. Likewise, interactions between students and students. Students are more active and dare to ask questions when working on LKPD. Students become more confident in conveying the information they have, students also become more courageous to ask questions about things they don't understand and answer questions given by the teacher. So it can be concluded from the results of observing teacher and student activities that it can be said that the learning process by applying the inside outside circle model is getting better, although there are still several shortcomings in terms of both teachers and students.

Based on the results of the analysis, the achievement of minimum completion criteria has also increased. This can be seen from the percentage of students who achieved the KKM in cycle I which experienced an increase from the basic score. The percentage of students who reached the KKM in the basic score was 55.5% and the percentage of students who reached the KKM in the first daily test was 79.3% and then it was seen that in cycle II there was an increase from cycle I, the percentage of students who reached the KKM in the second daily test was 77.3%, which means that in this action student learning outcomes have increased after implementing the inside outside circle model. Then, based on the analysis of the average student learning outcomes, it was found that the scores for daily tests I and daily tests II experienced an increase in the average of the basic scores, with the average student basic score being 65.8, increasing to 70.8 for daily tests I and then increased again to 85.4 in the second daily test.

Based on the description above, it can be concluded that there has been an improvement in the learning process and an increase in student *fiqh* learning outcomes by implementing the inside outside circle model. So, the results of this action analysis support the proposed action hypothesis, namely by applying the inside outside circle learning model, it can improve the process and increase the *fiqh* learning outcomes of class XI students. Islamic Senior High School Darun Najah Karangploso Malang for the 2023-2024 academic year.

CONCLUSION

The results of the research show an increase in the *fiqh* learning outcomes of class XI students at Islamic Senior High School Darun Najah Karangploso Malang for the 2023-2024 academic year. This can be seen from the average score of students' *fiqh* learning outcomes, namely (55.5), the basic score increased to (70.1) at UH I, then to (85.4) at UH II. The learning process shows improvements, teachers carry out learning steps, students become more enthusiastic in participating in the learning process, students become braver and more confident in expressing their opinions. Based on the results of research that has been carried out by researchers in two cycles and the discussion that researchers have described that, it can be concluded that the application of the inside outside circle learning model can improve the learning process and increase the *fiqh* learning outcomes of class XI students. Islamic Senior High School Darun Najah Karangploso Malang Year 2023-2024 teachings on Jinayah or murder in the even semester of the 2023-2024 academic year.

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