

Fiqh Learning Strategies to Improve Student Achievement at Islamic Junior High School

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ABSTRACT

This study aims to explore the strategies used by teachers in the classroom, identify the obstacles they face, and the solutions they use to overcome these obstacles. This study used a descriptive qualitative approach with data collection methods through interviews, observation, and documentation. Data analysis was conducted through the stages of collecting, processing, analyzing, and drawing conclusions. Data validity was maintained through several techniques, namely: 1). careful observation; 2). extended research time; 3). triangulation. The conclusions of this research are: 1) Fiqh teachers use strategies that improve student achievement, such as strategies in opening and closing lessons, classroom management, delivery of materials, providing reinforcement, use of methods, and evaluation; 2). The obstacles they face include difficulties in classroom management due to a lack of interaction between teachers and students, teachers' readiness in the learning process, teachers' understanding of students' characteristics, students' lack of understanding of Fiqh, and limited learning resources; 3). The efforts made by teachers to overcome these obstacles include improving interaction with students.

Keywords: *Fiqh Lesson; Learning Strategy; Students' Achievement; Islamic Junior High School*

INTRODUCTION

Education is one of the main pillars of building a better human civilization. In the context of Islamic education, Fiqh subjects play an important role as a means of inculcating religious, moral, and ethical values in students (Abbas et al., 2021; Isnaini, 2013)(Isnaini, 2013). Fiqh, which literally means understanding, covers various aspects of daily life that every Muslim needs to understand and apply. In formal educational settings such as madrasas, Fiqh is taught not only as theoretical knowledge but also as a practical guide to religious life. However, the challenge in teaching Fiqh is how to make the subject interesting and relevant to students. The right learning strategy is the key to improving student learning. With an effective approach, teachers can help students understand Fiqh concepts in depth and encourage them to apply the knowledge gained in their daily lives (Nazla et al., 2023).

The teaching and learning process is an activity that has an educational value. This value gives color to the interaction between teachers and students. This educational interaction takes place because teaching and learning activities are aimed at achieving predetermined goals (Hanafy, 2014). A teacher, with full awareness, plans learning systematically and uses all resources for teaching purposes. The expectation that always exists and becomes a requirement for teachers is how the subject matter taught can be mastered by the students as a whole.

Teachers must compete in the learning process by providing comfort to all students so that they can optimally develop their potential. In this case, teachers must be creative, professional, and fun and position themselves as 1). loving parents to students; 2). facilitators who are always ready to provide convenience and serve students according to their interests, abilities, and talents; 3). building self-confidence, courage, and responsibility; 4). developing a reasonable socialization process between students, other people, and their environment; and 5). encouraging creativity (Sopian, 2016). In order to achieve this, teachers must be able to understand the meaning of learning and make it a means to form competencies and improve students' personal qualities. Teachers have many roles, both as educators, teachers, mentors, coaches, advisors, innovators, motivators, researchers, storytellers, actors, emancipators, evaluators, and others (Juhji, 2016). This role can be interpreted as the role a person plays in a particular event. Teachers are people who have the authority and responsibility to guide and nurture students, both individually and in groups, inside and outside of school.

Islamic Junior High School Al Hikmah Klitih, Jombang, is one of the educational institutions committed to providing quality religious education. However, like many other madrasahs, Islamic Junior High School Al Hikmah faces challenges in improving student learning, especially in Fiqh subjects. Based on initial observations, some of the factors that affect students' learning achievement in Fiqh subjects include interest in learning, less varied teaching methods, and limited learning resources. To improve students' learning performance, a learning strategy is needed that can accommodate the different needs and learning styles of students. The strategies should not only be able to improve students' understanding of Fiqh material but also encourage students' active participation in the learning process (Zarkasi & Taufik, 2019). Thus, it is expected that students' learning achievement in Fiqh subjects can be significantly increased.

This study aims to identify and analyze effective Fiqh learning strategies at Islamic Junior High School Al Hikmah Klitih, Jombang, and evaluate their influence on students' learning achievement. Through this research, it is hoped to find a learning strategy model that can be widely adopted and applied so that it can make a real contribution to improving the quality of Islamic education in Indonesia.

METHOD

This research uses a qualitative approach because it is considered more in line with the research objectives, allowing researchers to be directly involved in the field and observe events as they occur. A qualitative approach is a research method used to understand and interpret social phenomena, culture, or human behavior in a particular context. This approach emphasizes the in-depth exploration of the experiences, views, and meanings produced by individuals or groups (Nartin et al., 2024). Qualitative research often uses data collection techniques such as in-depth interviews, participant observation, and document analysis to gain a rich and holistic understanding of the topic under study. This approach focuses on processes rather than outcomes and tends to produce descriptive rather than numerical data (Rifa'i, 2023).

This research was conducted at Islamic Junior High School Al Hikmah Klitih, Jombang. Data collection methods included observation, interviews, and documentation. The data collected was analyzed inductively, that is, by drawing general conclusions based on specific facts found during the research. To ensure the validity of the data, the researchers used observation persistence techniques, extended participation in the field, and applied triangulation.

RESULT AND DISCUSSION

Fiqh Teacher's Strategy in Improving Student Learning Achievement

Fiqh teachers at Islamic Junior High School Al Hikmah Klitih Jombang to improve student's learning achievement by using different variations of learning. Fiqh teachers in implementing their learning strategies have efficient skills to produce an effective learning process. The strategies used by Fiqh teachers at Islamic Junior High School Al Hikmah Klitih Jombang include:

- Strategies for Opening and Closing Lessons

The process of opening and closing the lesson is an activity done by the teacher so that the students can focus on paying attention to the material being taught. Opening the lesson is not only done at the beginning of the lesson but also during the lesson. This can be done by stating the learning objectives, paying attention to the students, and linking the material that has been taught to the material that will be learned. Likewise, when closing the lesson, the instructor can summarize the material that has been taught and also ask simple questions about the material that has been taught.

- Strategies in Classroom Management

Class management in the process of teaching and learning activities carried out by Fiqh teachers at Islamic Junior High School Al Hikmah Klitih Jombang, researchers see an inner bond between teachers and students, where when the learning process begins, all students are given a short break, then all students are told to stand in place so that all students can look excited and can receive material quickly. Classroom management skills are also applied by making sure that any students who are not concentrating and often making noise are moved to the front bench so that they do not make noise again behind them or disturb their friends.

- Strategies for Delivering Material and Providing Reinforcement

The process of delivering the material carried out by the Fiqh teacher at Islamic Junior High School Al Hikmah Klitih Jombang, the researcher sees is very appropriate in accordance with the environmental conditions of the students besides that it can be well received by the students because delivering the material the teacher also provides reinforcement that can arouse the students to further deepen the material being taught.

- The strategy of using methods and evaluation.

In carrying out the learning process, the Fiqh teacher at Islamic Junior High School Al Hikmah Klitih Jombang also uses a discussion method, where the method involves all students by dividing all students and each group consists of five people. Then each group is told to make at least 10 questions from the material being taught, after the questions are finished, the questions are returned to the teacher, then the teacher exchanges the questions made to other groups so that the questions made by other groups are answered according to the part given by the teacher.

In this way, the researchers saw the Fiqh teacher applying the learning method as well as evaluating the students to the extent of their understanding at the end of each discussion of the material. A teacher, as expressed by Djamarah, is a person who provides knowledge to students, teachers in the view of the community are people who provide education in certain places, not necessarily in formal educational institutions, but can also be in mosques, in *surau / mushalla*, at home, and so on.

The learning process requires the practice of skills, both intellectual and motor. The implementation of this function does not have to overpower other functions and remains aware that even if you know, you don't have to give everything you know. Didactically, the teacher creates situations in which the students try to discover for themselves what they should know. The teacher must be able to restrain his emotions in order to answer all the questions put to him so that his authority does not kill the creativity of the students. The great element of man is his ability to learn from the experience of others. The principle of modernization is embodied not only in books as the main tool of education but in all records of human experience.

The success of creativity and mobility that has been applied can get maximum results, with the success of students in each lesson researchers see as a major motivator for a teacher to continue to prioritize what is the main goal of a teacher, especially being able to make children who excel and are useful in life. Learning achievement in this study is the result or value as a result achieved by students. To find out the level of students' understanding, of course, the teacher conducts an evaluation as a result that can give us clues as to whether the intended goal can be achieved or not. In this case, as stated: "Learning achievement is an educational assessment of student progress in all matters studied at school in terms of knowledge or skills expressed in terms of assessment results".

From some of the definitions of achievement given by the experts above, it is clear that there are differences in certain words as emphasis, but the point is the same, namely the same result, namely the results obtained from an activity. To further understand, what is meant by achievement is the result of an activity that has been done, created, which pleases the heart, and obtained through hard work, both individually and in groups in certain fields of activity. In this case, the limit given in achievement is the level of ability of students to work on or solve a problem or task to get the desired results.

Fiqh Teachers' Learning Process Constraints

From the results of the exposure and the findings that the researchers found in the field, it turns out that the most important obstacle faced by Fiqh teachers is the use of strategies that are still inappropriate so that the teaching and learning process is always monotonous. This result is obtained from the students themselves and the teacher concerned, it is not wrong if the students at Islamic Junior High School Al Hikmah Klitih Jombang feel less interested in Fiqh subjects. From the results obtained by the researchers, it can be stated that the obstacles faced by Fiqh teachers are:

- Difficulty in classroom management due to children who often make noise in class.

For example, the Fiqh teacher at Islamic Junior High School Al Hikmah Klitih Jombang who teaches in class sometimes has difficulty with unruly children, so he needs a more precise strategy so as not to become a troublemaker in his class.

- Lack of teacher preparation before entering the classroom

From the observations that researchers have seen Fiqh teachers at Islamic Junior High School Al Hikmah Klitih Jombang Jempong are still lacking in preparation, both in preparing the material to be taught and in implementing the learning process in the classroom. Educational background and teaching experience are the main obstacles for a teacher before entering the classroom and starting the learning process so that in the learning process he can improve the ability of his students. Teachers who have no educational background and no teaching experience will face many problems in the classroom.

- Lack of Understanding of Students' Characteristics

A teacher who plunges into teaching without bringing provisions in the form of educational theories and college, then his soul will be quickly unstable, his emotions will be quickly aroused, and may also get various complaints and various other attitudes. With the emotional maturity and ability of a teacher, it will have a positive effect on the learning process.

In this case, the teacher will encounter so many children with a variety of different traits and characters. The children also come from different social backgrounds. Of course, with so many children, their personalities also vary. Some are quiet, happy, creative, spoiled, stubborn. Children also have different abilities.

The researchers saw a lack of attention from the Fiqh teachers at Islamic Junior High School Al Hikmah Klitih Jombang to their students. The teacher did not seem to understand what the students were doing while learning. Many students do not pay attention to the material presented, they are more interested in paying attention to other things than paying attention to the material. From here, researchers can mention that there is no good interaction between teachers and their students.

- The understanding of students in the science of fiqh is still lacking.

Students are people who deliberately come to school brought by their parents to be registered as students in the school in order to gain knowledge, especially in fiqh, and to be prepared for the future. Therefore, the trust of these parents who have sent their children to the school must be properly maintained, namely by guiding and taking full responsibility for the children entrusted to them.

All forms of effort and roles should be given to the students with full responsibility so that what is taught can be well received by the students. In the process of transmitting knowledge from Fiqh teachers and students at Islamic Junior High School Al Hikmah Klitih Jombang, researchers saw an obstacle experienced by a teacher where most of the students did not fully understand the Fiqh knowledge to be taught.

- The learning system applied by the Fiqh teacher is less relevant.

In this case, the researcher sees that the learning system carried out by the Fiqh teacher still experiences shortcomings in the sense that there is no proper planning, lesson planning should pay attention to methods or ways of implementing learning by using both the environment and real experiences needed by students to learn in the process of understanding by doing real activities optimally.

Efforts of Fiqh Teachers in Improving Student Learning Achievement

The efforts that need to be made by Fiqh teachers to overcome these obstacles are:

- Interaction relationships with children are improved so that they are easy to manage.

In the learning process carried out by a professional teacher, in the teaching and learning process, a teacher must be able to interact well with his students so that in the learning process it is easy to understand each other. With this mutual understanding, students are easy to manage and quickly understand the material being taught.

Where with this interaction relationship, the success of students in achieving achievement will be easier and the material taught can be applied in their daily lives. Then the short-term goals given by the teacher are that a student can deeply understand the material provided, be able to answer properly and correctly when given questions about the material taught, and also be able to practice the material.

- **Teacher Preparation Before the Lesson**

A professional teacher will be able to guide his students well on a regular basis. Besides being able to impart knowledge, a teacher can also guide his students in a directed and highly disciplined manner, so that in the course of the educational process a student considers his teacher to be everything in the process of developing his life.

Therefore, as a teacher who will guide and teach his students, before starting the learning process, he must prepare everything that is necessary so that it becomes a full carrying capacity and can achieve the desired learning objectives.

- **Deeper study of the child's condition**

In order to achieve the desired results, a teacher must be able to interact well with all students. Both in the process of teaching-learning activities and in the process of guidance outside the classroom. Teachers need to know more about who, where, and what their students want individually so that a teacher can provide different guidance to each student. From the process that is carried out, there will be a deep inner connection between the teacher and the students so that the character of the child can be favored and able to achieve well.

These studies must be really well done so that everything related to the students can be carried out, both in the form of relationships in the classroom and outside the classroom. These improvements are in the sense of changing strategies in dealing with the above differences in children. From these differences, a professional teacher will be able to provide guidance and concepts that are in accordance with the child's character.

- **Supplementary Materials and Fiqh Science Guides**

In teaching and learning activities, a teacher does not have to stick to using one guide, but the teacher should use a guide and a varied style so that the course of teaching is not boring but attracts the attention of students. So as a teacher, you should learn more about everything related to the world of education, especially about teaching, leading, and everything related to students. Experience, ability, and broad insight are factors that can support teaching and learning activities so that they can be used as effective tools to achieve teaching goals and achieve maximum results in improving students' achievement.

CONCLUSIONS

Based on the descriptions presented, the researcher can draw the following conclusions: first, strategies used by a Fiqh teacher to improve student learning: Opening and closing strategies, classroom management strategies, material delivery and reinforcement strategies, method application, and evaluation strategies. Then, the obstacles or constraints faced by a Fiqh teacher in the teaching and learning process at Islamic Junior High School Al Hikmah Jombang are difficulties in classroom management due to lack of interaction between children and teachers, teachers' readiness in the learning process, teachers' understanding of children's characteristics both physically and mentally, students' understanding is still lacking in Fiqh knowledge, lack of sources that are used as a guide by both teachers and students. Last, efforts made by teachers in overcoming obstacles include improved interaction relationships with children so that they are easy to manage, preparing all needs before starting learning, deeper study of children's conditions, additional materials, and handbooks on Fiqh science.

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