

MANAGEMENT OF FIQH LEARNING IN SCHOOL AN MADRASAH FOR ISLAMIC RELIGIOUS EDUCATION TEACHER

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Abstract

The aim of this study examines the importance of Islamic Religious Education (PAI) teachers in managing classroom learning, especially fiqh learning in schools and madrasah. Research method used is literature study. Method of literature study is method of collecting some data obtained through notes, works, or pictures. Thus, discussion or data obtained are the result of exploration from several relevant reading sources. This is an effort, action and method taken by Islamic Religious Education teachers in realizing dynamic and interesting fiqh learning. The management of fiqh learning is very important. Thus, there are no mistakes in understanding fiqh materials which are full of Ulama/theologians' thoughts, views of mazhab and good and correct worship procedures. Therefore, a fiqh learning approach in schools and madrasa needs to be present using a contextual approach that relates to the context of daily life. One way to make this happen was by using various methods, such as lecture method, the question and answer method, the based method, the recitation method and the drill method. The results explain that the management of fiqh learning in schools and madrasahs consists of lesson planning, learning implementation and learning evaluation.

Keywords: *Fiqh Learning; Madrasah; Islamic Religious Education.*

Abstrak

Penelitian ini bertujuan menjelaskan tentang pentingnya guru Pendidikan Agama Islam (PAI) dalam mengatur sebuah pembelajaran di kelas khususnya pembelajaran fiqh di sekolah dan Madrasah. Metode penelitian yang digunakan adalah studi pustaka, metode ini dilakukan dengan cara pengumpulan data melalui catatan, karya atau gambar, dengan begitu pembahasan atau data yang diperoleh merupakan hasil eksplorasi dari beberapa sumber bacaan yang relevan. Hasil penelitian menunjukkan bahwa berbagai usaha, tindakan serta cara yang dilakukan oleh guru PAI dalam mewujudkan pembelajaran fiqh yang dinamis, menarik dan tidak membosankan. Manajemen pembelajaran fiqh sangat penting agar tidak terjadi kesalahan dalam memahami materi-materi fiqh yang sarat dengan pemikiran-pemikiran ulama, perbedaan pandangan mazhab serta tata cara ibadah yang baik dan benar. Karena itu, sebuah pendekatan pembelajaran fiqh di sekolah dan madrasah perlu hadir dengan menggunakan pendekatan kontekstual yang mengaitkan pada konteks kehidupan sehari-hari. Salah satu cara mewujudkan hal di atas dengan menggunakan berbagai metode, yang terdiri dari metode ceramah, metode tanya jawab, metode demonstrasi, metode resitasi dan metode drill. Hasilnya kemudian menjelaskan bahwa manajemen pembelajaran fiqh yang ada di sekolah dan madrasah terdiri dari perencanaan pembelajaran, pelaksanaan pembelajaran dan evaluasi pembelajaran.

Kata Kunci: *Pembelajaran Fiqh; Madrasah; Pendidikan Agama Islam.*

INTRODUCTION

In PP (Government Regulation) Number 16 Year 2007 regarding Subject Teacher Qualification and Competency Standards state that pedagogical competence requires teachers to be able to conduct reflective activities to improve the quality of education. Regulation of the Minister of Education Number 41 of 2007 concerning Process Standards reports that "Implementation of core activities is a learning process to achieve Basic Competence that is carried out in an interactive, inspirational, fun, challenging way to motivate students to actively participate, and provide sufficient space for initiative, creativity and independence according to their talents, interest and physical and psychological development of students. Besides, the Regulation of the Minister of National Education No. 20 of 2007 also states that the assessment of learning outcomes by educators is carried out continuously. It aims to monitor the learning process and progress of students and to increase the effectiveness of learning activities." (Ps, 2018).

The development of Science and Technology (IPTEK) causes a lot of competitions in various fields, especially in education sector. The role and objectives of learning in life are basically the same, it is instilling community skills to carry out their lives. Therefore, it requires human beings who have good quality Human Resources (HR) and good quality learning. One of the ways to improve the quality of learning can be seen from the learning process that takes place at the school, both the procedures and the approaches used. In learning, learning outcomes is an important aspect because it can be used to measure the ability of the material that has been delivered. Thus, good learning outcomes are needed, a good teaching and learning atmosphere is also required.

Therefore, students can focus on carrying out their learning activities and be more enthusiastic.

An interesting teaching and learning process is able to improve the learning activities of students (F, Mansir, Tumin, H, Purnomo, 2020). Thus, it is expected that students learning outcomes can be as expected, in order to survive in global competition (Indra, H, 2016). Education does the efforts to prepare students to be able to play an active role in society. Classroom atmosphere planning must be formed in such a way that students have the opportunity to relate to each other. Thus, that groups will form that allow students to focus on following the learning process. A learning atmosphere that is full of competition among students can give rise to various negative behaviors so that this will have an impact on the enthusiasm for learning of students. Therefore, fiqh learning management is needed in order to run well and successfully.

Teacher and student are components that can't be separated in teaching and learning processes. Both of them have to be able to create good interactions to produce maximum learning achievement of students. The progress of a nation is also measured by how fast the learning has been achieved. Currently, Education has not made the tremendous progress for this this country. Learning activities that are still monotonous and have not been able to create a conducive learning environment are problems that can hinder the success of learning. The centered-learning process used by the teacher or educator leads to a stagnant learning situation. In addition, the low ability of educators in managing the class is another problem that hinders success in education, especially in fiqh learning.

An teacher has a position that is no less important for the success of learning

in schools and madrasa (F, Mansir, Tumin, H, Purnomo, 2020). They play a role as companion of students to monitor students' development and guide them to achieve their life goals maximally and increase the abilities they have. In the classroom, a teacher carries out two main tasks, that are teaching and class management activities. Therefore, the management of learning in schools and madrasah must produce a fun atmosphere in the learning environment through Class Management. By creating intimacy between teacher and students, it can ease teacher to encourage and motivate students' enthusiasm for learning. Besides, management is also intended to create a conducive learning atmosphere for students. Therefore, teaching and learning objectives are achieved.

Learning process can be conducted by arranging several activities that will be carried out by teacher and students using the facilities provided to obtain maximum learning outcomes. Thus, the learning process can be considered to be good and efficient if there is good interaction between the two, educators and students. However, there are obstacles that teacher encounters while carrying out teaching activities, for example the condition of classrooms, the number of students, student psychology, as well as the school layout, so that teachers are required to have certain skills or abilities to be able to produce a classroom atmosphere that supports the effectiveness of teaching and learning, to form learning atmosphere that is conducive, safe, communicative, and dynamic like what is expected to create maximum learning outcomes in accordance with learning objectives. If classroom management and learning management work well, the quality of learning outcome achievement will be good. Therefore, the purpose of this study is an effort, action and method taken by Islamic Education teachers in realizing dynamic, interesting and not boring fiqh

learning with a focus on fiqh learning management is very important so that there are no errors in understanding fiqh materials that are loaded with thoughts of the scholars, different views of the schools and good and correct worship procedures

RESEARCH METHOD

Research method used is literature study. Method of literature study is method of collecting some data obtained through notes, works, or pictures. Thus, discussion or data obtained are the result of exploration from several relevant reading sources. This method can be implemented by first determining the topic to be discussed as the research problem. The data obtained are the result of exploration from books, journals, or related sources related to fiqh, schools and madrasah, fiqh problems in schools and madrasah, fiqh opportunities in schools and madrasah, and fiqh challenges in schools and madrasah, and management of fiqh learning. The technique used to analyze the data in this research is content analysis. Content analysis discusses content in a reading.

RESULT AND DISCUSSION

In some literature, it is explained that management is a typical process and it consists of some actions, plannings, organizing, directing and controlling to determine and achieve predetermined targets through several uses of Human Resources (HR) and other resources. Therefore, learning management can be interpreted as an effort towards achieving goals through the activities and activities of other people or making something that other people do in the form of increasing interest, attention, enjoyment and background of students (learning people) by expanding the scope of activities (not

too limited), and leading to the development of a lifestyle in the future (Istiqomah, 2017).

Based on the opinions of experts, it can be concluded that learning management is an action, effort and method used by teacher including various planning, implementation and educational assessment activities. Thus, students are able to follow the learning process well. Students can also easily master the material learning and the learning process can take place efficiently and effectively. The main task of a teacher is to carry out the teaching and learning process that leads to learning objectives, thus, learning objectives can be achieved. This task does not only convey learning material. Yet, the teacher gives a touch of soul and personality formation (Istiqomah, 2017). Thus, a teacher does not only focus on the subject matter while teaching, but must be able to mobilize self-academic abilities, according to the personality of the students. In building the character of students, it must involve several aspects, such as knowledge, feelings and actions. If one element does not go well, then character education will not be effective and efficient, (Mansir F, 2017).

The role of teacher in learning process is as influencing person and a figure who gives good motivation to students to follow learning well to make the learning process can run effectively and efficiently. Students are also able to understand the subject matter so that learning objectives are achieved. Teachers need to always strive to strengthen the motivation of students in learning. This matter can be achieved through the presentation of interesting lessons and bonding between students who are fun both in learning activities in class or outside the classroom. Not only motivating educators and students, teacher must also be able to manage

learning management so that learning goes as expected

Therefore, in learning management, classroom management and face-to-face learning can include various activities, not only material giving, but also logistical, sociological, and economic aspects (Barnawi, 2019). The learning management system is related to learning technology in which technology is the main subject currently needed which is used to carry out the educational process. Thus, learning management is a process of utilizing all interconnected learning components to achieve learning objectives.

Approach and Method of Fiqh Learning

Learning approach can be the way for a teacher in conducting learning process to achieve the goal (Hidayat, N, 2015). This learning approach eases teacher to provide material and it also eases students to master the material provided by the teacher by creating a pleasant and conducive learning atmosphere. From this description, the learning approach is an aspect that supports the success of learning in schools and madrasah. This aspect of the learning approach has serious attention from the totality of the management of fiqh learning. Due to the formulation and determination of program content, learning modules, learning strategies, and evaluation methods must be inspired by the learning approach chosen.

The use of the contextual approach in terminology is a learning approach that emphasizes the process of full involvement of students or students to be able to find the material being studied and relate it to real life situations, thus it encourages students to be able to apply it in their lives (Suriadi, 2017). based on these concepts, there are at least two

things that need to be understood in this context, as follow:

The first is Contextual Teaching Learning (CTL). It involves students in learning to find material based on experience directly or in real life. The CTL learning process does not expect students to only receive subject matter, but expects students to be able to automatically search and find subject matter.

Second is CTL. It empathizes students to remember the material that has been taught and applies it in life. It means that CTL not only expects students to master the material being studied, but how the subject matter can influence behavior in daily life.

Based on the explanations above, the role of teacher is important in assisting student to achieving learning objectives. Teacher should uses more strategies than provide information. "The teacher's job is to manage the classroom as a team that works together to discover new knowledge and skills for students. Knowledge and skills are obtained by searching and discovering by yourself (Suriadi, 2017). Contextual learning is also a learning concept that helps teachers link the material taught with daily life and encourages students to make a connection between the knowledge they have and its application in their daily lives by involving the seven main components of effective learning, namely constructivism, asking questions, discovering, community learning, modeling, and actual assessment. Contextual learning encourages students to understand the meaning, nature, and benefits of learning, thus enabling them to be diligent and motivated to always learn (Suriadi, 2017).

The purpose of contextual learning is to impart/instill more realistic knowledge and abilities to students, thus, students are able to apply them in life that will affect their attitudes in daily. The

implementation of competence in life is expected that students will know the importance of learning and obtain meaningful meanings for what they have learned. A teacher must be able to develop creativity in managing learning. Teachers must always learn and increase their knowledge in order to have the ability to develop various learning activities (Nikmah, 2011). This is in accordance with the opinion of Torrance E. Paul (1985) in *Teaching Creative and Gifted Learners in the Handbook of Research on Teaching Third Edition*. It states that at least some teachers of creative and talented students see products resulting from research on learning and thinking models as a basis for adjusting individual instruction and programming to meet talent learning needs."

Thus, a teacher must choose and determine carefully the method according to material to be delivered. There are several methods that can be used in learning fiqh in schools and madrasa, as follow:

1. Lecture Method

It is a learning method that a teacher deliver the knowledge orally in front of the students. It uses a relatively short time but can convey a lot of information. This method is important to use in learning fiqh at the opening of learning, at the time of introducing new material from other understandings and explanations. For example, whilw starting a new chapter, the meaning of the chapter should be explained by this method. However, the weakness of this method is that not all students can understand what is delivered by the teacher.

2. Question and Answer Method

It is a teaching method in which the teacher conveys knowledge by

asking questions to students or vice versa. By giving opportunities to students to ask questions and have opinions, this method is important in learning fiqh to find out the level of student understanding and to help answer questions and student misunderstandings, ease students take an active role in learning. For example, the teacher provides the opportunity to ask students. However, the weakness of this method can only be used as a complement to other methods and sometimes the discussion deviates from the subject matter.

3. Demonstration Method

It is a method that teacher and students conduct the process by doing something that is being learned from start to finish. By directly practicing what will be studied, this method is important to help students to understand the knowledge taught by the teacher and make students play an active role in learning. For teaching I grade, for example, the demonstration method plays an important role in addition to the drill method. for I grade students whose thinking patterns are still real (real), teaching material should not only be taught by lecturing, but accompanied by demonstrations. Yet, this method takes a lot of time to prepare and requires adequate facilities and infrastructure.

4. Recitation Method

It is a learning method by giving special assignments outside class hours. By encouraging students' understanding, this method is important in fiqh learning as material reinforcement, recall and measure students' abilities. For example, while learning about good and bad morals at school, they are given the task of

looking for good and bad characters in the family. However, the students can give the task to other people and this task will not be in accordance with student abilities.

5. Drill Method

Drill method or exercise method is a learning method to lead students in obtaining dexterity or skill in what they learn because it is only with practical practice that knowledge can be refined and prepared. This method is important because if every day we teach the same thing, what we teach will be familiar to them. Therefore, many teachers use this method as the main method in learning fiqh because it is suitable for the umtul of fiqh lessons in schools and madrasa.

When teacher face problems in teaching fiqh learning, it needs Class management and good learning management in order to make learning activities run well (Hamidi, R, 2015). In learning planning activities, fiqh teachers always make lesson plans in the form of lesson plans first. It has become a convention for the teacher council to make RPP/Lesson Plan at the beginning of the semester. Furthermore, it is submitted to the vice principal of the curriculum for research and then submitted to the principal. Besides the fiqh teacher also always prepares material to be conveyed to students before learning takes place. Fiqh teacher also combines several methods and chooses the appropriate media for the learning material.

In general, there are several steps taken by Fiqh teachers in schools and madrasa in implementing learning, as follow: In preliminary activities, it is the stage before learning begins. The stage before learning is very important because a teacher must be able to attract the sympathy of students and the teacher must prepare students psychologically and

physically to take part in the learning process (Noviyanti, 2019). Then, it is proceeding with the teacher recording students who are present, absent and those who arrive late. After that, the teacher invites students to ask questions related to the knowledge that had been conveyed at the previous meeting with the next material. In this activity, teacher must also explain the learning objectives to be achieved.

Learning will run efficiently and effectively if teacher is able to manage class well (Tabrani, 1989). To start learning, the teacher always says greetings while entering and begins learning. Next, the fiqh teacher conditions the class by paying attention to the conditions of students' readiness to learn. After that, the teacher prepares the learning media that will be used in delivering the material. In the core activity, it is the core stage of a series of learning that is carried out by the teacher and students in achieving the objectives contained in the Lesson Plan (RPP). In the implementation of fiqh learning, teacher uses several methods, such as: lecture method, question and answer method, demonstration method, discussion method, (Gustini, 2017). These methods are effective for increasing student motivation to want to master the material that will be discussed at the next meeting.

Fiqh teachers always link material with daily life so that students can better understand fiqh material, (Abd Basid, 2019). in using the method, the teacher of fiqh uses several methods and media used in learning so that students do not feel bored, such as using video. it arouses students' enthusiasm in learning. Teacher creativity in the media is very influential in the success of learning. At the end of the lesson, the teacher must also provide reinforcement or conclusions about the learning that has been conducted. Giving too many assignments for learning evaluations will also have a negative

impact on students because student may feel overwhelmed and reluctant to return to learning. In fiqh learning, the focus is the willingness of students to practice the knowledge that has been obtained through the learning process.

In learning evaluation, it is important to measure learning outcome that has been conducted. Assessment of students is carried out to determine the extent of knowledge they have achieved. Assessment is not only carried out by the teacher but also by students, so that students can find out to what extent they have mastered the material that has been given by the teacher. Self-assessment is conducted by students toward themselves, or their friends. Self-assessment is an assessment that supports the teaching and learning process and helps students improve their success. In schools and madrasa, a fiqh teacher provides an assessment in the form of a Test (UH) that is carried out at the end of each lesson by giving some questions whose results are collected and discussed at the next meeting. Furthermore, the evaluation of learning can also be carried out with the Midterm-Test (UTS) and Final Test (UAS) activities to find out the extent of students' understanding of what has been taught, and also by looking at the student's personality in their daily life (Hasanah, 2015). Therefore, to determine student learning outcomes, evaluation needs to be carried out in fiqh learning activities in schools and madrasas.

CONCLUSION

Class management and Fiqh learning management in school and Madrasa have function to ease learning to run effectively and efficiently. Thus, students are able to understand the material presented well. It takes a contextual approach to be used so that students can apply the material presented in everyday life because the essence of fiqh learning is not learning that only understands theory, but the learning

needs to be applied in daily life. Therefore, there are no errors in understanding. Besides, there are several methods that need to be consistently used in fiqh learning, such as the lecture method, the question and answer method, the demonstration method, the recitation method and the drill method.

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