



**ENHANCEMENT LEARNING RESULTS FIQIH STUDY MATERIALS
THROUGH METHOD DISCUSSION ON PARTICIPANT EDUCATE CLASS
VIII F MTS. MANBAIL FUTUH BEJI JENU TUBAN**

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Abstracts

The background to this research is: 1) The low ability of students to understand the subject matter. 2) Student activity is still dominated by only smart students. 3) Lack of student competency results after studying halal food and haram food material. The aim of this research: to improve learning outcomes in fiqh subject matter for students in class VIII F MTs. Manbail Futuh Beji Jenu Tuban Academic Year 2023/2024 through the discussion method. The method used in this research is the discussion method. The research results show an increase in student learning outcomes. Where in the first cycle, 13 students (72%) achieved the KKM, less than the specified 90%. In cycle II, students who achieved the KKM increased to 17 people (94%), more than the 90% set. So it can be concluded that using the discussion method can improve FIQIH learning outcomes for class VIII MTs students. Manbail Futuh Beji Jenu Tuban Academic Year 2023/2024 Write abstract in English, use Times New Roman 10 for body of the abstract with one spacing between lines, justified, consists of a maximum 150 words. Inform; the issue, purpose (contains objectives of the research), method (delivers data collection of the research), results of the research (refers to collected data as an effort to answer research question), impact and conclusion (summary of the finding and the result of the research).

Keywords:

Discovery Learning, Learning Results, Zakat Fitrah.

Introduction

On in essence education aim For increase quality source Power man, as formulated in the National Education System Law Number 20 of 2003 article 3, that education national works develop ability And form character as well as civilization nation Which dignified in frame enlighten life nation, aim For development potency students to become human beings who believe and are devoted to God Almighty, with good morals noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen answer. 1 Education is a process in order to influence students to be capable adapt with the environment and with so it will be bring about change in him Which possible For works in a way near with life public.

Religious education is one field of study that is expected to play a role in effort growing develop attitude religious student. Attitude And ability student in Religion is a reflection of the success of religious teachers at school in imparting teachings Gama through his educational efforts. Religious education is realized through the teaching and learning process in the classroom and outside the classroom. This process takes place through interaction between the teacher and the participants education, they are an inseparable unit that complements each other. Educators must able to provide reinforcement to students to create a good learning process. So Therefore, methods are the most important part of learning activities, so teachers must able to master several learning methods and can choose the appropriate method with condition And development participant educate. Problem Which often faced by Teacher is not being able to provide or present material to students well so that results are not obtained Which effective And efficient.

In selecting the methods used in the learning process, a teacher needs to have strong reasons and factors that support the choice of this method. Learning that quality will achieved if Teacher control techniques presentation material or method learning Which appropriate. Knowledge jurisprudence is something knowledge Which learn many kinds of Sharia or Islamic law and various kinds of rules of life for humans, both individual and shaped social society. Studying jurisprudence is mandatory, because it involves law Islam is concerned with worship and muamalah, the scope of study of which is very broad, covering everything aspects of human activities which include actions, words, intentions and attitudes. So, this knowledge should No only limited knowledge will but demand all student For understand it as provisions so that participant educate can know teachings Islam in a way Good And Correct.

In class VIII F fiqh learning at MTs. Manbail Futuh Beji Jenu Tuban, is still often found students who have not been able to understand the material in the fiqh lesson material correctly. From 30 learners class VIII F, new 19 learners Which Already Can understand the material inside Subject matter fiqh correctly. Meanwhile, 11 other students still made many mistakes in understanding the material Material lesson fiqh 5 Most from participant educate the Not yet Can differentiate between condition legal, mandatory requirements and pillars that are applied in a problem description in several materials on Fiqh lesson material and inaccurate in stating the arguments. This is of course influenced by many factors, one of them is that the learning of jurisprudence in the classroom is still theoretical, where the teacher only use method lecture as method dominant. Condition the cause participant educate less attention And No interested with learning jurisprudence.

To solve this problem the author developed a discussion learning method, namely how to solve problems that are learned through brainstorming in group deliberations . In Fiqh

subject matter, to clarify students' learning outcomes regarding the material, the teacher will divide students into several groups and provide discussion material in discussion sheet, so participant educate will be easy solve something problem related with material on Fiqh lesson materials so that finally students can really do it understand the material.

Methods

The type of research used in this research is Classroom Action Research (Classroom Action Research). Study Action class is something form study Which nature reflective by carrying out certain actions in order to improve or increase the practices practice learning in class in a way more professional. Study This including study descriptive, because describe How something technique learning is applied and what the desired results are. According to Arikunto, action research class there are four main stages of activity, namely action planning (planing), implementation of action (action), observation (observation), and reflection (reflection) and so on until repair or enhancement Which expected to be achieved (criteria success). The subjects studied in this research were students in class VIII F MTs. Manbail Futuh Beji Jenu Tuban School year 2023/2024 Which amount 30 participant educate Which everything is Woman. The test is used to determine the level of student learning outcomes regarding the material that has been provided studied. In this case the test used is an individual practice test. Tests are carried out on each end cycle.

The test used in this research is a test of understanding and analyzing problems related to fiqh material to determine the level of student learning outcomes after studying the material through method discussion. Data analysis is very necessary to find out results and draw logical conclusions based on data Which has collected every the cycle. Analysis data For explain Increasing student learning outcomes can be determined by determining student abilities in understand material fiqh.

Results and Discussion

Cycle I

The planning stage carried out by the researcher was to prepare several research instruments will be used in action by applying the group discussion method in conveying material on the parts of the root and their functions. It is hoped that the use of the group discussion method can be achieved increase motivation And child's understanding to material Which taught. Device learning And instruments Which prepared includes: Plan Implementation Learning (RPP), question sheet Work students, evaluation questions and observation sheets. Activity observation students in learning are carried out through observation sheets, and observations of learning completion student assessed by doing evaluation at the end cycle I. In carrying out the action, the teacher (researcher) conveys material on the roots and their functions. Implementation of the first cycle of action consists of one face-to-face meeting (2 lesson hours) with 2x time allocation 40 minutes. Before convey material learning, conditioning teacher students to be ready in learning. The teacher invites students to pray, takes attendance and prepares the necessary tools in learning. Furthermore Teacher giving motivation to student For more enterprising Again Study FIQIH, because learning FIQIH is very fun and has many benefits. As a teacher's apperception hold questions and answers related to fasting. Students mention various things ever done it. Once the students are ready to learn, the teacher conveys the learning objectives Which want to achieved.

In the core activity, the teacher explains the learning material, namely the provisions for fasting, the arguments and lessons learned. The teacher divides groups, each group

consists of seven students to discuss problems problems related to fasting material. The teacher explains the tasks that each student must do groups and distribute student worksheets. By searching for as much information and data as possible, As a group, students discuss to work on student worksheets. During group discussions In progress, the teacher goes around the class while providing guidance. Each group makes a presentation results the discussion And collect the results of the discussion.

Student guided by Teacher For summarize And conclude the content of the material that has been studied, namely Fasting provisions , arguments and wisdom. The teacher provides opportunities for students who do not understand To ask questions, the teacher distributes evaluation sheets for students to work on individually. After finished The results of student work are collected and submitted to the teacher. For close the lesson Teacher give task work House And give advice so student diligent Study in school or in House.

Observations were carried out by teachers (researchers) with colleagues. In the observed observation activities is the activeness of students and teachers in the learning process and the events that occur there time learning taking place. Based on results observation

, process learning Already pretty good. Student very enthusiastic in participating in learning. Supported by sufficient teaching aids, students are very active and happy. When observing learning videos and discussing related problems with fasting material, students enthusiastically discuss it with their group friends. Interaction between students are well connected, the group leader helps group members who don't understand. Teacher pay attention to student activities and guide students when they experience difficulties. Students are also active Ask the teacher if there is material that you don't understand. So there is interaction between teachers and students intertwined very Good. Sheet Work Student And sheet evaluation done student For measure success learning which has held.

There are things that teachers need to pay attention to when students observe videos and discuss There are several passive students in the group, the teacher should motivate these children so you want to do activity with active. Teachers (researchers) and colleagues conduct evaluations and reflections on planning activities, implementation and observation. It is hoped that holding this reflection can find deficiencies and advantages during the learning process so that they can be used to improve learning furthermore. On Cycle I obtained data qualitative And quantitative, Which including data qualitative that is : sheet student activity and teacher performance sheets. Meanwhile, quantitative data is the value of student learning outcomes. Assess the result Student learning is obtained through written tests, the test instrument used is an evaluation sheet.

Based on the data, it can be seen that the number of students is 30 children, the total score is 2071, the average flat mark student 69.03 the highest score 90 And lowest value 40.

Tabel 1 . Mark Cycle I Eye Lesson Fiqih

Group	Mark	Amount Student	Percentage
A	85- 100	1	3.3 %
B	70 - 84	19	63.2 %
C	< 70	10	33.5 %
	Amount	30	

The results of reflection in the first cycle are the average learning outcomes in the

form of a posttest Not yet fulfil category tall very, Still category low as stated in the table above. Teachers need to do more guide students in applying discussion methods well, so that students can get the most out of it carry it out. Apart from that, it is very necessary for teachers to be firm with students who are late for class, students who are not serious about taking lessons, as well as students who do not collect the right answers the time. Students must also be able to work on these questions independently. From the results of this reflection And based on discussion researcher And observer can see that process learning And results Study on cycle First Not yet satisfying And required cycle second.

Cycle II

Learning planning in cycle 2 is actually just a refinement of cycle planning 1. based on analysis and reflection results and considering input from observer about excess And lack on stage implementation cycle I. Planning learning activities in cycle 2 using the same research instrument with the research instruments used in cycle 1. in action planning cycle 2, researchers as a teacher, improvements will be made so that the learning process is more optimal. Student learning outcomes as well as student learning completeness can be improved. Improvements to be made done on cycle 2 that is :

- a. Student given explanation about material Which will in discuss in a way details.
- b. Teacher give motivation And attention special to student which is lacking active.
- c. Student given motivation so brave ask if There is material Which Not yet understood.
- d. Teacher notice time so all activity can accomplished with fluent And with time Which appropriate.

Stage This is implementation from planning Which has repaired, about use of group discussion methods, selection of learning tools or media and time allocation. Learning action 2 This is continuation from action cycle 1. In activity Study the learning methods and steps are in accordance with the implementation of cycle 1 actions but with notice results reflection 1 And Also in accordance with plan action 2. Activity This held steps learning Which done in accordance with that plan Already made. At the observation stage, the focus of observation is the activities of students and teachers. Observation done with use guidelines observation Which form sheet observations that have been provided. As in cycle 1, in cycle 2 observations were made on student and teacher activities during learning. Observations were made at each changes in student behavior during the learning process by making notes notes Which can used as data study as material analysis And reflection.

Based on observations the learning process in cycle 2 is better than the process learning in cycle 1. In conducting group discussions, all students were more active and not There is Again student Which passive. Media learning Which prepared Teacher Already adequate in accordance with material. Activity learning very smooth And orderly, all students can observe the roots plants and discuss them with their group friends. Interaction of students with students, students with the teacher is well connected. Students have the courage to ask the teacher if there is any material Not yet clear. To measure the success of student learning, work on student worksheets and sheets evaluation. All activities can be carried out on time. The learning process is carried out with safe, orderly, fluent And success.

After the planning and observation stages, the researcher carried out the research return to analysis and reflection on the results or findings that have been recorded in the observation sheet. The purpose of Analysis and reflection in cycle 2 is to determine the increase in student abilities and completeness Study student in control material Which studied. At the end of cycle 2 learning activities, a test was held to determine student learning outcomes about to. As for results Study student on cycle 2 as in table under This.

Based on the data , it can be seen that the number of students is 30 children, the total score is 2,450, average mark students 81.66, marks highest 100 And lowest value 50. Data mark the can grouped like following.

Tabel 2. Grouping Mark Cycle 2

Group	Mark	Amount Student	Percentage
A	85 – 100	12	39.96%
B	75 – 84	16	53.28%
C	< 70	2	6.76%
Amount		30	100%

After grouped based on value is known that, Group A Which get mark 85 – 100 There is 12 child, Already complete. Group B Which get mark 70 – 84 There is 16 child, Already complete. Group C Which get mark on 70 There is 28 child And who gets mark under 70 There is 2 child. So amount student Which Already complete There is 28 child (93.24%) And Which Not yet complete There is 2 child (6.76 %).

Results test cycle 2 show that from 30 student Which take the test evaluation, Which complete study was 28 children. Therefore there was an increase of 28%, namely from 66% to 93.24%. The average class score also experienced a good increase from 69.03 to 81.66. This shows there is an increase understanding And skills student to material learning. This research is said to be successful if the average test scores on student learning outcomes on the concept of Fasting and the silver lining in on mark KKM, that is 70 And student Which get mark in on KKM at least as much 70%. On end Cycle II obtained data: average results Study student 81.66 And amount student Which Already complete there were 28 children 93.24%, and 2 children (6.76%) had not yet completed it. So, based on data in cycle II Study Action Class This said has succeed.

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Conclusion

From the results of the research that has been carried out, it can be concluded that by using The discussion method can improve FIQIH learning outcomes for class VIII MTs students. Manbail Futuh Beji Jenu Tuban Year Lesson 2023/2024. Through the discussion method, it will arouse students' enthusiasm for learning. The learning process will be more creative because all students can express their opinions, students will be more active and not feel bored. So by using the discussion method the learning process will be more fun, active, creative and not boring so that by using the discussion method students' learning outcomes can be achieved increase.

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