

The Effectiveness of Lecture Methods in Learning Fiqh Using Practice Methods at SMP Ar Rahman Medan

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| ARTICLE INFO | ABSTRACT |
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| <p>Article history: Received: October 16, 2022 Revised: November 20, 2022 Accepted: December 23, 2022 Available Online: January 03, 2023</p> <p>Keywords: <i>Effectiveness, Fiqh Learning, Lecture Method and Practice</i></p> <p>Please cite this article: Gania Godelova, G., Aulia Harahap, W.. (2023). The Effectiveness of Lecture Methods in Learning Fiqh Using Practice Methods at SMP Ar Rahman Medan. <i>Integrasi: Jurnal Studi Islam dan Humaniora</i>, 1(1), 37-43.</p> <p>Page: 37-43</p> | <p>ABSTRACT</p> <p>This research was conducted to determine the effectiveness of teaching fiqh using lecture and practice methods at Ar Rahman Middle School. Even this research was carried out only within the scope of certain classes, namely class VII, VIII, and IX. The researcher also wanted to know which method had more influence on the learning outcomes of SMP Ar Rahman students and which method was preferred by the students. The researcher used a quantitative research using a survey method. The quantitative method is a type of scientific research based on the philosophy of positivism. The data collection techniques used were interviews and observations. The results of our research show that the implementation of fiqh lessons for grades VII, VIII, and IX is carried out in one place and delivered by the same teacher, and is carried out in one place as well as one time. meeting in a week i.e. on Friday only. We see that the practical method has a greater influence on this learning compared to the lecture method. It is very important to learn fiqh from a young age in order to better understand the scientific disciplines that study and describe the basic legal norms regarding Islam and according to the Sunnah of the Prophet. Of course the hope of achieving this learning is that students can practice it in everyday life and it is hoped that it will continue to be embedded in students.</p> <p>Copyright© 2023. Integrasi: Jurnal Studi Islam dan Humaniora. This is an open acces article under the CC-BY-SA lisencc (https://creativecommons.org/licenses/by-sa/4.0/).</p> |

A. Introduction

Learning is basically a process of student interaction with the world of education and learning resources in a learning environment (Dwi Siswoyo, 2005). Learning is also

the assistance provided by educators to students so that a process of acquiring knowledge and knowledge occurs. In other words, learning is a process to assist students in learning (Setiawan, 2021). Even this learning activity must be based on systematic and organized preparation and design before carrying out learning or material delivery activities with the aim that the learning delivered can be easily accepted by students.

The role and attitude of an educator or even a teacher in the process of delivering learning is very important to note (Fatah, 2008). Teachers are expected to be able to understand things that are philosophical and conceptual, and can carry out things that are technical in nature. Things that are technical in nature include the ability to use learning strategies and the basic abilities possessed by an educator in the delivery of learning, so that students feel comfortable and easily absorb the knowledge conveyed. This is expected to achieve the end of the learning that has been determined.

Especially with learning related to religion, the role of a religious teacher is not easy. This is because a religious teacher must also ensure that each student does not only hear the delivery of the learning material but participates in ensuring the implementation of the learning material that has been delivered.

Even in learning fiqh, a teacher cannot just give and convey it, fiqh is one of the lessons related to religion. We as religious people, of course, in learning religion, we don't just immediately hear and absorb what is conveyed by a teacher (Akrim & Setiawan, 2022). But we also have to ensure that we can apply the religious learning we have learned in our daily life.

And to ensure that a religious teacher is successful in his learning process, especially in fiqh learning, a teacher is required to be able to master, develop, and implement various competencies that he should have as an educator (learning method). Because this is very influential in the success of student achievement in learning activities. A teacher is expected to be able to create a pleasant learning atmosphere so as to make students active in the learning process (Valverde-Berrocso et al., 2021).

Fiqh is a very important subject to learn, because it is a lesson that discusses the practice of worship (Valverde-Berrocso et al., 2021). Of course things related to religion cannot only be obtained by listening to it, but must also be accompanied by its implementation in everyday life. In fiqh learning, SMP Ar Rahaman has predetermined goals and functions in achieving the fiqh learning. Ar Rahman Middle School itself currently uses an independent curriculum, which is the application of learning methods that refer to the talent and interest approach. Among them is that educators focus on essential material so that students have sufficient time for in-depth learning to achieve predetermined learning outcomes.

SMP Ar Rahman is one of the advanced schools, of course more attention must be paid to the study of jurisprudence because this is related to Islamic values, as the results of research conducted by researchers at SMP Ar Rahman still use the lecture method in the delivery of fiqh learning. Which is still considered less effective in learning fiqh. There are some students who feel that they understand and understand enough by using the lecture method alone, and feel quite confident that they have practiced it in their daily lives.

This research was conducted to determine the effectiveness of teaching fiqh using lecture and practice methods at SMP Ar Rahman. As we expect in learning fiqh, it should be done well so that students can easily implement it in their daily lives. The researcher also wanted to know which method had more influence on the learning outcomes students of SMP Ar Rahman and which method the students liked more.

B. Methods

Researchers use qualitative research. Qualitative method as a research procedure that produces descriptive data in the form of written or spoken words from observable people or behavior (Setiawan & Abrianto, 2019). Descriptive research is a research method that describes all data or conditions of the subject or object of research and then analyzes and compares based on the current reality and then tries to provide problems to

provide solutions to problems and can provide up-to-date information so that it is useful for the development of science education, can be applied also in other knowledge.

The qualitative method is used because of several considerations, namely the qualitative method is more capable and adaptable when dealing with multiple realities. This method presents the nature of the relationship between the researcher and the respondent directly and this method is more sensitive so that it can adapt and a lot of mutual sharpening influences on the value patterns faced by the researcher. This research was directed to obtain facts related to the teaching and learning activities of SMP Ar Rahman students in the subject of Fiqh.

The application of a qualitative method approach with consideration of the possibility that the data obtained in the field is in the form of facts that require in-depth analysis (Miles & Huberman, 1992). So a qualitative approach will encourage more data achievement and also research results obtained by the researchers themselves in the field. In qualitative research, the researcher becomes the main instrument in collecting data that can be directly related to the research instrument or object.

C. Result and Discussion

The lecture method is also known as the lecture method because it is widely used in universities. Actually not only informing, but also conveying a number of information or facts, with this lecture is also intended to explain or describe to students regarding a problem, topic or question (Setiawan, 2020).

This method is also one of the methods that has been used by teachers for a long time. As is done with delivery delivery that is used orally and directly carried out in front of the students (Suhartini, 2016). So the lecture method is a method of delivery delivery of material that is carried out directly by using spoken language in explaining the material to be conveyed. In the world of lectures, this lecture method is still very common.

Jurisprudence learning at the SMP Ar Rahman, which has been observed, found that the teaching and learning process used the lecture method but several times used the practical method. Some have seen that their students are happy to hold this fiqh lesson in their school using only the lecture method. However, some of them suggest to do more practice only. It is undeniable that in carrying out the lecture method it is not so boring because the teacher who brings it is very relaxed and the words are easy to understand so it is easier to understand.

In the fiqh learning process, after being observed, some of them agreed to hold it once a week and there were also those who felt they were lacking in learning fiqh because it was so much fun. They also study the basics of Islamic law so seriously that it is only natural that some of them feel that fiqh learning should be held in several meetings. As the researcher knows, so far fiqh learning has only been held once a week. What's unique is that when the learning process takes place, if no one brings their books, they will be punished according to the initial learning rules.

The effectiveness of the lecture method is not so small that it is likely to succeed, this is like what was conveyed by the headmaster of SMP Ar Rahaman himself, who said that in every lesson basically all methods are the same, only as a means of guiding or conveying learning. This needs to be returned to educators, who should already understand in certain cases what kind of method is needed. As the headmaster of SMP Ar Rahman explained, learning fiqh is a subject whose scope is quite broad, and of course it is necessary to pay attention again to the discussion of what is sufficient only with the lecture method and when to use the practical method.

But indeed talking about the effectiveness of these two methods, of course the practical method is more effective in giving the impression of learning to students. Moreover, what is learned is related to Islamic laws, ways of worship which need concrete evidence in learning, namely its implementation in everyday life. And supposedly on certain materials the need for practical methods so that students can

implement them properly and correctly. The application of the lecture method in studying fiqh is not wrong but for now it is not effective because in the use of practical methods it can still be estimated using the fingers.

And as far as the development of fiqh learning at SMP Ar Rahman at this time, they have not held any practice at all, and the evaluation has not been well structured. Students SMP Ar Rahman said that the exam in learning fiqh depends on the teacher, when should the evaluation of learning fiqh be carried out. This was due to time constraints, as said by the principal of SMP Ar Rahman.

D. Conclusion

Learning fiqh is very important to learn from childhood in order to better understand the disciplines that study and describe the basic legal norms regarding Islam and according to the Sunnah of the Prophet. In fiqh also teaches how the basic basis for worship. This learning is held in schools so that the administration of worship can be carried out properly. Fiqh will answer every question regarding the basis and foundation concerning daily worship. Such as halal and haram food, thaharah, prayer, zakat, inheritance, fasting, buying and selling, marriage, and so on. In this school it is quite effective in applying the lecture method and by using practical methods at the same time. Because the time is not sufficient so more often use the lecture method. And students say that the lecture method alone has made them understand because in the explanation and presentation of the teacher it can be understood and understood clearly. What can also be concluded is that the lecture method is quite effective only if the nature of the teacher can be understood, but because of this fiqh subjects will be better and more effective by using the practical method.

And of course seeing this the practical method is a method that is more impactful and influential for student success in the final effort of learning fiqh. Why is that, as the researchers explained in the discussion that the practical method can make students develop faster and longer remember the lessons they have learned. The lecture method

may be less effective if the presentation of the material is boring and convoluted, but this lecture method is quite easy to understand.

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