

FIQH TEACHER'S STRATEGY IN MOTIVATING THE LEARNING OF MTS AISIYIAH BINJAI STUDENTS'

Ellisa Fitri Tanjung¹

Rizka Harfiani²

Mavianti³

^{1, 2, 3}Universitas Muhammadiyah Sumatera Utara, Indonesia

Abstract: *This study examines how the process of learning fiqh at MTs Aisyiyah Binjai. In addition, this researcher also examines how the strategy of fiqh teachers in motivating students' learning at MTs Aisyiyah Binjai and examines what are the supporting and inhibiting factors of fiqh teachers' strategies in learning motivation of students at MTs Aisyiyah Binjai. This research uses descriptive qualitative research. By using data collection techniques in the form of observation, interviews and documentation. The purpose of this study is to find out how the process of learning fiqh is, to find out how the strategy of fiqh teachers in motivating student learning at MTs Aisyiyah Binjai and to find out what are the supporting and inhibiting factors of fiqh teachers' strategies in motivating student learning at MTs Aisyiyah Binjai. The analysis used in this study refers to data reduction, data presentation and conclusion drawing. The results obtained from this study are. The importance of implementing good and appropriate learning strategies will be able to foster the spirit of learning fiqh at MTs Aisyiyah Binjai. Conventional methods or strategies applied so far by fiqh teachers cause students to be lazy to study, fall asleep in class, make noise and result in students' learning outcomes of fiqh are not optimal. The strategy used by fiqh teachers in motivating students' learning is by using a cooperative strategy in which there is a jigsaw model and group investigation, as well as reward and punishment methods. The fiqh teacher's strategy in motivating students' learning has two factors, namely: supporting and inhibiting factors.*

Keywords: *Strategy, Learning Motivation, Fiqh*

Introduction

Education is a fundamental and decisive thing in the history of human civilization lessons [1]. Education is also an effort made by adults to those who are considered immature. Education is the transformation of science, culture, as well as values that develop in one generation so that they can be transformed to the next generation [2].

National education functions to develop capabilities and shape the character, as well as a dignified national culture in order to educate the life of a dignified nation,

aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. The implementation of national education also recognizes the principles of its implementation. The implementation principles are regulated as follows:

1. Education is carried out in a democratic and fair manner, and is not specific by upholding human rights, religious values, cultural values, and national pluralism.
2. Education is organized as a single unit designed with an open and multi-meaning system.
3. Education is held as a process of civilizing and empowering learners that lasts a lifetime [3].

The purpose of education is the change that is desired and sought by the educational process or educational effort to achieve it, both in personal behavior, personal life, or in community life and the natural surroundings [4]. From these statements, it is clear that education is a very important thing for human life. With the existence of life, humans will be directed to become a better personality. The educational process is part of education that occurs from input, process and output. Input is students who will carry out learning activities, the process is part of teaching and learning, while the output is the result of the process carried out.

From the quote above, it can be concluded that education aims to encourage a teacher to always try hard to instill the importance of good education for students. The main learning objective is the achievement of changes in behavior or competence in students after participating in learning. On this basis, appropriate learning strategies are needed for each subject. What is even more important is that students in the process of learning Islam, especially in fiqh subjects, can feel fun, happy, and enjoy.

Strategy is a series of decisions and actions that determine school performance in the long term [5]. In the world of education, strategy is defined as a plan, method, or series of activities to achieve a particular educational goal. Thus, the learning strategy can be interpreted as a plan that contains a series of activities designed to achieve educational goals [6]. Learning strategies are basically related to planning or policies that are arranged in managing learning to achieve the desired learning objectives [7]. Learning strategies are needed by teachers. The use of strategies in learning is necessary in order to facilitate the learning process so as to achieve optimal results [8]. Learning strategies include grouping students, methods, techniques and learning resources. If you do not practice a good strategy, the results obtained will not be satisfactory as expected [9]. It aims to create interaction between teachers and students and other students.

Motivation comes from Latin, namely from the word mover which means to move, this term has the meaning of encouraging directing human behavior [10]. Motivation is

an impulse from within a person to take an action in a certain way in accordance with the planned goals [11]. Motivation is also a desire within an individual that underlies the individual himself to act [12].

Thus, learning motivation means a mover or impetus either from outside (extrinsic), for example; friends, environment, and family, while motivation from within (intrinsic) is motivation that arises from within a person. Intrinsic motivation arises because of hobbies or self-awareness.

MTs Aisyiyah Binjai is an Islamic school. In addition to general subjects, Islamic subjects are also taught, one of which is fiqh which aims to equip students to know and understand the main points of Islamic law clearly and thoroughly, both in the form of aqli and naqli arguments.

However, the fiqh learning strategy at MTs Aisyiyah Binjai is still less active, so that when learning fiqh, students are less enthusiastic because of the lack of interaction between teachers and students due to a slightly monotonous teacher delivery such as lectures, on Hajj and Umrah materials for example, the teacher explains Hajj and Umrah material, verses related to Hajj and Umrah, and people who are entitled to perform Hajj and Umrah, nothing more than that. Indeed, what has been explained by the teacher does not deviate from the competency standards and basic competencies contained in the content standards. However, because the slightly monotonous way of presentation makes students less enthusiastic, so many students are less active in the learning, not only that students also experience boredom during learning so that there are students who choose to sleep in class, tell stories. in the class, there are even students who do not attend the class. As what has been done by the fiqh teacher at MTs Aisyiyah Binjai in applying fiqh learning with the lecture method, it can increase the activeness of students in the learning process.

With the teacher's strategy in learning will make learning take place very dynamic, conducive, and interactive. Therefore, to achieve the desired educational goals, teachers are expected to have several learning strategies that can arouse the enthusiasm of students in learning, so that students can learn more conducive and interactively. Seeing this, to obtain the desired educational goals, a learning strategy is needed to motivate students in the learning process. As has been done by the fiqh teacher at MTs Aisyiyah Binjai in implementing cooperative learning strategies, it can increase the activeness of students in the learning process.

Method

In this study, the researcher took a qualitative descriptive method. Qualitative method is a method used to examine factual phenomena, (as opposed to an experiment) where the researcher is the key instrument, the data collection technique is carried out in

a combined manner, the data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than abstraction. The qualitative model used in this research is a case study model, which is an in-depth study of a particular problem, not a statistical survey or statements based on comparisons. Researchers seek to describe in depth how the strategy of fiqh teachers in motivating students' learning in fiqh subjects.

Based on the source of data processing, the data used in this study is divided into two, namely, primary and secondary data. Primary data is data obtained from the first source through procedures and data collection techniques in the form of interviews, observations that are specifically designed according to the objectives of the research. The data obtained in this study were obtained from interviews with informants, namely teachers, madrasa heads, and students. Secondary data is data obtained from indirect sources, which are usually in the form of documentation data, books, journals and other archives that can support the research process carried out.

Result

A. The process of learning fiqh at MTs Aisyiyah Binjai

Based on the results of observations and interviews, data were obtained about how the process of learning fiqh at MTs Aisyiyah Binjai, that there were several steps taken by teachers in carrying out fiqh learning, namely:

1. The teacher opens the lesson

For a teacher, the skill of opening lessons is a very important basic skill to have to achieve effective, efficient, interesting and fun learning. Although it looks trivial, in this case it has a very big influence on the success and enthusiasm or interest in learning of students. How to open a good and interesting lesson, not just greeting and telling the material to be taught but more than that.

2. Explaining the material

In this activity, the teacher begins by conveying the main points of the material that will be delivered to the students. With the teacher explaining the material to be studied, students can more easily understand the material presented by the teacher, and the lesson is more conducive and directed. Submission of the subject matter of learning is very important, therefore a teacher must be able to convey learning material properly and correctly.

3. Evaluate

Learning evaluation is very necessary for a teacher, by holding a learning evaluation, the teacher can easily see how much success the teacher has in teaching his students, in addition to measuring how deeply the students understand the material that has been given by the teacher.

B. Fiqh Teachers' Strategies in Motivating Students' Learning in Fiqh Subjects at MTs Aisyiyah Binjai

Learning strategies are basically related to planning or policies designed in managing learning to achieve the desired learning objectives. Professional teachers certainly have their own strategies in teaching and learning activities according to the situation and conditions of students.

Motivation means encouragement, reason, will or will, while in terms of motivation is the driving force within a person who encourages him to carry out certain activities, provides direction in conveying goals, whether driven or stimulated from outside or from within himself.

Fiqh is a legal formulation from the Qur'an and Sunnah in the form of amaliah law that will be practiced by every convert, namely people who have been burdened/given the responsibility of implementing the teachings of Islamic law [5]..

Researchers made observations on how the strategy of fiqh teachers in increasing students' learning motivation in fiqh subjects at MTs Aisyiyah Binjai. The importance of the teacher's strategy in every learning is the main trigger for the success of students in learning.

The strategies used by teachers in increasing students' learning motivation have been implemented properly, so that students are able to understand well and are motivated in learning fiqh so that it can be practiced in everyday life.

C. Inhibiting Factors and Supporting Factors Fiqh Teachers' Strategy in Motivating Students in Fiqh Subjects at MTs Aisyiyah Binjai

Among the inhibiting and supporting factors in increasing students' learning motivation in fiqh subjects at MTs Aisyiyah Binjai, are:

1. Inhibiting factor

a. Limited time

Based on observations, that learning time is still lacking due to the reduction in instructional hours during the covid 19 pandemic, while the content of fiqh material is very complex, so this is one of the obstacles in the Islamic learning process, especially fiqh.

b. Limited advice and infrastructure

Based on observations, that the lack of facilities and infrastructure triggers the inhibition of strategies used by teachers in increasing students' learning motivation, so to implement strategies that keep up with the times and even then it is difficult to apply, like teachers giving lessons using electronic media such as the availability of focus to trigger student interest. to study harder.

2. Supporting factors

Learning activities are often not optimal due to factors that inhibit the learning process, but these obstacles can be overcome by fiqh teachers with supporting factors that can improve the quality of student learning.

a. Parent

Based on the results of observations, the role of parents has a very large influence on children's development, all work or activities that are blessed by parents will produce something in accordance with expectations.

b. Interest and motivation of students to continue learning fiqh

Based on observations, that students are very enthusiastic when invited to learn fiqh although not all students are like that.

c. School atmosphere away from the crowd

A comfortable atmosphere can also make students more focused on paying attention to learning, besides that when the teacher explains the students can also listen clearly to what the teacher is saying.

Discussion

1. How is the Fiqh Learning Process at MTs Aisyiyah Binjai

Teaching is an activity carried out by teachers to their students, the success of teachers in the classroom is very dependent on how the initial steps of the teacher design learning so as to enable the achievement of learning objectives optimally.

From the observations, it is shown that the learning process of fiqh teachers in teaching at MTs Aisyiyah Binjai are: the steps of the learning process consist of the teacher opening the lesson, explaining the material and evaluating. In the learning activities of fiqh in class VIII MTs Aisyiyah Binjai consists of three stages:

a. Initial activity

In this activity the teacher opens the lesson by greeting first and then continuing with prayer, the prayers read by the students are:

رَضِيتُ بِاللَّهِ رَبًّا وَبِالْإِسْلَامِ دِينًا وَبِمُحَمَّدٍ نَبِيًّا وَرَسُولًا رَبِّ زِدْ نِي عِلْمًا وَرِزْقِي فَهَمًّا

It means:

"We are pleased with Allah SWT as my Lord, Islam as my religion, and the Prophet Muhammad as my Prophet and Messenger, O Allah, add to me knowledge and give me good understanding."

After praying together, the teacher does not forget to attend to students, then the teacher does not forget to greet students and ask for material about fiqh that has been taught or repeat the material that has been passed.

b. Core activities

In the core activity, the teacher first explains to students the objectives or basic competencies that must be achieved by students, the easiest way is to write them on the blackboard with an oral explanation about the importance of basic competencies that will be mastered by students, then the teacher writes down the main points. the main material to be discussed, after that the teacher explains the main points of the material that has been written and finally each subject that has been conveyed should be given an example by the teacher so that students better understand the learning that has been delivered.

c. Closing activity

In the closing activity, the teacher evaluates the students regarding the material that has been given in order to determine the students' understanding of the material that has been delivered. After that, the teacher concludes the learning material that has been given to students by explaining the important points about the learning material that has been given. And ended with the teacher closing the lesson then reading hamdallah.

Thus, the ongoing learning can be in accordance with what has been prepared by the teacher, and learning will run smoothly and orderly, so that what is expected by the teacher can be carried out properly.

2. What is the Strategy of Fiqh Teachers in Motivating Students' Learning in Fiqh Subjects at MTs Aisiyyah Binjai

From the results of observations, it is shown that the strategy used by fiqh teachers at MTs Aisiyyah Binjai in motivating students' learning is by using cooperative learning strategies. The learning models that can be used in cooperative learning strategies are as follows:

a. Jigsaw

The jigsaw learning model is one of the cooperative learning models applied by Elliot Aranson and his friends at the University of Texas in 1971, and published in 1978. The jigsaw learning model is a cooperative learning model that focuses on group work of students in the form of groups. Small groups consisting of four to six people vary and students work together. The steps of the jigsaw learning model include:

- 1). Students make small groups consisting of 4-6 people.
- 2). Share the topics given by the teacher.
- 3). Understand the content of the topic that has been given.
- 4). Assign each member to understand the content of the topic.
- 5). Provide opportunities for each member to convey their understanding of the content of the topic.
- 6). Present the results of the discussion responsibly.

The jigsaw learning model also has several advantages including:

- 1). Make it easier for teachers to learn.
- 2). It is easier for students to understand the learning material.
- 3). Every student has the opportunity to be skilled in the group.
- 4). Can train students to be more active in speaking and opinion.

In addition to the advantages, the jigsaw learning model also has several disadvantages including:

- 1). Students who are active in groups tend to be more prominent in the discussion process.
- 2). Students who have poor reading skills will find it difficult to explain the subject matter.
- 3). The teacher must be more careful so that the group must really vary.
- 4). Assignment of group members to become a team of experts is sometimes not in accordance with the competencies that must be learned.

b. Group investigation

The group investigation learning model is a strategy that provides opportunities for students to group and communicate with fellow groups to generate creations, ideas and also more appropriate solutions to the problems faced by the group. The steps of the group investigation learning model are:

- 1). The teacher divides the class into several different groups.
- 2). The teacher explains the purpose of learning and group assignments that must be taught
- 3). Each group discusses the material that has been given by the teacher.
- 4). Other groups can provide feedback on the results of the discussion.
- 5). The teacher gives a brief explanation if there is an error in the answer.
- 6). Evaluation.

The group investigation learning model has several advantages including:

- 1). The group investigation learning model has a positive impact on improving student achievement.
- 2). The application of this model has a positive effect, which can increase students' learning motivation.
- 3). The learning carried out creates an atmosphere of mutual cooperation and interaction between students.
- 4). This model also trains students to have good skills in communicating and expressing their opinions.
- 5). Motivate and encourage students to be active in the learning process from the early stages to the final stages of learning.

In addition, the group investigation learning model also has several weaknesses, namely;

- 1). Implementation in active discussion only a few students.
- 2). The existence of disagreements in the group makes it difficult to unite opinions.
- 3). It is difficult for students to get new ideas, because they have not been trained.

Then the teacher also uses the discussion method, the question and answer method as well as the reward and punishment method, if there are still students who do not understand the material that has been delivered, students can discuss it with other students or ask the teacher directly.

Then the teacher also provides some motivation that can encourage students to be enthusiastic in their learning. Some forms of motivation given by teachers to students include:

- 1). The teacher provides knowledge or encouragement regarding the importance of fiqh knowledge.
 - 2). The teacher also gives praise to students who are enthusiastic in participating in learning activities.
 - 3). Then the teacher does not forget to give marks to students who have completed each task that has been given.
3. What are the Supporting and Inhibiting Factors of Fiqh Teachers' Strategies in Motivating Students' Learning at MTs Aisyiyah Binjai

Factors supporting the strategy of fiqh teachers in increasing students' learning motivation are as follows:

a. Supporting factors

Supporting factors for fiqh teachers in increasing students' learning motivation in fiqh subjects at MTS Aisyiyah Binjai include:

- 1). Parents are the main support for every child in doing everything including studying, especially studying fiqh.
- 2). Interest and motivation of students to learn fiqh, from the observations of researchers, when learning fiqh takes place, it is clear that students really want to learn about the lessons given by the teacher, they follow in an orderly manner when learning takes place.
- 3). The school atmosphere is far from the crowd.

b. Obstacle factor

As for the so-called inhibiting factors are all types of factors that are inhibiting and even blocking and holding back something from happening

- 1). Limited time

Sooner or later a learning goal is related to the amount of time used, in order to achieve optimal learning objectives it takes a lot of time to complete it. From the observations of researchers, when learning takes place, time plays an important role in achieving learning objectives, so that what is being explained by the teacher can be understood by students.

2. Limited facilities and infrastructure

The low support for facilities and infrastructure triggers the inhibition of strategies used by teachers in increasing students' learning motivation in fiqh subjects, so that it is difficult to implement strategies that keep up with the times. In the observations of researchers, students of this age are easy to feel boredom, moreover the learning received is monotonous, it is better for the teacher to provide learning using electronic media such as the availability of focus or audio-visual media that triggers the interest of students to be more active in learning.

Conclusion

Based on the research results that have been obtained, the following conclusions can be drawn:

1. The importance of implementing good and appropriate learning strategies will be able to foster the spirit of learning fiqh at MTs Aisyiyah Binjai. Fiqh learning delivered by teachers at MTs Aisyiyah Binjai has not been able to motivate students to learn fiqh in class. Conventional methods or strategies applied so far by fiqh teachers cause students to be lazy to study, fall asleep in class, make noise and result in students' learning outcomes of fiqh are not optimal.
2. The strategies used by fiqh teachers in motivating students' learning in fiqh subjects include: using a cooperative learning strategy in which there is a jigsaw model and group investigation, then the teacher also uses discussion, question and answer methods as well as reward and punishment, then the teacher gives There are several motivations that can encourage students to be enthusiastic in their learning
3. The supporting factors of fiqh teachers in increasing students' learning motivation in fiqh subjects include: parents, where parents are the main support for every child in doing everything, interest and motivation of students to learn fiqh and a distant school atmosphere from the crowd. The inhibiting factors are time constraints, limited facilities and infrastructure.

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