

## **THE EFFECT OF SIMULATION LEARNING STRATEGY AND EDUCATION BACKGROUND ON THE FIRST LEARNING OUTCOMES OF PRIVATE TSANAWIYAH STUDENTS AT GUNUNG SITOLI CITY**

**Achyar Zein,<sup>1</sup>Yusnaili Budianti,<sup>2</sup> Muhammad Habib<sup>3</sup>**

*<sup>1</sup>Universitas Islam Negeri Sumatera Utara Medan*

*Email: [achyarzein@uinsu.ac.id](mailto:achyarzein@uinsu.ac.id)*

**Abstract:** The purpose of this study is to determine the impact of simulation learning strategies and educational background on the learning outcomes of fiqh students at Gunung Sitoli's private madrasah tsanawiyah. The method used in this study is quasi-experimental. This method was chosen because the treatment class, both for the simulated learning class and the expository learning class, was a pre-formed class and the students being controlled had an educational background. The results of statistical analysis calculations show that there is an interaction between learning strategies and educational backgrounds, with students with a MI educational background benefiting more from simulation learning strategies than expository learning strategies, and students with an elementary education background benefiting more from expository learning strategies than simulation learning strategies.

**Keywords:** Fikih, Learning Outcomes, Simulation Learning,

### **INTRODUCTION**

Four madrasa subjects are not taught in public schools: Al-Qur'an-Hadith, Akidah-Akhlak, Fiqh, and Islamic Culture History. Each of these topics is fundamentally interconnected; the content is complementary and complementary. Al-Qur'an-hadism is the primary source of Islamic teachings in the sense that it is a source of morals, shari'ah/fiqh (worship, muamalah), and study in each of these elements. The root or principle of religion is akidah (usuluddin), or faith.

Sharia/fiqh (worship, muamalah) and morality are founded on aqidah, specifically as a manifestation and result of aqidah (faith and belief in life). Shari'ah/Fiqh is a set of norms (rules) that govern human interactions with Allah, other humans, and other creatures. Morals are aspects of human life's life attitude or personality, in the sense that the system of norms governing human relations with God (worship in a distinctive sense) and human relations with humans and others (muamalah) becomes the life attitude and personality of human life in carrying out their life systems (politics, economy, social, education, family, culture/art, science, sport/health, and others-others) that are based on a strong and solid faith. The history of Islamic culture is the progression of Muslim humans' life journeys in sharia business (worship and muamalah) and morals, as well as the development of their life system based on true faith and monotheism.

Private Madrasah Tsanawiyah in Gunung Sitoli City, under the auspices of the Republic of Indonesia's Ministry of Religion, that develops the implementation of an education system that includes two main components in a unified system, namely the development of a general sciences program that refers to the applicable curriculum at the Ministry of National Education and

religious sciences that refer to the curriculum developed by the Ministry of Religion. The student admission system at Gunung Sitoli's Private Tsanawiyah Madrasas is carried out through a selection of new student admissions at the start of the new school year. The following criteria are used in the selection of new student admissions: (1) national test scores, and (2) oral exams in the form of the ability to read the Qur'an and practice worship.

Furthermore, it is further explored that at the MTs level, particularly fiqh learning, is directed to bring students to understand the main points of Islamic law and the procedures for its implementation to be applied in life, so that they become Muslims who always obey Islamic law in a kaaffah (perfect) manner.

Fikih learning at madrasah tsanawiyah aims to equip students with the ability to: (1) know and understand the main points of Islamic law in regulating the provisions and procedures for carrying out human relations with God as regulated in fiqh of worship and human relations with others as regulated in muamalah fiqh; and (2) know and understand the provisions and procedures for carrying out human relations with others as regulated in muamalah fiqh. (2) correctly implement and practice the provisions of Islamic law in Allah's worship and social worship. It is hoped that this experience will encourage adherence to Islamic law, discipline, and a high level of social responsibility in both personal and social life.

Related to the low quality of learning described above, it also occurs in the learning of religious sciences at Gunung Sitoli City's private Madrasah Tsanawiyah. Specifically, the fields of study of the Qur'an-Hadith, Aqidah-Akhlak, Fiqh, and Islamic Cultural History. This can be interpreted as an indication that the learning outcomes of religious science groups have not been encouraging, as the average value of fiqh subjects, particularly in class VII, remains relatively low in comparison to other subjects. The average comparison of these subjects can be seen in Table 1.1 below:

**Table 1.1** Average Learning Outcomes of Religious Studies for Class VII Private MTs in  
Gunungsitoli City

Subjects	Average value			
	2018/2019 Academic Year		Academic Year 2019/2020	
	Semester I	Semester II	Semester I	Semester II
<b>Al-Qur'an Hadist</b>	68	70	70	71
<b>Aqidah Akhlak</b>	69	71	70	72
<b>Fikih</b>	70	71	71	72
<b>Sejarah Kebudayaan Islam</b>	69	70	70	70

According to table 1.1, the acquisition of fiqh learning outcomes is still unsatisfactory, as evidenced by the low average fiqh class VII, which is still below the minimum completeness

criteria (KKM) of 80. Student difficulties are to blame for the poor quality of learning outcomes. To learn Fiqh in addition to Fiqh learning activities, it is still run conventionally at Private Madrasah Tsanawiyah in Gunung Sitoli City, which is dominated by lecture activities in learning and is teacher-centered.

This is supported by the findings of preliminary observations of Fiqh learning activities conducted in class VII in October 2021, which revealed that the tendency of teachers to teach Fiqh in providing an understanding of the concept was always done through one delivery technique, resulting in students being less enthusiastic and less enthusiastic during lessons. Furthermore, it was discovered that several learning resources and learning media required in Fiqh learning following the curriculum demands were unavailable.

So far, fiqh learning has been too influenced by the ready-to-use instant view. This viewpoint encourages teachers to be inclined to tell the concept, even though the fiqh material at the madrasah tsanawiyah level includes implementing taharah provisions, performing fardhu and prostration prayers procedures, and performing azan, iqamah, and congregational prayers procedures, all of which require delivery that is not dominated solely by the delivery of the concept.

## **METHOD**

A quasi-experimental methodology was used in this study. Because the treatment class for both the simulated learning and expository learning classes was pre-formed, and the controlled student characteristics were the educational background of learning, this method was chosen. This research makes use of both a population and a sample. All seventh-grade students from Gunung Sitoli City's Private Madrasah Tsanawiyah, which consisted of four madrasahs, were included in the study. The characteristics of the students of the Gunung Sitoli City Private Madrasah, which is spread across four madrasahs, are not grouped by rank and superior class grouping, but rather by random distribution when the students are placed in their respective class groups. The sample was drawn using a cluster random sampling technique. Because the population was sampled based on the number of classes (two classes) rather than the number of students, this technique was chosen. The sample was split into two groups: simulation learning and expository learning.

## **DISCUSSION**

According to Sanjaya, a learning strategy is a learning activity that must be carried out by teachers and students for learning objectives to be met effectively and efficiently (Sanjaya, 2014: 187). According to Seels and Richey, a learning strategy is a specification for selecting and sequencing learning events or learning activities in a lesson. Presenting material, providing examples, training, and providing feedback are all examples of learning activities. To achieve optimal learning objectives, all activities must be regulated by taking into account student characteristics, media, and the learning environment (Seels, 1994: 34).

According to Uno, Dick and Carey defined learning strategies as "all components of learning materials and procedures or stages of learning activities used by teachers to help students achieve certain learning goals." In this case, the learning strategy includes not only the procedures or stages of learning activities but also the organization of materials or learning program packages that will be delivered to students (Uno, 2008: 1).

### **Simulation Learning Strategy**

The term simulation is derived from the word simulate, which means to pretend or act as if. Learning simulation is a method of explaining something (lesson material) through pretend actions or through a process of imitation behavior or role-playing about a behavior that is carried out as if in actual circumstances (Sudjana, 2002: 89).

Simulations allow students to learn for the first time from simulated experiences rather than those described by the teacher. Regardless of how involved students are, they may not be ready to learn to understand what they are learning or experiencing. As a result, the teacher is crucial in raising students' awareness of the concepts and principles that underpin the simulation and its reactions. Furthermore, the teacher serves as a functioning regulator. The teacher's activities become more important when dealing with more complex issues and games in learning.

The simulation learning strategy differs from other learning strategies in that it is linked to the development of the previous simulation, either the results of expert research and development or the efforts of teachers or groups of teachers. The simulation itself presents problems to students, and these problems are perceived by students as something that will be brought up during the simulation's implementation.

### **Expository Learning Strategy**

Sagala explains expository learning strategies by stating that the teacher/teacher controls and determines class behavior and knowledge dissemination. Students are viewed as objects that receive whatever the teacher provides (Sagala, 2012: 78). According to Brady, as cited by Rusmono, expository learning strategies are teacher-centered strategies that emphasize

approach through lectures (narrations), explanations, and the use of exercises, as well as improvements in coordinating student learning (Rusmono, 2012: 67).

Expository learning strategy, according to Sanjaya, is a learning strategy that emphasizes the process of delivering material verbally from a teacher to a group of students for students to master the subject matter optimally (Sanjaya, 2014: 179).

Gulo explained that the teacher used the expository learning strategy by thoroughly processing the message/material before delivering it to the class, so students only received the time (Gulo, 2008: 11).

### **Educational Background**

The educational background of students is an important factor that teachers must consider when creating lesson plans. Examining the initial behavior of students from Madrasah Ibtidaiyah (MI) and elementary schools is not enough from a philosophical standpoint (SD). The distinction between MI and SD is not only in the definition, organizational structure, and educational goals, but also in other aspects of curriculum planning such as educational orientation, curriculum focus, sensitivity to community development, and others.

According to Winkel, schema theory states that the overall knowledge possessed by students at one time determines what is learned when confronted with a new subject. Knowledge acquired in the past, whether through formal or informal education, is not a collection of unstructured knowledge, but rather an organized and structured provision in large, meaningful units. New knowledge and understanding must be integrated into students' existing cognitive framework (Winkel, 2009: 96).

### **Differences in Fikih Learning Outcomes Among Students Taught Using Simulation and Expository Learning Strategies**

Optimal learning outcomes can be achieved through a variety of efforts, one of which is a more meaningful learning strategy in which students can construct the knowledge and skills that they require, not because they are told by the teacher, but because they can construct their knowledge in their minds.

Based on the characteristics of the two learning strategies described above, the simulation learning strategy outperforms the expository learning strategy in terms of learning outcomes. Fiqh's learning outcomes take the form of students' intellectual abilities, attitudes, and behavior about applying religious values in their lives as Muslims.

Fikih education should be able to provide opportunities for students to respond critically and analytically to learning materials so that the values contained in fiqh subjects are truly understood and believed by students and can be applied in daily life. Thus, the right simulation

learning strategy is used to achieve optimal Islamic Fikih learning outcomes because it can create a pleasant learning environment and can increase students' attention and confidence.

### **Differences in Fikih Learning Outcomes Between Madrasah Ibtidaiyah and Elementary School Students**

To assess student learning outcomes based on background, it is not sufficient to simply look at the MI or SD label. The distinction between madrasah ibtidaiyah and elementary schools is not only in the definition, organizational structure, and educational goals, but also in other curriculum-related aspects such as educational orientation, curriculum focus, community development sensitivity, and others.

Aspects of the madrasah ibtidaiyah curriculum, which includes Qur'an Hadith subjects given two hours per week, Aqidah Akhlak two hours per week, Fiqh two hours per week, Arabic language lessons two hours per week, and Islamic Cultural History two hours per week. While in elementary schools, Islamic Religious Education subjects are only taught for up to three hours per week.

The substance that distinguishes between madrasah ibtidaiyah and elementary schools is reflected in the dimensions of the curriculum so that when philosophically comparing the learning outcomes of fiqh between students with educational backgrounds in madrasah ibtidaiyah and elementary schools, the number of hours of lessons and lessons from subjects that support the formation mindset that leads to the ability to participate in learning activities must be seen.

### **Interaction Between Learning Strategies and Educational Background on Fiqh Learning Outcomes**

The learning strategy differs in the teaching content stage, specifically the learning strategy with the pre-instructional or preliminary stage, which contains the same components. The learning outcomes of Fiqh students while participating in learning activities are largely influenced by their efforts, which are influenced in part by educational background factors. The learning strategy includes the determination of the sequence and the selection of teaching components while taking into account the conditions of learning, such as student characteristics and fields of study, so the chosen learning strategy must take these factors into account.

Learning through simulation strategies can encourage students to seek and reconstruct themselves or knowledge from sources other than the teacher. The simulation strategy also requires students to interact with their surroundings to gather as much information as possible. The teacher's expository strategy of patterned learning activities generally includes lectures, questions and answers, and exercises.

Students with a Madrasah Ibtidaiyah educational background are more active and like to find rules, norms, laws related to Fikih material, can analyze the problem well, and can make conclusions to find answers to problems based on facts, concepts, and theories because, in general, students who come from a primary school of Islamic education are more active and like to find rules, norms, laws related to Fikih material, can analyze the problem well, and can make conclusions

### **Fikih Learning Outcomes Taught With Simulation Learning Strategies**

The data on Fiqh learning outcomes for students of private Madrasah Tsanawiyah in Gunungsitoli who were taught using a simulation learning strategy are as follows: mean = 28.12; mode = 28.34; median = 28.10; variance = 16.11; standard deviation = 4.01; maximum score = 36; and minimum score = 20.

The learning outcomes of students at Private Madrasah Tsanawiyah in Gunungsitoli City are as follows: with a mean of 28.12 in the class interval 28-30, this means that 29.41 percent of respondents are in the class average score, 44.12 percent are below the class average score, and 26.47 percent are above the class average score.

### **Data for Fiqh Learning Outcomes Taught Using Expository Learning Strategies**

Data on Fiqh learning outcomes for Madrasah Tsanawiyah students in Gunungsitoli City who were taught using expository learning strategies are as follows: mean = 27.00, mode = 26.50, median = 26.95, variance = 15.77, standard deviation = 3.97, maximum score = 34, and minimum score = 19. The learning outcomes of Gunungsitoli Private Madrasah students are in the class interval 25-27 with a mean of 27, which means that 28.95 percent of respondents are in the class average score, 26.32 percent are below the class average score, and 44.73 percent are above the class average score.

### **Data Description of Student Fiqh Learning Outcomes from an Islamic Elementary School**

The Fikih learning outcomes for students of private Madrasah Tsanawiyah in Gunungsitoli City with a MI educational background who are taught using simulation learning strategies and expository learning strategies are as follows: mean = 29.61; mode = 30; median = 29.76; variance = 8.84; standard deviation = 2.97; maximum score = 36; and minimum score = 23.

The learning outcomes of Private Madrasah Tsanawiyah students in Gunungsitoli City are that with a mean of 29.61 being in the class interval 29 – 31, this means that 41.94 percent of respondents are in the class average score, 32.26 percent below the class average score, and 25.80 percent above the average score.

### **Fiqh Learning Outcomes Data with an Elementary School Education Background**

Data on Fiqh learning outcomes for students from Gunungsitoli City's private Madrasah Tsanawiyah who were taught using simulation and expository learning strategies, namely mean = 25.93; mode = 25.4; median = 25.67; variance = 13.26; standard deviation = 3.64; maximum score = 34; and minimum score = 19.

The learning outcomes of private Madrasah Tsanawiyah in Gunungsitoli City are as follows: with a mean of 25.93 in the class interval 25-27, this means that 34.15 percent of respondents are in the class average score, 36.59 percent are below the class average score, and 29.26 percent are above the class average score.

### **Fiqh Learning Outcomes Description Data Taught Using Simulation Learning Strategies and an Educational Background from an Islamic Elementary School**

The data on Fiqh learning outcomes for students at Private Madrasah Tsanawiyah in Gunungsitoli City who were taught using simulation learning strategies and have a MI educational background are as follows: mean = 31.21; mode = 30,10; median = 31.50; variance = 4.83; standard deviation = 2.19; maximum score = 36; and minimum score = 28. With a mean of 31.21 in the class interval 31-32, this means that 28.57 percent of respondents are in the class average score, 42.85 percent are below the class average score, and 28.58 percent are above the class average score.

### **Fiqh Learning Outcomes Description Data Taught Using Simulation Learning Strategies and a Background in Elementary School**

The data on Fiqh learning outcomes for students of Private Madrasah Tsanawiyah in Gunungsitoli City who were taught using a simulation learning strategy and have a background in elementary education are as follows: mean = 25; mode = 25.5; median = 25.5; variance = 6.95; standard deviation = 2.63; maximum score = 31; and minimum score = 20. With a mean of 25 in the class interval 24-25, this means that 25.00 percent of respondents are in the class average score, 25.00 percent are below the class average score, and 50.00 percent are above the class average score.

### **Expository Learning Strategies and Islamic Education Background Ibtidaiyah Description of the Fikih Learning Outcome Data Taught**

The data on Fiqh learning outcomes for students from Gunungsitoli City's private Madrasah Tsanawiyah who were taught using expository learning strategies and the educational background of MI are as follows: mean = 28; mode = 28.5; median = 28.25; variance = 8.47; standard deviation = 2.91; maximum score = 34; and minimum score = 23. With a mean of 28 in



the class interval 27-28, this means that 23.53 percent of respondents are in the class average score, 29.41 percent are below the class average score, and 47.06 percent are above the class average score.

**Fiqh Learning Outcomes Description Expository Learning Strategies and an Elementary School Education Background were used to teach data.**

The data on Fiqh learning outcomes for students of Private Madrasah Tsanawiyah in Gunungsitoli City who were taught using expository learning strategies and have a background in elementary education are as follows: mean = 26.14; mode = 25.25; median = 25.76; variance = 18.42; standard deviation = 4.29; maximum score = 34; and minimum score = 19. With a mean of 26.14 in the class interval 25-27, this means that 28.57 percent of respondents are in the class average score, 38.10 percent are below the class average score, and 33.33 percent are above the class average score.

**Normality Test**

The goal of testing the normality of data on Fiqh learning outcomes for Gunungsitoli City private Madrasah Tsanawiyah students is to determine whether or not the data results are normally distributed. The normality of this data must be tested because, in quantitative research, data is typically a requirement that must be met to carry out further testing, namely hypothesis testing. To determine normalcy, the Liliefors test is used.

The normality test of the data on Fiqh learning outcomes for Gunungsitoli private Madrasah Tsanawiyah students taught using a simulation learning strategy resulted in a calculated Liliefors value of 0.0735, whereas the Liliefors table value with  $N = 34$  and  $\alpha = 0.05$  resulted in a Liliefors value of 0.1519. Because the calculated Liliefors value is less than the table Liliefors value, i.e. 0.0735 < 0.1519, we can conclude that the data on Fiqh learning outcomes for students at Private Madrasah Tsanawiyah in Gunungsitoli City who were taught using a simulation learning strategy were normally distributed.

The normality test of the data on Fiqh learning outcomes for Gunungsitoli private Madrasah Tsanawiyah students who were taught using expository learning strategies produced a calculated Liliefors value of 0.0862, whereas the Liliefors table value with  $N = 38$  at  $\alpha = 0.05$  produced a Liliefors value of 0.1437. Because the calculated Liliefors value is less than the table Liliefors value, i.e. 0.0862 < 0.1437, the data on Fiqh learning outcomes for Gunungsitoli City private Madrasah Tsanawiyah students are normally distributed.

The Liliefors calculated value was 0.0678 to test the normality of the data on Fiqh learning outcomes for Gunungsitoli Private Madrasah Tsanawiyah students with a MI education background who were taught using simulation learning strategies and expository learning

strategies, while the Liliefors table value with  $N = 31$  at  $\alpha = 0.05$  was 0.1591. As a result, the calculated Liliefors value is less than the table Liliefors value of 0.0678 0.1591, indicating that data on Fiqh learning outcomes for students at Private Madrasah Tsanawiyah in Gunungsitoli City are normally distributed.

The Liliefors calculated value for the data on Fiqh learning outcomes for Gunungsitoli private Madrasah Tsanawiyah students with an elementary education who were taught using simulation learning strategies and expository learning strategies was 0.1353 while the Liliefors value table with  $N = 41$  at  $\alpha = 0, 05$  which is 0.1383. Because the calculated Liliefors value is less than the table Liliefors value, 0.1353 0.1383, we can conclude that the data on Fiqh learning outcomes for Private Madrasah Tsanawiyah students in Gunungsitoli City are normally distributed.

The normality test of the data on Fiqh learning outcomes for Gunungsitoli private Madrasah Tsanawiyah students taught using a simulation learning strategy and a MI educational background produced a Liliefors count score of 0.1374 and a Liliefors table value of 0.227 with  $N = 14$ . Because the calculated Liliefors value is less than the table Liliefors value, namely 0.1374 0.227, we can conclude that the data on Fiqh learning outcomes for students at Private Madrasah Tsanawiyah in Gunungsitoli City who were taught using simulation learning strategies and have a MI educational background are normally distributed.

The normality test of data on Fiqh learning outcomes for students of Private Madrasah Tsanawiyah in Gunungsitoli City who were taught using a simulation learning strategy and had an elementary education background resulted in a Liliefors count score of 0.1264, while the Liliefors value table with  $N = 20$  resulted in a Liliefors value score of 0.190. Because the calculated Liliefors value is less than the table Liliefors value, namely 0.1264 0.190, it is possible to conclude that the data on Fiqh learning outcomes for students at Private Madrasah Tsanawiyah in Gunungsitoli City who were taught using simulation learning strategies and have a background in elementary education are normally distributed.

The Liliefors count score for Gunungsitoli Private Madrasah Tsanawiyah Madrasah students in Gunungsitoli City who were taught using expository learning strategies and have a MI educational background is 0.0927, while the Liliefors table value with  $N = 17$  at  $\alpha = 0.05$  is 0.206. Because the calculated Liliefors value is less than the table Liliefors value, i.e. 0.0927 0.206, we can conclude that the data on Fiqh learning outcomes for students at Private Madrasah Tsanawiyah in Gunungsitoli City who were taught using expository learning strategies and have a MI educational background are normally distributed.

The Liliefors calculated value was 0.1740 to test the normality of the data on Fiqh learning outcomes for students at Gunungsitoli private Madrasah Tsanawiyah who were taught using expository learning strategies and had primary school education backgrounds, while the Liliefors

table value with  $N = 21$  at  $\alpha = 0.05$  was 0.186. Because the calculated Liliefors value is less than the table Liliefors value, namely 0.1740 0.186, it is possible to conclude that the data on Fiqh learning outcomes for students at Private Madrasah Tsanawiyah in Gunungsitoli City who are taught using simulation learning strategies are normally distributed for students with an elementary education background.

### **Homogeneity Test**

The variance in data on Fiqh learning outcomes for private Madrasah Tsanawiyah students in Gunungsitoli City was homogeneously tested to determine whether or not the sample variance came from a homogeneous population. The homogeneity test was carried out by comparing the variance in data on Fiqh learning outcomes for private Madrasah Tsanawiyah students in Gunungsitoli City between simulation and expository learning strategies, as well as educational background.

The homogeneity test of data on Fiqh learning outcomes for groups of private Madrasah Tsanawiyah students in Gunungsitoli City who were taught using simulation and expository learning strategies yielded a Fount of 1.02 and a  $F_{table}$  of 1.73 at  $\alpha = 0.05$  with DK in the numerator of 33 and DK in the denominator of 37. As a result, the F-value is less than the value of one, which is the F-value. 02 1.73, it is possible to conclude that the learning outcomes of the two groups of students at Private Madrasah Tsanawiyah in Gunungsitoli City have relatively equal variance (homogeneous).

According to the results of the homogeneity test of the data on Fiqh learning outcomes for a sample group of private Madrasah Tsanawiyah students in Gunungsitoli City with a MI educational background and an elementary education background, the Fount value is 1.5 and the F-table value is 1.74 at  $\alpha = 0.05$  with DK in the numerator of 30 and DK in the denominator of 40, the datum is (homogeneous).

To test the results of the homogeneity of the interaction between learning strategies and educational background, the Bartlett formula was used. The value of the 2 counts is 6.33 according to the Bartlett formula, while the price of the 2 tables ( $\alpha = 0.05, 3$ ) is 7.81. Based on these findings, it is possible to conclude that Fiqh students' learning outcomes at Private Madrasah Tsanawiyah in Gunungsitoli City are the result of homogeneous variations.

### **The Effect of Implementing Simulation Learning Strategies on Fikih Learning Outcomes**

According to the previous explanation, the overall average learning outcomes of Fiqh students at Gunungsitoli Private Madrasah in Gunungsitoli who were taught using a simulated learning strategy ( $= 28.12$ ) were higher than the average learning outcomes of students at Gunungsitoli Private Madrasah who were taught using an expository learning strategy ( $= 27.00$ ).

This fact demonstrates that the simulation learning strategy is effective in improving the learning outcomes of Fiqh students at the Private Madrasah Tsanawiyah in the city of Gunungsitoli as a whole, both for the group of students in the private Madrasah Tsanawiyah in the city of Gunungsitoli with a MI education background and for the group of students in the private Madrasah Tsanawiyah in the city

The preceding is understandable because the goal of implementing the simulation learning strategy is to foster students of Private Madrasah Tsanawiyah throughout the City of Gunungsitoli to develop students' cognitive, affective, and psychomotor aspects in a comprehensive (whole) manner and interact with their environment. Simulation learning strategies emphasize learning in which students discover for themselves what they are learning rather than simply hearing it from the teacher.

The simulation learning strategy also emphasizes students' active and creative roles, recognizing that learning will be more meaningful if cognitive, affective, and psychomotor functions can all work together. Students learn directly by watching and observing the strategy's behavior when using a simulated learning strategy. The learning support materials are plentiful and can be found all around the students. As a result, the teacher can design learning activities that can be completed both inside and outside of the classroom.

This is consistent with Wena's assertion (Wena, 2009: 89). that teachers engage in three activities when carrying out simulation learning, namely: (1) identifying students' opinions about the teaching material to be studied, (2) students exploring concepts from experiences and situations in everyday life and then testing their opinions, and (3) the classroom environment must be comfortable and conducive so that students can express their opinions without fear of ridicule and criticism from their peers.

### **The Effect of Educational Background on Students' Fikih Learning Outcomes**

The findings of this study also show that the average Fiqh learning outcomes for students at the Private Madrasah Tsanawiyah in Gunungsitoli City with a MI educational background (= 29.61), both those taught using simulation learning strategies and those taught using expository learning strategies, were higher than the average Fiqh learning outcomes for students at the Private Madrasah Tsanawiyah in Gunungsitoli City with an elementary education background (=25, 93). This demonstrates that the educational background, regardless of the learning strategies used, influences the Fiqh learning outcomes of Gunungsitoli Private MTs students.

Based on the findings above, the teacher's role in learning activities is to pay attention to the students' private Tsanawiyah Madrasahs in Gunungsitoli, so that the learning strategies used are consistent with the characteristics of the students of Private Madrasah Tsanawiyah throughout Gunungsitoli. When developing lesson plans, teachers must take into account their

students' educational backgrounds. From a philosophical standpoint, examining the initial behavior of students from Madrasah Ibtidaiyah (MI) and elementary schools is insufficient (SD). MI and SD differ not only in definition, organizational structure, and educational goals, but also in other aspects of curriculum planning such as educational orientation, curriculum focus, community development sensitivity, and others.

Furthermore, in the simulation learning strategy, the average Fiqh learning outcomes for students of Private Madrasah Tsanawiyah in Gunungsitoli City with a MI education background (= 31.21) is higher than the learning outcomes for students of Private Madrasah Tsanawiyah in Gunungsitoli City with an Elementary education background (= 25). Meanwhile, in the expository learning strategy, the average Fiqh learning outcomes of students with a MI educational background (= 28) at Gunungsitoli City's Private Madrasah Tsanawiyah were higher than those of students with an elementary education background (= 26.14).

This demonstrates the importance of educational background in differentiating students' Fiqh learning outcomes, with students with a MI educational background outperforming those with elementary education backgrounds in both simulation and expository learning strategies.

## CONCLUSION

According to the findings of the author's research and discussion, implementing a simulation learning strategy affects Fiqh learning outcomes. This is evidenced by the difference in average learning outcomes of students taught using simulation learning strategies (= 28.12), which is higher overall than the average learning outcomes of Gunungsitoli City private Madrasah Tsanawiyah students taught using expository learning strategies (= 27.00). The simulation learning strategy is more effectively applied in Fiqh learning to improve student learning outcomes without taking into account differences in learning educational background, as evidenced by the price  $F_{count} 113.96 > F_{table} 3.984$ .

Fiqh learning outcomes are influenced by one's educational background. The average learning outcomes of Gunungsitoli City private Madrasah Tsanawiyah students with a MI educational background (= 29.61) who were taught using simulation learning strategies and expository learning strategies were higher than the average student learning outcomes with an Elementary school education background (=25.93). This is also demonstrated by the fact that  $F_{table} 3.984 > F_{ount} 7.66$ .

Calculations based on statistical analysis show that there is an interaction between learning strategies and educational backgrounds, with students from a MI educational background benefiting more from a simulated learning strategy than from an expository learning strategy, and students from an elementary education background benefiting more from an

expository learning strategy than from a simulated learning strategy. This is demonstrated by the price  $F_{count} 35.48 > F_{table} 3.984$ .

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