

CONTRIBUTION OF LEARNING METHODS AND ACTIVITIES TO THE LEARNING OUTCOMES OF FIKIH STUDENT AT MADRASAH TSANAWIYAH

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Abstract: The purpose of this study is to determine the impact of learning methods and learning activities on the learning outcomes of fiqh students at a private madrasah tsanawiyah in Gunung Sitoli city. This Research quantitative research method with a correlation research approach was used in this study. This study employs both a population and a sample. This study included four madrasahs as participants. Only 72 students from the four madrasahs are included in the population. The sample is comprised of 72 students drawn from the entire population. The study's findings indicate that there is a positive and significant relationship between the application of learning methods and student learning outcomes of Fiqh, which means that the higher and more positive the application of learning methods, the higher and more positive the student learning outcomes, with an effective contribution of 9.90 percent. This means that a variation of 9.90% in the variable application of learning methods can be predicted in terms of improving students' Fiqh learning outcomes.

Keywords: Fiqh, Learning Activities, Learning Methods.

INTRODUCTION

Fikih learning, as one of the subjects taught in elementary schools, has a fairly broad scope and differs from other subjects in that the teaching materials in Fiqh subjects are related to religious teachings that are not only required to master cognitively but are also practiced in daily life.

Efforts to improve all aspects of education have been made continuously; however, obstacles and shortcomings or failures have been discovered. The results of the national final examination at the madrasah level, which did not achieve the expected results, are particularly concerning.

Numerous factors contribute to students' poor learning outcomes, including, as revealed by Hamalik, five main variables that play a role: (1) learning objectives, (2) learning materials, (3) teaching methods and techniques, (4) teachers, and (5) logistics. All of these variables are interdependent and cannot produce learning on their own (Hamalik, 1993).

Efforts have been made to improve the quality of learning and the quality of learning, including curriculum improvements, the rehabilitation and construction of madrasa buildings, the provision of laboratories and practicum equipment, and the procurement and improvement of teaching staff professionalism. Furthermore, as one of the important components in determining quality, various training and education for teachers have been carried out.

The findings of the author's observations of the independent learning of private MTs students in Gunung Sito indicate that learning outcomes have not yet been maximized, particularly in the field of Jurisprudence. This is most likely due to the low learning outcomes caused by a learning process dominated by traditional lectures and discussion methods. Furthermore, the teacher uses very few teaching aids to help students understand the material being taught during the learning process. Students learn through lecture and question-and-answer sessions. Students only listen to and pay attention to the teacher's activities when using the lecture method, and then take notes without understanding what he has recorded.

Only a few students complete the exercises and assignments given to them by the teacher. This was confirmed during the researcher's interview with the madrasa's head, who stated that the teacher mostly assigned tasks and exercises from the package book. This causes students to lose interest in carrying out learning activities such as asking questions, answering teacher-posed questions, completing assignments that are generally contained in the Student Worksheet (LKS), actively discussing, summarizing lesson material, and reporting/accounting for the results of the tasks they have completed.

This means that his learning activities related to the subjects he is interested in will increase as well. For example, students will learn even if there is no teacher present, they will repeat or study material that has or has not been studied even though no one has instructed them to do so, they will make summaries, underline materials that are deemed important, prepare learning tools that will be used the following day, and so on.

Assignments are typically in the form of homework, and their purpose is to provide students with opportunities to gain a broad understanding of topics and concepts that have been and will be taught in class. Students will learn more about their weaknesses in learning and understanding the material that has been taught as a result of this. Furthermore, with the provision of structured assignments, students will not be bored while learning because the subject matter is delivered sequentially or programmatically and is fun, allowing students to easily complete tasks that can lead to learning experiences that can later improve their learning outcomes.

Many teachers have given assignments in the learning process in the past, but the results have not been optimal. Several facts support this claim, such as the fact that students continue to refuse or feel lazy to complete the assignments assigned by the teacher, even though many students collect but frequently imitate assignments created by other friends.

As a result, the activities and student learning outcomes that are expected to be optimal during the learning process have not improved. Students are not serious about learning, as evidenced by the fact that when given assignments, they do not complete them immediately,

preferring to engage in other activities such as telling stories with other friends, laughing, and so on. They are more interested in the outcomes of their friends' work and are willing to imitate the task.

METHOD

This is a quantitative study using a correlational research method, to describe three things:

1. Determine the contribution of the variable application of learning methods (X1) to the variable Fiqh learning outcomes (Y) of Madrasah Tsanawiyah Private Gunungsitoli City students.
2. Determine the relationship between the learning activity variable (X2) and the Fiqh learning outcome variable (Y) for students at Madrasah Tsanawiyah Private in Gunungsitoli City.
3. To investigate the relationship between the variables of learning method application (X1) and learning activity variables (X2) and the variables of Fiqh learning outcomes (Y) among students of the Private Madrasah Tsanawiyah in Gunung Sitoli City.

Furthermore, the population and sample are used in this study. The population is defined as the entire object that will/wishes to be studied (Salim, 2018: 113). As a result, four madrasahs were included in this study: (1) MTsN Nahdatul Ulama Gunungsitoli, (2) MTs Ummi Kalsum, (3) MTsS Ash-Habul Kahfi, and (4) MTs Islamic Center Oloro. The students included as a population were only class VIII students, a total of 72 students. In this study, the sample is determined by determining the number and size of the sample using Arikunto's opinion that the sample is part or representative of the population being studied. The researcher refers to Arikunto when determining the size of the sample, who explains that if the subject is less than 100, it is better to take all of them so that the research is a population study. Furthermore, if the number of subjects exceeds 100, it can be taken between 10-15% or 20-25% or more, depending on the researcher's ability in terms of time, energy, and funds (Arikunto, 2002). 72 students, to be exact.

DISCUSSIONS

Based on a trend test of variable data on the application of learning methods conducted by private Madrasah Tsanawiyah teachers in Gunungsitoli City, the high category had a score range of 78, the medium category had a score range of 60 to 77, and the low category had a score range of 80, 56 percent.

As a result, there is a trend among Gunungsitoli City Private Madrasah Tsanawiyah teachers to use the less category learning method. This is a fact that the Head of the Gunungsitoli City Private Madrasah must consider and follow up on to guide the Gunungsitoli City Private Madrasah's teachers sustainably so that the application of the teacher's learning methods can be improved in the future.

Furthermore, if we consider the indicators forming the application of learning methods in the following aspects: planning the application of learning methods, implementing the application of learning methods, and conducting evaluations, the aspect of implementing the application of learning methods remains weak. This fact demonstrates that, according to the respondents, in this case, the teachers of the Private Madrasah Tsanawiyah in Gunungsitoli City, the application of learning methods is weak, dominated by weaknesses and shortcomings in implementing the application of learning methods to teachers at the Private Madrasah Tsanawiyah in Gunungsitoli City.

This sends a signal to the Head of the Gunungsitoli City Private Madrasah to guide teachers, particularly on the roles and functions that teachers must carry out optimally through the implementation of learning methods. The coaching pattern established by the Head of the Gunungsitoli City Private Madrasah Tsanawiyah through coordination meetings and class visits is being expanded.

It is hoped that through coordination meetings and class visits, teachers will be able to carry out their roles and functions in carrying out teacher duties as well as possible. The application of the learning method is intended to observe and assess teacher deficiencies or weaknesses to assist and develop the teacher's abilities in the next teaching and learning process. Thus, teachers require the role of the principal in carrying out supervision to improve the quality of teachers in carrying out learning activities.

The high, medium, poor, and low categories are as follows, based on the trend test of variable data on student learning activities at the Private Madrasah Tsanawiyah in Gunungsitoli City: the high category with a score range of 75 is 16.67 percent, the medium category with a score range of 58 to 74 is 58, 33 percent, and the less category with a score range of 40 to 57 is 25.00 percent. According to the data trend, the tendency in the learning activities of students at the Private Madrasah Tsanawiyah in Gunungsitoli City is moderate.

Furthermore, when we look at the indicators that make up learning activities, such as motivation for learning activities, learning activities, benefits obtained, and follow-up, we see that the follow-up aspect is still lacking. Even though the overall trend in the learning activity category is high, there is a fairly high percentage in the medium category, namely 58.33 percent. This fact demonstrates that there are still flaws in the respondents' learning activities, which are primarily dominated by flaws and deficiencies in the follow-up aspect.

This serves as a signal to teachers to conduct intensive and sustainable development of student learning activities for Gunungsitoli City's private Madrasah Tsanawiyah by scheduling learning activities continuously. This is significant because good learning activities can help improve student learning outcomes at Private Madrasah Tsanawiyah Gunungsitoli City.

Based on the trend test of variable data on Fiqh learning outcomes for private Madrasah Tsanawiyah students in Gunungsitoli City, the high, medium, poor, and low categories are as follows: the high category has a score range of 88, the medium category has a score range of 68 to 87, and the low category does not exist. Based on the data, it appears that the majority of students at the Private Madrasah Tsanawiyah in Gunungsitoli City have Fiqh learning outcomes that are in the moderate range.

The three hypothesis tests in this study were accepted either individually or jointly based on the data collected and the results of statistical analysis, namely: First, there is a positive and significant contribution between the application of learning methods and the learning outcomes of Fiqh students at the Private Madrasah Tsanawiyah in Gunungsitoli City. Second, learning activities have a positive and significant impact on students' Fiqh learning outcomes. Gunungsitoli's private Tsanawiyah Madrasah. Third, the application of learning methods and learning activities together has a positive and significant impact on the learning outcomes of Fiqh students at Private Madrasah Tsanawiyah in Gunungsitoli City.

With a correlation number of 0.354, the findings of this study show that there is a positive and significant contribution between the application of learning methods and the learning outcomes of Fiqh students at the Private Madrasah Tsanawiyah in Gunungsitoli City. With a figure of 9.90 percent, the use of learning methods also contributes effectively to the learning outcomes of Fiqh students at the Private Madrasah Tsanawiyah in Gunungsitoli City.

This data provides an opportunity for teachers to implement better learning methods to improve Fiqh learning outcomes for students at the Private Madrasah Tsanawiyah in Gunungsitoli City. The proper application of learning methods by the teacher will result in learning activities for students at the Gunungsitoli City Private Madrasah that are expected to achieve the best Fiqh learning outcomes.

The use of learning methods as a systematic and ongoing effort to encourage and direct learning is more effective in assisting in the achievement of educational goals with students under their supervision in achieving maximum Fiqh learning outcomes for students at the Gunungsitoli City Private Madrasah.

The right learning method used in the classroom by the teachers of Gunungsitolidi Private Madrasah in the city of Gunungsitolidi is expected that students are truly involved in learning activities and provide more opportunities for students to gain awareness and develop their self-concept better as well as develop individual abilities. Students should be encouraged to work on group or individual projects to solve problems. In this case, the teacher serves as a resource person, ensuring and directing students to achieve the learning objectives set.

Fikih learning, as one of the subjects taught to students, has a fairly broad scope and differs from other subjects in that the teaching materials in fiqh subjects are related to religious teachings, which are not only required for cognitive mastery but are also practiced in daily life.

Learning is said to be successful when a variety of factors, including factors related to the application of learning methods by teachers, are considered. Optimal Fiqh learning outcomes can be achieved through various efforts made by teachers, one of which is the application of more meaningful learning methods through which students can find the knowledge and skills they require, not because the teacher just told them, but because students can construct their knowledge in their minds. The use of learning methods in the learning process necessitates the full participation of students and teachers, both mentally and emotionally. It will be possible to achieve learning goals and acquire effective learning outcomes with mental and emotional involvement in the learning process.

Teachers are expected to have knowledge and understanding of learning methods when implementing learning because knowledge and understanding of learning methods are important in providing an optimal student experience and achieving learning goals. So, to determine an effective learning method in teaching material, the possibilities that can generate students' mental involvement in learning are estimated.

The right learning method used in the classroom is expected to ensure that students are truly engaged in learning activities and to provide more opportunities for students to gain awareness, develop their self-concept, and develop individual abilities. Students should be encouraged to work on group or individual projects to solve problems. In this case, the teacher serves as a resource person, ensuring and directing students to achieve the learning objectives set.

Fikih learning, as one of the subjects taught in elementary madrasahs, has a fairly broad scope and differs from other subjects in that the teaching material in Fiqh subjects is related to

religious teachings, which are required to master not only cognitively but also religiously. is used in everyday situations

As a result, achieving this requires different teacher skills when teaching students in fiqh subjects. Teachers must employ effective and efficient learning methods for learning to produce the desired results. Furthermore, if students are motivated to learn, their learning objectives will be easily met.

In addition to the use of learning methods, the learning activities of private Madrasah Tsanawiyah students in Gunungsitoli City contributed positively and significantly to Fiqh's learning outcomes, with a correlation magnitude of 0.473. This indicates that the contribution between learning activities and learning outcomes of Fiqh students at the Private Madrasah Tsanawiyah in Gunungsitoli City is in the medium range. The learning activity variable's effective contribution to learning outcomes is 20.00 percent. This data allows teachers to improve programs or activities related to students' learning activities at Gunungsitoli City Private Madrasah Tsanawiyah.

High Fiqh learning outcomes for students at Gunungsitoli Private Madrasah in Gunungsitoli City cannot be achieved through a routine learning process. Students must be positioned as learning subjects rather than learning objects. As learning subjects, it implies that students are actively involved in the learning process and that students are given as much space and time as possible to carry out their learning activities. Students, for example, actively discuss, study independently, summarize lessons, seek information, conduct investigations, and collect evidence.

This will affect the learning outcomes obtained. If, on the other hand, students are positioned as learning objects, it indicates that they are not actively involved in the learning process and instead simply listen to what the teacher says. As a result, this condition will result in poor learning outcomes.

Learning is at the heart of the educational process, with the teacher serving as the primary role holder. In the learning process, there are a series of actions taken by teachers and students in educational situations to achieve specific goals based on reciprocal relationships. This interaction or reciprocal relationship between teachers and students is the primary requirement for the ongoing learning process, in addition to the educative interaction. In this case, the teacher serves as a transmitter as well as a material for delivering learning materials to achieve learning outcomes and attitudes in students who are learning.

High student learning outcomes cannot be achieved through a routine learning process. Students must be positioned as learning subjects rather than learning objects. As learning

subjects, it implies that students are actively involved in the learning process and that students are given as much space and time as possible to carry out their learning activities.

Students, for example, actively discuss, study independently, summarize lessons, seek information, conduct investigations, and collect evidence. This will affect the learning outcomes obtained. If, on the other hand, students are positioned as learning objects, it indicates that they are not actively involved in the learning process and instead simply listen to what the teacher says. As a result, this condition will result in poor learning outcomes.

The teacher's learning method will have an impact on the level of achievement of student learning outcomes. The use of appropriate learning methods that are tailored to the characteristics of the students will also result in good learning outcomes. As a result, it is difficult for a teacher to pique students' interest and attention in studying Fiqh teaching materials.

Teachers must be able to use appropriate learning methods for students with varying characteristics. The inability of teachers to design and implement learning methods that are appropriate for the characteristics of their students will result in students having difficulty digesting the material provided. Furthermore, it will lead to boredom during the learning process. This will have the effect of failing to meet the learning objectives to achieve effective and efficient results.

The students of Gunungsitoli City Private Madrasah Tsanawiyah desire to do a learning activity with all of their efforts, because a person has such great strength and energy. As a result, independence is a psychological aspect that each individual owns. Independence is a strength (power), power (energy), or a complex state (a complex state) in the individual (organism) and readiness (preparatory set) to move (to move, motion, motive) towards certain goals, both consciously and unconsciously.

The teacher's job at Gunungsitoli City Private Madrasah Tsanawiyah must always be to maximize student learning independence during the learning process. Because each student contains strength (power), energy (forces), power (energy), or a complex state (a complex state) and readiness (preparatory set) in the individual (organism) to move (to move, motion, motive) to carry out learning activities.

The learning method's position concerning a student's learning success is inextricably linked and cannot be separated. The greater the variety of learning methods used by the teacher, the greater the effort students will make to achieve learning success. Because independence becomes a driving force (motor) in a person, it activates all existing energies, including learning activities. As a result, it is possible to conclude that independent learning has a positive and significant relationship with student learning outcomes.

Furthermore, the learning process is the most important teacher activity in the learning process so that students understand what is being studied. Furthermore, it is to increase students' interest and independence in wanting to learn voluntarily. This is the most important thing that needs to be built at this early stage. It is critical to creating such conditions before beginning to learn because learning activities are fundamentally related to a student's physical and mental state.

The primary task of the teacher in learning is to increase student activity in learning. On the other hand, it reduces space for teachers in teaching activities because increasing learning activities help students understand what they are learning, such as taking notes, making summaries, underlining, actively asking and answering questions from teachers, conducting investigations, collecting data, and administering tests. Learning outcomes may improve as a result of these learning activities.

Similarly, the application of learning methods that are external (external) and internal (internal) forces that underpin students' learning activities. A high level of learning activity will result in a serious attitude toward learning, which will be characterized by perseverance in completing the tasks assigned by the teacher, discipline with study time, concentration in learning, and so on. If done correctly and consistently, this will have an impact on the learning outcomes of Fiqh students at the Private Madrasah Tsanawiyah in Gunungsitoli City.

When we examine the effective contributions of the two variables, namely the variable application of learning methods and learning activities to the learning outcomes of students at the Private Madrasah Tsanawiyah in Gunungsitolimaka City, we find that learning activities make the larger contribution. This is because the presence of high learning activities to carry out the duties and functions inherent in the teacher determines learning outcomes.

With a correlation magnitude of 0.549, the application of learning methods and learning activities together shows a positive and significant relationship with student learning outcomes at the Gunungsitoli City Private Madrasah, and the effective contribution given by the application of learning methods and learning activities together to learning outcomes is 30.20 percent. This implies that there are additional factors that can support learning outcomes that were not investigated in this study.

CONCLUSION

Based on the data description, hypotheses analysis, and discussion, the study concludes that the application of learning methods at the Madrasah Tsanawiyah Private City of Gunungsitoli begins with the preparation of a learning implementation plan at the beginning of the semester, taking into account competency standards, core competencies, the madrasa's vision, mission, and

objectives, and student needs. It is then reported at the teacher's meeting to get feedback from peers and the madrasa's head. Learning is implemented by following a learning implementation plan and utilizing various learning methods such as role-playing, giving examples, lectures, discussions, and observations. Students can enthusiastically follow the learning process because the learning method used is interesting for them to follow.

Daily tests, homework, mid-semester tests, and end-of-semester tests are used to assess learning toward learning. In terms of behavioral changes, students can experience positive behavioral changes after following the learning process implemented by the Gunungsitoli City Private Madrasah teacher.

There is a positive and significant relationship between the application of learning methods and students' learning outcomes of fiqh, which means that the higher and more positive the application of learning methods, the higher and more positive the student learning outcomes, with an effective contribution of 9.90%. This means that a variation of 9.90% in the variable application of learning methods can be predicted in terms of improving students' Fiqh learning outcomes. Furthermore, the linearity and significance of the regression of the variable application of learning methods to the variable of learning outcomes are evidenced by the existence of the regression line equation = $71.60 + 0.23 X_1$, which means that there is an increase in one score of the application of the learning method to children, which increases every 0.23 scores on learning outcomes so that the results can be accounted for.

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