

Simulation Method: A Breakthrough to Improve Understanding of Fiqh Materials

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ABSTRACT

The purpose of this study was to identify and analyze the application of simulation methods in Fiqh Learning for students at MAN Purwakarta, which included the application of simulation methods in fiqh learning for students, the process of simulation methods carried out by teachers, effective simulation methods used by teachers, using qualitative methods. In analyzing the data, the researcher used qualitative analysis techniques with the process of reducing data, presenting data and drawing conclusions. From the results of this study: That the application of the simulation method in learning fiqh to students at MAN Purwakarta is very effectively applied, because the application of the simulation method improves students' understanding and learning outcomes in fiqh learning. The simulation method is very effectively applied in fiqh learning, this is reflected in the attitude of students who are very enthusiastic about the application of simulation methods and the application of simulation methods in fiqh learning is more helpful for students in understanding the implementation of worship.

INTRODUCTION

Fiqh is a law that regulates human relations with Allah, fellow humans and with other creatures. The aspect of fiqh places more emphasis on procedures for carrying out worship and *muamalah* properly and correctly according to established laws (TABRONI et al., 2022). In this day and age there are many problems that need or can be solved by the study of fiqh. Therefore, students need the basics of Islamic law to solve problems that exist in the surrounding community. The purpose of learning Fiqh is to provide students with a clear, detailed and thorough understanding of Islamic law, both from the *naqli* and *aqli* propositions about an Islamic law correctly (Imam Tabroni et al., 2021).

Studying fiqh, is not just providing learning theory but must be accompanied by practice (Monette et al., 2013). Studying Fiqh must be practiced, we must be able to carry out God's commands and also be able to avoid what He has forbidden. Therefore, Fiqh is not only an understanding, but we must practice it in everyday life while at the same time making Fiqh a way of life (Schunk, 2015).

Studying Fiqh must start early. Fiqh education will be said to be successful if students are able to understand and practice it in everyday life. Therefore the assessment in fiqh learning is not only in written exams but also practical exams (Mariyati Teluma, 2019). If students get good grades from written exams but in practice they still can't apply them, this shows that students' understanding of jurisprudence is still not enough (Nurhadi et al., 2020).

The learning process, which is currently carried out in our educational institutions, still mostly relies on old ways of delivering the material. Nowadays, many people measure the success of an education only in terms of results. Good learning is comprehensive and includes various aspects, both cognitive, affective, and psychomotor, so that in measuring the level of success, apart from being seen in terms of quantity, it also looks at the quality that has been carried out in schools (Sulaiman et al., 2020).

From the opinion above, what is said to be active learning is characterized by the activeness of students in learning both in debriefing with the teacher, expressing opinions and solving a problem (Milner, 2009). This is often ignored by teachers because they are too concerned with curriculum targets. By providing the correct method the teacher can create an active and fun class atmosphere. There are several methods in learning, one of which is the simulation method. The simulation method is a very important teaching method because it can help students to clarify a lesson and help students to make it easier to accept subject matter so that students can understand it, because they can see, hear and practice fiqh learning material (Henri Hermaningsih SM Imam Tabroni, n.d.).

Learning Fiqh requires the ability of teachers to manage it optimally, which will ultimately have an impact on the acquisition of learning outcomes (Corter & Pelletier, 2010). This is very important because in everyday life, students are never separated from the world of Fiqh, which is close to their life activities. For this reason, teachers must be able to use learning methods according to student levels. Therefore the use of appropriate and effective methods is needed in learning. Based on the observations of researchers in the field regarding the methods used by teachers in learning religious Fiqh material, teachers use

various methods in learning religious Fiqh material, one of which is the simulation method. The simulation method is used in learning fardhu prayer material and prostration for sahwī in class XI even semester.

Based on the description above, in this study the researcher was interested in examining the application of the simulation method as an alternative in learning Fiqh which brings students to learn in a more comfortable and enjoyable atmosphere. By setting the title "Use of Simulation Methods in Fiqh Learning for Students of MAN Purwakarta The purpose of this study is to uncover, analyze clearly and carefully on several things, namely to find out the application process, implementation, effectiveness of the simulation method carried out by the teacher in learning Fiqh worship at MAN Purwakarta.

LITERATURE REVIEW

Fiqh Learning

Learning is an effort made by a teacher or educator to teach students who are learning (Baden & Wilkie, 2004). Learning is also interpreted as a combination composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives (Ryckman, 2012). Humans involved in the teaching system consist of students, teachers, and other personnel, such as laboratory personnel (Hill, 1990). Materials, including books, blackboards and chalk, photography, slides and film, audio and video tape. Facilities and equipment, consisting of classrooms, audio visual equipment, as well as computers. Procedures, including schedules and methods of conveying information, practice, study, exams and so on. So learning is an effort made by the teacher to achieve learning objectives (Benson et al., 2016).

Fiqh according to language comes from "*faqīha yafqāhu-fiqhan*" which means to understand or understand. The understanding in question is an aqliyah effort in understanding Islamic teachings that originate from the Al-Qur'an and As-Sunnah. Al-fiqh according to language is knowing something by understanding (*al-'ilm bisyai'i ma'a al-fahm*). Ibn Al-Qayyim said that fiqh is more specific than understanding, namely a deep understanding of various Qur'anic cues, textually and contextually. Of course, logically, understanding will be obtained if the intended teaching source is textual, while understanding can be done textually or contextually (Suriadi, 2017). The results of understanding the texts of Islamic teachings are arranged systematically so that they are easy to practice. Therefore, the science of fiqh is a science that studies Islamic teachings called sharia which are practical in nature which are obtained from systematic arguments.

Initially the word fiqh was used for all forms of understanding of the Qur'an, hadith, and even history. Understanding of verses and theological hadiths was also called fiqh, like the title of Abu Hanifah's book about it, Fiqh Al-Akbar (agus supratman et al., 2022). Understanding of the life history of the Prophet is called fiqh al-sira'. However, after the specialization of religious sciences took place, the word fiqh was only used for understanding the shari'ah, and even then only relating to the laws of human action. Likewise with fiqh lessons which contain sharia (Nurilhaq & Tabroni, 2022).

Fiqh subjects are subjects with Islamic religious education that provide knowledge about Islamic teachings in terms of Syara' law and guide participants

to have faith and know the laws in Islam correctly and form habits to implement them in everyday life. Fiqh learning means the process of teaching and learning about Islamic teachings in terms of Syara' law which is carried out in the classroom between teachers and students with material and learning strategies that have been planned (Rikza et al., 2022).

Simulation Method

According to Abu Ahmadi, simulation means imitating an act that is pretending. As a teaching method, simulation can be interpreted as an activity that describes the actual situation. The point is that students (with teacher guidance) play a role in an imitation simulation to try to describe the actual incident. So in simulation activities, participants or role holders carry out an artificial environment of the actual event (Syahrir, 2018).

The simulation learning method is a learning method that makes an imitation of something real, of its surroundings (state of affairs) or process. Based on some of the opinions expressed by some of the experts mentioned above, it can be understood that the simulation method is a learning model carried out by the teacher by presenting learning experiences using artificial situations to understand certain concepts, principles or skills (Lutfiana et al., 2021).

Simulation can be used as a teaching method with the assumption that not all learning processes can be carried out directly on actual objects. Learning how to operate a machine that has special characteristics, for example, students before using the actual machine will be better through simulation first (Intang et al., 2022).

METHODOLOGY

In this study used qualitative research methods or called naturalistic research, where the data in this type of research are based on events that occur naturally, carried out in reasonable situations without being influenced intentionally by the researcher. This qualitative descriptive research is very appropriate for the matter being studied with the aim of getting a clear picture of the description of the application of the simulation method in fiqh learning for students of MAN Purwakarta.

In this study the data collected consisted of primary data and secondary data.

1. Primary data, which is the main information in the research, includes all qualitative data obtained through observation, interviews and documentation. In this case, the research data is a description of the application of the simulation method in religious jurisprudence learning for students of MAN Purwakarta.
2. Secondary data, is data obtained through reference books in the form of definitions and theories related to the problem being studied. The sources of data are teachers and students.

The data collection procedures in this study include observation, interviews and documentation.

1. Observation

Observation is the first step in conducting research, observations are made to find out in detail about the location and conditions of the place (school) that will be studied both in terms of students, teachers of teaching materials, learning resources, learning environment and so on.

2. Interview

Interviews as an assessment tool are used to find out opinions, aspirations, hopes, achievements, desires, beliefs and student learning processes. Interview activities were carried out directly, namely holding questions and answers with respondents such as teachers, students and supported by various other data. The interview guideline instrument was carried out in a structured manner to obtain the required information.

3. Documentation

Documents are defined as a written record/image stored about something that has happened. Documentation is physical evidence in the form of photos taken when conducting research, during observation, interviews, and observation of the learning process..

RESEARCH RESULT AND DISCUSSION

In applying the simulation method the teacher has a very important role in achieving the success of fiqh learning, there are several obstacles in the process of applying the simulation method which are of particular concern to the teacher both in the activeness of shy students and students who are constrained by memorizing verses or prayers assigned by the teacher to memorize them at home in addressing these constraints, the teacher must be able to understand the causes of these problems so that by applying the simulation method used when the teaching and learning process is running effectively it can have a big influence on the successful implementation of the simulation method based on the results of field research, the application of the simulation method in fiqh learning in MAN Purwakarta the activeness of the students looks very enthusiastic with the simulation method in fiqh learning so that students more quickly understand the fiqh material being taught as expected.

Applying this method the teacher prepares lesson plans and scenarios for student simulations, the teacher must also be able to make the best use of time because the simulation method will require quite a lot of time in its implementation, besides that students must also be given an explanation before conducting the simulation (Imam Tabroni & Ismiati Ismiati, 2021).

There are several things that must be considered by the teacher in applying the simulation method, namely:

1. Planning

In this case the teacher plans and discusses the steps with students

2. The teacher first makes several groups for students before doing the simulation and gives directions in carrying out the simulation in each group

3. Closing

The teacher gives a conclusion about the implementation of the simulation.

The following are the steps for implementing the simulation method in learning fiqh on the material, namely:

Taharah how to get rid of big *hadast*

1. The teacher instructs students to open LKS on *thaharah* material
2. The teacher gives time to discuss in each group
3. The teacher chooses one particular group to explain the material
4. Students try to simulate and explain the procedure for *thaharah*
5. The teacher instructs all students to practice the procedures for purification in major *hadasts*
6. The teacher gives examples and encouragement of procedures for purification when students experience difficulties
7. After the simulation is complete, it is continued with discussion activities and providing conclusions
8. From the observations we have made, it can be understood that the effect of the simulation method on MAN Purwakarta students includes:
 - a. Learners more quickly master the material presented
 - b. It is easy for students to remember the lessons conveyed by the teacher
 - c. Students are more confident and creative
 - d. Make the class conducive and the students are cheerful and don't feel bored in following the lesson.

The application of the simulation method in fiqh learning at MAN Purwakarta is an alternative learning method that can be used by teachers to attract students' attention and enthusiasm in participating in learning (Karno, 2019). The teacher will also find it easier to convey material to students because with this simulation method students can participate and play an active role in understanding the material being taught compared to the lecture method and question and answer sessions (Lutfiani et al., 2021) (Heni Hermaningsih SM Imam Tabroni, n.d.).

Lecture and question and answer methods can make students feel bored and tend to make students sleepy so that students do not focus on the material presented by the teacher, so with this simulation method students will feel more comfortable so as to increase maximum learning outcomes (Nurilhaq & Tabroni, 2022). So it can be concluded that the application of the simulation method in learning the fiqh method is very effective to apply because the application of this simulation method can increase students' understanding and learning outcomes in fiqh learning (Thut et al., 1964).

CONCLUSIONS AND RECOMMENDATIONS

The use of the simulation method for studying fiqh at MAN Purwakarta is very effective. An indication of the effectiveness of this method is increasing student understanding. Teachers also find it easier to convey material to students compared to the lecture method and the simulation method of question and answer is more in demand by students in fiqh learning so that with this method the learning atmosphere of students becomes more comfortable and can improve learning outcomes to the maximum.

ADVANCED RESEARCH

Thus the author of this paper, the author realizes that this research is not free from errors and deficiencies. Therefore, the authors expect constructive criticism and suggestions from readers so that the writing of this research will be even better in the future. The author also advises the reader not only to read this material enough, but also to try to find other related references for even better results for the reader, and the writer is no exception.

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