



An Analysis of Teacher Strategies for Improving the Quality of Fiqh Learning

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Abstract

Education is one of the important factors in the progress of the nation. Quality learning is one of the supporting factors in producing quality students too. This research aims to find out teachers' strategies for creating effective, efficient, and quality learning. This research uses a qualitative method with a case study approach. Data sources were taken from fifteen informants through in-depth and group interviews as well as document analysis. All informants were selected using purpose sampling techniques. The informants in this research were one school principal, one curriculum representative, two fiqh teachers, and ten Madrasah Aliyah students. The results of this research show that the four teacher strategies for improving the quality of fiqh learning are i) apperception, ii) use of varied learning methods, iii) selecting appropriate learning media, iv) evaluation. It is hoped that this research can become evaluation material for educators and can also increase knowledge for readers.

INTRODUCTION

Education is a conscious and directed effort carried out by someone who is an adult to develop, educate, guide, and train students to become better and improve their existing qualities (Altan et al., 2019; du Toit-Brits, 2019). Education is a process carried out by an individual at different levels that is mutually sustainable (Annan-Diab & Molinari, 2017; Syaadah et al., 2023). In educational activities, the process of interaction between an educator and his students will occur. This means that an educational process cannot be separated into three main components, namely, teachers (educators), students, and materials (learning resources) (Winarto et al., 2020).

Learning is a process of changing behavior carried out consciously in the context of self-development, both in cognitive, affective, and psychomotor aspects (Madin et al., 2022). Learning is a process of developing the potential that exists in each student from not knowing to knowing, from not being able to being able to and this can be seen in changes in behavior thanks to experience and practice, whether formal or informal (Darling-Hammond et al., 2020; Kaufman, 2018). The formal school learning process is carried out under the guidance of teachers, where teachers always try to provide as much knowledge as as much knowledge as possible and students receive

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RESULTS AND DISCUSSION

Based on the results of the author's analysis and observations regarding the strategies of fiqh subject teachers in improving the quality of learning in high schools, four strategic themes were obtained, as seen in the following picture.

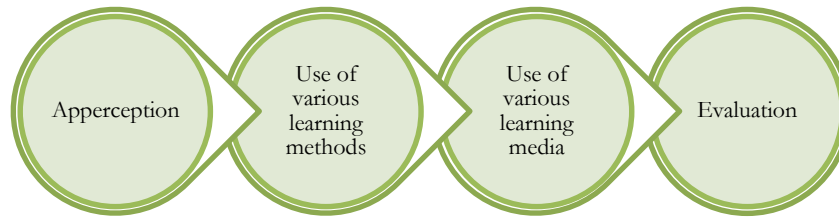


Fig 2. Fiqh subject teacher's strategy in improving the quality of fiqh learning

Teacher strategies are methods or efforts made by subject teachers who will teach in class so that the learning carried out can achieve learning goals and national education goals. Based on Figure 1, the author can explain that after holding in-depth interviews with informants, there are four strategies used by teachers to improve the quality of fiqh learning, the four themes are i) apperception, ii) use of various learning methods, iii) use of various learning media, and iv) evaluation. Next, the author will describe quotes from interviews with informants based on the four themes above. The interview description displayed is a quote from a short statement from the informant when the interview was conducted. Even though the interview quotations were conveyed by informants in slightly different languages, they have more or less the same aim and meaning.

The first theme is Apperception, according to informants, apperception is an important part of education which refers to the process of preparing students psychologically to receive fiqh learning material. This strategy was put forward by the informant in the following interview excerpt:

... Apperception must be carried out by every subject teacher at the beginning of the learning process. Apperception is carried out to restore the concentration of students who have been distracted as well as to find out whether the students are ready to accept the learning process. Apart from that, apperception is also often carried out accompanied by games or quizzes that can hone students' thinking skills (I-1). This fiqh subject is at the end of school so apperception is carried out to check the condition of the students, then ask how the students are, and ask about last week's learning material to find out the extent of the student's mastery of the material that has been given and from the apperception we as teachers can also assess whether the methods and strategies we have used are successful or not (I-2).

The second theme Use of learning methods is one of the determining factors for the success of a learning process, based on the results of research, teachers of Islamic jurisprudence do not only use one method but several methods are used to create quality learning. This strategy was put forward by the informant in the following interview excerpt:

...Determining the learning method that will be used in the learning process depends on what material we will convey, the role of the material here is very important in determining the learning method, because if the method used does not follow the material that will be given then the results of the learning or the objectives of the learning will not be achieved (I-3). Apart from that, the fiqh lesson is at the end of school hours, therefore teachers have to use varied methods so that students do not feel bored because, in the final hours of school, students are tired, their concentration is easily broken and they are also haunted by feelings of drowsiness, which if the teacher does not pay attention to, the class will not be conducive (I-5). ...Teachers who will

carry out the learning process must prepare several learning methods, this aims to ensure that the learning process is not rigid and monotonous (I-6). ...By using several learning methods it is hoped that it can attract students' interest in participating in the learning process. There are several methods that I often use, namely the discussion method, reward and punishment method, peer tutoring method, quiz method, and game method (I-8).

Third theme Use of media, in learning it is necessary to use learning media so that learning objectives can be achieved optimally. The use of learning media as a strategy was stated by the informant in the following interview excerpt:

... The use of learning media is adjusted to the needs of students, the materials and methods used, as well as current developments must also be taken into account so that they do not appear outdated (I-1). ... Using learning media based on the facilities and infrastructure provided by the school, and always trying to present new media (I-2). ... Media use also influences what material will be presented. To achieve learning objectives and create an effective and efficient learning atmosphere, the media used must be appropriate to the material to be presented (I-10). ... The teacher uses interesting media so that we don't feel bored during the learning process (I-8).

The fourth theme is learning evaluation, in the learning process evaluation is needed to find out how students are developing. This strategy was put forward by the informant in the following interview excerpt:

... Evaluate the extent of students' understanding of the material that has been given. I often carry out learning evaluations using unique methods, for example using quizzes or games in conducting evaluations, this is done so that students do not feel pressured by the evaluation carried out, by playing games students feel like they are playing so they can think optimally (I-11). I also carry out evaluations such as not using quiz or game methods but using direct practice (I-12). Usually, we will hold a quiz to determine understanding of the material studied (I-13).

From these four findings, the author will discuss the theory based on previous research results that discuss the problem. The first theme is perception. From the results of the interview above, it can be concluded that before starting the lesson, the fiqh subject teacher usually opens the lesson by reading the study prayer together so that the lesson that will be carried out can run smoothly (Saleh, 2013; Zahrawani et al., 2021). After that, the teacher asked how the students were doing and began to take their attendance. During absences, the fiqh teacher often called for everyone whose name was called to give quotes to his classmates. Apart from that, fiqh subject teachers usually review last week's learning using games or quizzes where participants who win the game or quiz will get prizes (Blackett et al., 2017; Munawaroh et al., 2022).

Second theme before starting the learning process, a teacher should choose the method that will be used carefully. The use of varied learning methods is very important so that students do not feel bored with the same method over and over again (Hussin & Tamuri, 2019, 2019). The choice of method must also be adjusted to the needs of students because determining the right method greatly influences the quality of the learning produced. Well-chosen learning methods can create a more effective and enjoyable learning environment (Aini et al., 2019; Febriani et al., 2022; Qomari et al., 2022).

Several methods that can be used to create quality learning include i) Discussion methods that encourage students to be more active than teachers, as implemented in Madrasah Aliyah in classes XI and XII using the 2013 curriculum. ii) Reward and punishment methods, which are used at the end or beginning of learning to provide challenges to students and provide prizes for those who successfully answer. iii) Peer tutoring method, which trains students' mentality and encourages them to become independent individuals by speaking in front of the class. iv) Quiz method, which utilizes technology to evaluate learning. v) The game method, which is used by fiqh teachers to restore students' concentration and make them focus again on learning,

accompanied by chants to maintain enthusiasm in the class.

The third theme use of learning media. In creating a quality learning process, the role of learning media cannot be separated. The choice of learning media must also be adapted to current developments so that it is not outdated. Teachers today are required to master technology so that it can be used as a learning medium and can present learning (Abdulrahman et al., 2020; Mardiana et al., 2022; Nicolaou et al., 2019). Which is more interesting for students. The use of learning media is one of the factors that must be considered in presenting learning, learning media must be able to present learning that is short, clear, and concise but also easy to understand and understood by students (Engkizar et al., 2018; Larsen-Freeman, 2012; Nasril et al., 2023).

Several media are often used, including the following: i) Audio media. Audio media that is often used during learning are loudspeakers so that the teacher doesn't have to shout. The loudspeakers used are not too big enough for one room and don't disturb other classes. ii) Visual media the visual media used is a projector display for displaying PowerPoint students' work results to be presented, in addition to using PowerPoint there are several other applications used such as Canva, word wall, and wheelofnames.com. iii) Teaching aids play an important role in providing a good learning experience to students, teaching aids also provide real experience which allows students to experience it directly and can make it easier for students to understand what they are learning, so they can apply it in everyday life day (Munawaroh et al., 2022; Rohana & Syahputra, 2021; Wood et al., 2012).

The fourth theme is learning evaluation, evaluation is one of the factors determining the success or failure of learning, and in general, learning evaluation is more monotonous in written or unwritten tests. However, in this day and age, teachers are required to create learning evaluations that are more enjoyable for students so that they do not get bored and feel happy participating in the learning evaluation process (Abdulrahman et al., 2020; Demina et al., 2022; Keinänen et al., 2018).

CONCLUSION

The strategy of fiqh subject teachers in improving the quality of learning at Madrasah Aliyah, especially in grade eleven, has been successful. This is proven by the results of this research which proves that during the learning process, teachers do not only use one method and strategy but many and varied, this is also strengthened by recognition from students that teachers who teach are not boring and always present interesting lessons so that they attract students' interest in learning. Strategies need to be implemented and continue to make changes so that the learning provided is not boring or outdated and always adapts to the needs of students.

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