Implementation of Active Learning Method in Fiqh Learning (Case Study at Ma'had Aly Lirboyo Kediri)

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Abstract

The use of appropriate learning methods is a key factor in the teaching and learning process. Success in mastering a range of competencies is a primary goal for students. Active learning, as a teaching method, can enhance the critical thinking skills of students, thereby facilitating a deeper understanding of the material being taught. This research employs a qualitative approach, using descriptive and case study methods, to generate in-depth descriptive data in the form of words or oral expressions from individuals, groups, or situations. The study draws conclusions based on three aspects: planning, implementation, and evaluation. First, planning is focused on a simplified syllabus. Second, in the implementation phase, lecturers employ active learning techniques, including active debates, direct instruction, and small group discussions. Third, evaluation/assessment conducted by lecturers encompasses cognitive, psychomotor, and affective domains.

INTRODUCTION

Education is defined as a foundation that must be implemented by a country to improve the quality of Human Resources (HR) with the aim of achieving a better standard of living for its people. It is hoped that superior quality in human resources will have a positive impact on improving the welfare of the people of a country. Education is not only a means of conveying knowledge, but also a process designed to shape a person's character and mentality so that they can be well accepted in society. The importance of education in this process is realized because it is a conscious and planned effort to create an atmosphere of learning and learning that motivates students to actively develop their potential.

Education, as regulated in Law of the Republic of Indonesia no. 20 of 2003 concerning the National Education System, covers various aspects, including the development of religious spiritual strength, self-control, personality formation, increasing intelligence, forming noble morals, as well as mastering skills that are relevant to the needs of the self, society, nation and state (Masgumelar & Mustafa, 2021). Thus, education is not

only a formal process, but also a strategic investment to create a generation that is qualified and able to face future challenges.

Learning is a dynamic activity that can occur at predetermined times or even at unexpected times. Conceptual comparisons are made regarding teaching materials that have been planned by teachers or parents with situations where a child learns to involve the surrounding environment without special planning. In the educational context, learning is identified with the process of students' daily activities both in the school and madrasah environments. Therefore, learning activities are not limited to a certain time or place, but can occur anytime and anywhere.

Muhibin Syah, in his view, differentiates factors that influence student learning globally into three categories, namely internal factors (which come from within the student), external factors (which come from outside the student), and learning approach factors (Rosyidah & Fitriyani, 2020). In the context of improving the learning process, choosing the right method is considered an effective strategy. Choosing an appropriate learning method can help design a more efficient learning atmosphere and support the optimal development of student potential.

Learning *active learning* is a learning method that requires active participation from students. According to Hariyanto, method *active learning* can be described as a unified source of various comprehensive learning strategies, including various ways to encourage student involvement. This approach emphasizes that learning must be oriented towards student activity, where the learning system places students as active subjects and more ready to learn.

In the perspective of modern psychology, learning is not just memorizing facts or information, but rather a mental event and experienced process. Silberman explains that *active learning* engage students in using the brain, learning ideas, solving problems, and applying acquired knowledge. Active learning can be done in various ways, such as listening, looking, asking questions, discussing with other people, and most importantly applying it in action. This approach aims to create a more comprehensive and effective learning experience for students.

Activeness in the student learning process reflects the efforts they make to be actively involved in learning activities. Manifestations of this activeness can be seen from students' participation in seeking information from various sources, including books, interactions with teachers, and collaboration with classmates. The hope is that through this

active involvement, students can better recognize and develop their potential and overall learning capacity. Students' active learning has a significant impact on their learning outcomes (Putri et.all, 2019).

Research by Pollio shows that students, in a classroom context, only focus on the subject matter for about 40% of the total learning time. Another study by McKeachie found that in the first ten minutes, students' attention levels could reach 70%, but dropped drastically to 20% in the last 20 minutes (Ramlah, 2018). The results of this research show that students' concentration levels tend to decrease after some time of learning. One of the contributing factors is the tendency of students to rely more on their auditory senses than their visual senses, so that the material they study can become more difficult to remember. In this context, choosing an appropriate learning method is considered very important to motivate and stimulate students' concentration again, so that the learning process can become more effective.

The choice of learning method influences student independence. This independence reflects how actively students manage their learning, form criticism of information and an analytical mindset. Method *active learning*, especially in fiqh, is used to encourage independence and critical thinking patterns of mahasantri, supporting the formation of individuals who are independent and ready to face challenges.

The selection of Ma'had Aly Lirboyo Kediri as the research location was based on several significant considerations. First, the institution uses a variety of learning methods, enriching the educational experience with a diverse and holistic approach. Second, students at Ma'had Aly Lirboyo are encouraged to be active in the learning and discussion process, promoting more active participation and interactive dialogue. Third, the surrounding environment is used as a learning resource, enriching the learning context by applying knowledge in real situations. Fourth, the traditional approach by referring to classical books allows Ma'had Aly Lirboyo to actualize contemporary issues on the basis of tested values.

The focus of this research consists of three main questions, namely: What is the planning process for fiqh learning at Ma'had Aly Lirboyo?, What is the process for implementing fiqh learning at Ma'had Aly Lirboyo?, What is the evaluation process for fiqh learning at Ma'had Aly Lirboyo? These questions are formulated based on the research background, problem identification, and problem limitations that have been described previously. The main objective of the research is to understand and analyze in depth the process of planning, implementing and evaluating fiqh learning at Ma'had Aly Lirboyo

METHOD

This research uses a qualitative approach, which is a research procedure that produces descriptive data in the form of written or spoken words from people or observed behavior (Moleaong, 2002). With this approach, all data is presented and described as is, and then analyzed to find meaning. The method used is a descriptive method, which aims to recognize and describe the state of the research object according to the situation and conditions when the research was carried out (Ibrahim, 2015). The reason for choosing a qualitative approach is to obtain research results that emphasize meaning by describing data that actually occurred.

The type of research chosen is a case study, a qualitative approach that explores the meaning, processes and in-depth experiences of individuals, groups or situations (Yusuf, 2014). Case studies focus on one particular object that is raised as a case to be studied in depth. This research aims to find the true meaning of information related to method implementation *active learning* in learning fiqh at Ma'had Aly Lirboyo. Case studies produce data which is then analyzed to develop theory, and qualitative data is obtained through observation, interviews and documentation, accommodating the complexity and uniqueness of each event that occurs.

FINDINGS AND DISCUSSION

Method Planning Active learning in Fiqh Learning at Ma'had Aly Lirboyo Kediri

Recent The lecturers at Ma'had Aly Lirboyo Kediri view learning planning as the key to success in the learning process. The simple syllabus given by the madrasa head or mudir only contains target material, and the lecturer's task is to turn it into a learning plan that can be implemented in teaching and learning activities. According to Mr. Zainul Anwar Ali, a lecturer at Ma'had Aly Lirboyo, lecturers have the freedom to use various active learning methods, build an active class situation, and build student learning activeness.

The learning syllabus at Ma'had Aly Lirboyo is considered ideal and in accordance with active learning or *active learning*. Lecturers are given the freedom to choose methods that suit the student's character, although lecturers must be creative in making learning instruments. The demands of the madrasa head or mudir are not too complicated and only relate to learning material, while the lecturers are still supervised by the lecturer supervisory board.

Implementation of Active Learning Method in Fiqh Learning (Case Study at Ma'had Aly Lirboyo Kediri)

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The curriculum at Ma'had Aly Lirboyo follows Islamic boarding school traditions with a focus on ulama books. In studying fiqh, the book Al-Mahalli by Jalaluddin Al-Mahalli is used as a reference because it presents various perspectives on fiqh. Lecturers focus on understanding and teaching the material, especially the Al-Mahalli book, by providing meaning and avoiding misunderstandings. Even though it is difficult to learn, this book is integrated into the Islamic boarding school curriculum, and the use of active methods aims to increase students' understanding of the material.

Method Implementation Active learning in Fiqh Learning at Ma'had Aly Lirboyo Kediri

After going through the active learning planning stage, the next step is implementation, where several aspects need to be considered to ensure that the development of active learning in fiqh subjects achieves optimal results.

Improving the quality of teachers and students is the main hope in educational institutions. The use of effective learning strategies is considered the key to achieving progress in the teaching and learning process. The application of active learning strategies has been proven to be able to arouse students' interest, increase their focus on lesson material, and provide teachers with motivation and enthusiasm in teaching.

Mr. Zainul Anwar, a lecturer at Ma'had Aly Lirboyo, stated that the implementation of the method *active learning* focuses on the activeness of students during the teaching and learning process. The aim is to provide freedom and space for expression for mahasantri to express opinions and respect differences of opinion among fellow mahasantri.

From this statement, it can be concluded that the application of learning *active learning* plays a very important role in supporting student development. However, this success requires cooperation from all parties, including the environment, lecturers and students themselves. The teaching and learning approach is focused on mahasantri as the center of learning, reflecting the student center concept.

At the beginning of learning *active learning*, researchers focus on activities that create student apperception and motivation, as well as active learning activities that stimulate student involvement and participation.

a. Active Debate

Before the start of teaching and learning activities, the lecturer gives time to students to hold discussions regarding the material that has been studied at the previous meeting. In

this technical discussion, a teacher or lesson leader comes to the front of the class to provide an explanation regarding the material that has been taught previously and leads the discussion with other student students as participants. A controversial question was asked by one of the mahasantri, and other mahasantri gave answers with their respective arguments. If there are differences in answers, then the argument is debated by referring to the reference book that has been taught. After the debate session was over, Rois provided conclusions on the various answers that had been submitted. The next process involves the lecturer providing comments on the answers concluded by Rois and presenting other views as alternative answers.

According to researchers' observations, this discussion activity aims to provide students with the opportunity to reflect back on the material they have learned. This aims to ensure that student students can better understand the learning material that will be presented, because it is still related to the previous meeting. Mr. Zainul Anwar, a lecturer at Ma'had Aly Lirboyo, explained that giving time before teaching and learning activities for discussion activities aims to increase student motivation in accepting the lessons that will be delivered. Even though some student students are still less active in discussions, it is hoped that this activity can foster curiosity about the new things that will be learned.

b. Direct Instruction

As part of the method *active learning*, the learning process uses the direct instruction method. The technique of this method is that each mahasantri is called one by one by the lecturer, then the mahasantri reads the book of fiqh, namely Al-mahalli, by reading lafadz in Arabic and providing an explanation of the understanding of what is read. Next, students were asked several questions related to the proverbs they had read and their understanding of the material they had read. An evaluation is then given regarding deficiencies in book reading skills. Mr. Zainul Anwar explained this method in the following words:

Using this method can hone the mahasantri's language skills in reading the yellow book. Various questions related to the discussion that has been read are also often asked to find out how far the mahasantri understand the book they are reading. From this method, lecturers can provide evaluations related to the jurisprudence learning carried out by the mahasantri.

Researchers' observations show that this method can train students' literacy skills in reading the yellow book, especially the Al-Mahalli book as teaching material in learning fiqh. Another advantage is that lecturers can immediately find out how far students' learning outcomes are and provide evaluations of students' learning.

However, the disadvantage of this method is that it is less effective in terms of time, because it can only be done in shifts and requires a lot of time to accommodate all students in the class.

c. Small Grub Discussion

During deliberation hours at Ma'had Aly Lirboyo, activities must be carried out using methods *active learning* case study analysis model. The lecturer provides material from the book Al-Mahalli to groups that have been formed by the class leader. Each group discusses the material, makes conclusions, and then presents the results of the discussion. There is a question and rebuttal session, answered by group representatives with the help of other group members if necessary.

Mahasantri stated that this method increases learning motivation and allows them to see the views of different arguments, enriching their understanding. Mr. Zainul Anwar, stated that even though there are mahasantri who are less active, this method provides scope for critical thinking and the development of arguments.

The researcher's observations concluded that this method developed students' critical thinking skills regarding fiqh issues. Apart from that, training cooperation among group members and increasing respect for other people's opinions, with the conclusion of the discussion being agreed upon by all students.

Method Evaluation *Active learning* in Fiqh Learning at Ma'had Aly Lirboyo Kediri

Evaluation in methods *active learning* At Ma'had Aly Lirboyo, fiqh learning is generally carried out after the learning is finished. In the discussion model, the lecturer provides an assessment regarding activeness and provides responses to the progress of the discussion. In the sorogan model, evaluation is carried out by asking questions to measure the mahasantri's understanding. Meanwhile, in the case study analysis model, mahasantri provides conclusions based on the case study discussion provided.

Mr. Zainul Anwar explained that the evaluation aims to provide an assessment of the student's activeness, and the results of the evaluation are always used to develop and improve student learning outcomes.[6] The evaluation stage is also referred to as an assessment of teaching and learning activities which is focused on students by referring to previously determined learning outcome indicators.

Assessment by educators aims to measure students' competence or ability regarding the learning activities that have been carried out. Evaluation is carried out on all

competencies studied by students, including the cognitive, psychomotor and affective domains.

CONCLUSION

The implementation of active learning methods in fiqh learning at Ma'had Aly Lirboyo Kediri is carried out through careful planning, dynamic implementation and comprehensive evaluation. At the planning stage, lecturer flexibility in choosing active learning methods that suit the characteristics of mahasantri, as well as using the book Al-Mahalli as the main teaching material, is the key to achieving educational goals.

At the implementation stage, active learning methods involving discussion, direct instruction, and small group discussions succeeded in encouraging student activity and involvement. This varied approach is effective in practicing yellow book reading skills while strengthening understanding of the material.

The evaluation was carried out using discussion models, sorogan, and case study analysis to measure the development of students in a comprehensive manner, covering the cognitive, psychomotor, and affective domains. The evaluation results become the basis for developing better learning methods in the future.

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