



IMPLEMENTATION OF INTERACTIVE LEARNING MODELS IN INCREASING MOTIVATION TO LEARN FIQH AT MI MA'ARIF DARUSSHOLIHIN, YOGYAKARTA

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Abstrak

Penelitian ini bertujuan mengetahui bagaimana penerapan pembelajaran interaktif pada mata pelajaran fiqh dalam meningkatkan motivasi siswa kelas V MI Ma'arif dan apa saja faktor pendukung dan penghambatnya. Penelitian ini menggunakan metode penelitian analisis deskriptif kualitatif dengan jenis pendekatan studi kasus. Teknik pengumpulan data pada penelitian ini menggunakan teknik wawancara, observasi dan dokumentasi. Hasil penelitian tersebut menunjukkan pembelajaran interaktif pada pembelajaran fiqh di kelas V MI Ma'arif Darussholihin menggunakan tiga metode pembelajaran yaitu (1) Metode diskusi, (2) Metode praktik dan (3) Metode tanya jawab. Adapun tahap pembelajaran fiqh meliputi, (1) Kegiatan pembuka yaitu doa, penjelasan metode pembelajaran, dan memastikan semua siswa siap mengikuti pembelajaran, (2) kegiatan inti pembelajaran dan (3) kegiatan penutup dan penguatan materi. Adapun faktor pendukung pembelajaran interaktif tersebut meliputi faktor internal yaitu penguasaan materi fiqh siswa mencukupi, dan faktor eksternal yaitu (1) adanya pendidik yang berkompeten, (2) sarana dan prasarana yang memadai dan (3) adanya motivasi dan bimbingan yang diberikan oleh guru. Sementara faktor penghambatnya mencakup faktor internal, yaitu minat peserta didik yang berbeda-beda dan faktor eksternal yaitu pembelajaran interaktif lebih membutuhkan banyak waktu jika menggunakan metode diskusi.

Kata Kunci: *Pembelajaran Interaktif, Fiqh, dan Motivasi Belajar*

Abstract

This study aims to determine how the application of interactive learning in fiqh subjects increases the motivation of fifth-grade students at MI Ma'arif and what supporting and inhibiting factors are involved. This study used a qualitative descriptive analysis method with a case study approach. Data collection techniques used were interviews, observation, and documentation. The results of the study indicate interactive learning in fiqh learning in fifth-grade students. MI Ma'arif Darussholihin uses three learning methods, namely (1) Discussion method, (2) Practice method and (3) Question and answer method. The stages of fiqh learning include, (1) Opening activities, namely prayer, explanation of learning methods, and ensuring all students are ready to follow the learning, (2) core learning activities and (3) closing activities and material reinforcement. The supporting factors for interactive learning include internal factors, namely students' sufficient mastery of fiqh material, and external factors, namely (1) the presence of competent educators, (2) adequate facilities and infrastructure and (3) the existence of motivation and guidance provided by teachers. Meanwhile, the inhibiting factors include internal factors, namely the different interests of students and external factors, namely interactive learning requires more time if using the discussion method.

Keywords: *Interactive Learning, Fiqh, and Learning Motivation*

Introduction

Education in life is absolute, both cannot be separated. Education is the most basic aspect in the continuity of human life, considering that with education a person has the prerequisites needed to unleash all the potential he has in directing his life in a better direction so that humans do not fall into ignorance and backwardness. This is emphasized by the Law of the Republic of Indonesia Number 20 of 2003 Concerning the National Education System, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state, (Ministry of Education and Culture, 2003).

Through this explanation, it can be understood that education is the process of changing human behavior for the better through learning activities. This is in line with what Ahmad Salim said, namely that education can be interpreted as an effort by adults to prepare the younger generation with knowledge that can be used in their future lives (Ahmad Salim, 2015: 4). Meanwhile, Nur Kholik (2021: 78) conveys that education is a system for improving the quality of human life in all aspects of life. In human history, almost no human group has not used education as a tool for civilizing and improving their quality. Education is the best means to create a new generation that will not lose the bonds of their own traditions.

Learning, as a subsystem of education, is a component that must be a primary aspect that receives attention from Islamic boarding schools, where the interaction between teachers and students is key to the success of the learning process, in order to create effective and optimal interactions. Effective learning is characterized by the ongoing teaching and learning process that is able to teach students and achieve satisfactory learning outcomes. The student learning process will be considered more effective if students after learning can learn something that was previously unknown. Thus, learning outcomes will change for the better with new behavioral changes in the level of knowledge, thinking, or progress in physical potential (Hamzah B. Uno, 2008: 67). Low student achievement in fiqh can be caused by several factors. Among these factors are: inappropriate learning models, overly abstract material, less engaging teaching methods, suboptimal student activity, and the lack or minimal use of learning media. Student and facility factors can also contribute. The success of the fiqh learning process depends on the educator's readiness to modify the learning model, aiming to increase student engagement effectively and effectively in the learning process. Developing an appropriate learning model essentially aims to create learning conditions that enable students to learn effectively, interactively, and enjoyably, thus achieving optimal learning outcomes.

Students' ability to develop learning models is one of the keys to the success of the Islamic religious education (IS) learning process, which focuses on increasing student engagement in the learning process. A well-developed learning model can achieve the goal of creating an effective and active learning environment and enabling students to engage in a comfortable and enjoyable learning process, thus achieving optimal learning outcomes. No single learning model is superior, as each model is effective when appropriate for specific subject matter. Learning and developing learning models is crucial for educators. With the development of learning models, educators will experience the benefits and ease of implementing the learning process in the classroom, thus achieving optimal learning outcomes.

Therefore, to achieve this goal of increasing student learning motivation in the subject of fiqh, MI Ma'rif Darussolihin uses an interactive learning model, learning that emphasizes the activeness of teachers and students and students with other students, so that the fiqh learning

process that takes place is not only one-way. For example, the use of discussion methods, questions and answers, practice, not using the lecture method which tends to be boring and less than optimal for use in fiqh learning.

Research Methods

Basically the method used in this study is a qualitative descriptive analysis research design with a case study approach. The main objective of the study is data collection, and the data collection technique used in this study is three instruments: in-depth and structured interviews, systematic observation, and documentation. Meanwhile, the data analysis technique in this study consists of three stages: data reduction, data presentation, and drawing conclusions or verification.

Results and Discussion

It's known that classroom learning activities involve interactions between students and teachers. One of the keys to successful learning using interactive learning models is student engagement in the learning process. Based on the results of observations and interviews with researchers in the field, it can be explained that the process of learning fiqh in class V using an interactive learning model includes three stages of activities, namely, (1) initial activities, (2) core activities and (3) closing activities or reflection. The initial activities of interactive learning in the subject of fiqh for class V students of MI Ma'arif Darussholihin are teachers preparing and conditioning the students and their environment before starting learning. Ensuring that students are ready to participate in learning and ensuring that the classroom is in good and conducive condition. This is in line with what Hamzah said (Hamzah, 2018: 23), The existence of a conducive learning environment, so that it allows a student to learn well.

The implementation of learning activities after the introduction is in the form of core activities. Core activities are the most important activities and are the main part of a learning activity. Core activities are a learning process to achieve goals that is carried out interactively, inspiring, fun, challenging, motivating students to actively seek information, and providing sufficient space for initiative, creativity and independence according to the talents, interests and physical and psychological development of students (Asis, 2013: 68).

The core activity of interactive learning in the subject of fiqh for fifth grade students of MI Ma'arif Darussholihin begins with the teacher conveying the learning objectives and briefly explaining the material to stimulate the students' curiosity. There are several methods used by teachers in delivering fiqh material so that students actively participate in the learning process, namely the question and answer method and the discussion method. In the question and answer method, the teacher first explains the material and then the students ask questions related to what the teacher has conveyed and before the teacher answers them, the teacher gives the students the opportunity to answer them in front of the class. As for the discussion method, the teacher first divides the students into small groups, usually at one table, then they work together to answer questions posed by other groups.

This is in line with (Sudjana, 1981: 61) who said that student learning activity can be seen in terms of: (1) Participating in carrying out their learning tasks. (2) Involved in problem solving. (3) Asking other students or teachers if they do not understand the problem they are facing. (4) Trying to find various information needed to solve the problem, (5) Carrying out group discussions according to the teacher's instructions. It can be concluded that core activities are a series of activity steps carried out in learning. These steps should be adjusted to the chosen

learning method and approach. Closing activities are the final activities carried out by the teacher to end the learning. In this closing activity, the teacher must try to find out the formation of competencies and the achievement of learning objectives, as well as students' understanding of the material that has been studied, as well as ending the learning activities. The closing activity of interactive learning in the subject of fiqh for grade 5 students of MI Ma'arif Darussholihin is the teacher provides feedback on what students have done both when using the discussion method and the question and answer method in order to provide assessment and input and appreciation for students. The teacher does not forget to provide reinforcement on the material that has been delivered. Reflection in the learning process is very important to do this aims to find out the development of the learning program being carried out. (Izzah, 2022: 39). According to Rusman (2013) aspects of closing activities are together with students making a summary/conclusion of the lesson, conducting an assessment/reflection on activities that have been carried out consistently and programmed, providing feedback on the learning process and results, planning follow-up activities, and conveying the learning plan at the next meeting (Rusman, 2011: 13).

Based on the research results, the supporting factors in fiqh learning with interactive learning models in class V at MI Ma'arif Darussholihin. The supporting factors for interactive learning in fiqh subjects are the presence of competent teachers who master the learning materials. In general, it can be said that in order for the learning process to run well and in accordance with expectations, the factors that influence the success of the learning process must be utilized optimally, but it must also be noted that these factors must be related to each other. Slameto (Slameto, 2013, p. 54), revealed that factors that can influence the learning process are internal factors and external factors. Internal factors are factors that exist and originate from within the individual, while external factors are factors that originate from outside the individual.

Interactive learning is used by teachers during teaching. Teachers play a crucial role in creating an interactive learning environment where students can communicate with each other, the teacher, and learning resources. Interactive learning is designed to focus on students, enabling them to learn effectively and better understand what they're learning. This is unlikely to happen if the teacher isn't competent and proficient in the learning material. Referring to another definition, it is stated that teachers are one of the human components in the teaching and learning process that plays a role in the effort to form potential human resources (Depdikbud, 2001: 303). In this case, teachers only need to master the knowledge of the subject area and convey it to students as well as possible. The next supporting factor is the role of the fifth grade students of MI Ma'arif Darussholihin themselves where they have sufficient provisions for understanding fiqh considering that they are also equipped with religious knowledge in the dormitory through learning yellow books, so that this materially makes students ready to follow fiqh learning and when the interactive learning model using the discussion method is applied, the fiqh learning process in fifth grade takes place well and is conducive.

The supporting factors of the interactive learning model in the subject of fiqh in increasing the learning motivation of class V students of MI Ma'arif Darussholihin are the availability of adequate facilities and infrastructure needed to support the student learning process, especially in fiqh subjects, such as prayer rooms for places to practice worship, classrooms, projectors and learning books. In the learning process, many things help achieve learning objectives, one of which is infrastructure. According to Agus S Suryobroto (Agus Suryobroto., 2014: 14), facilities or tools are everything needed in learning. This is in line with what was conveyed by According to E. Mulyasa (Mulyasa, 2010: 20), educational facilities are equipment and supplies that are directly used and support the educational process, especially the learning and teaching process, such as buildings, classrooms, tables and chairs, as well as teaching tools and media. In the

learning process, many things help achieve learning objectives, one of which is infrastructure. According to Agus S Suryobroto, facilities or tools are everything needed in learning. This is in line with what Sardiman A.M. said, teachers are not merely instructors who transfer knowledge, but also educators who transfer values and also mentors who provide direction and guide students in learning (Sudirman, 2000: 123), in this case providing motivation and guidance.

Conclusion

The implementation of the interactive learning model in fiqh learning uses three learning methods, namely (a) Discussion method, (b) Practice method and (c) Question and answer method. The stages of fiqh learning include: (1) Initial activities, (2) core learning activities and (3) closing activities or reflection. Meanwhile, supporting factors for fiqh learning in class V MI Ma'arif Darussholihin Sleman Yogyakarta using the interactive learning model include internal factors, namely, students' sufficient mastery of fiqh material, while external factors are (1) competent educators, (2) adequate facilities and infrastructure and (3) the existence of motivation and guidance provided by teachers. Meanwhile, inhibiting factors also include internal factors, namely various student tendencies, students' activities in the busy Islamic boarding school dormitory and external factors, namely needing more time for discussion methods.

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