

Implementation of Demonstration Methods in Increasing Student Activity in Fiqh Lessons Class VIII at MTs Negeri 2 Poso

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ABSTRACT

This article discusses the implementation of the demonstration method in improving student learning activeness in FIQH class VIII subjects at MTs Negeri 2 Poso, with the subject matter of the demonstration method, student learning activeness in FIQH learning, problem formulation (1) how is the learning activeness of class VIII students in FIQH subjects at MTs Negeri 2 Poso and (2) how can the demonstration method increase the learning activeness of class VIII students in FIQH subjects at MTs Negeri 2 Poso.

In accordance with the problems studied, this article includes field research, the method of collecting data through observation, interviews and documentation. The processing and analysis of the data is done in descriptive form. The approach used is qualitative.

This article formulates that: (1) overall MTs Negeri 2 Poso students have activeness in every learning process, especially in FIQH subjects, (2) the demonstration method is very suitable for use in the FIQH learning process because there is a lot of material that requires direct practice not just theory, besides this method can also increase student activeness in the FIQH learning process.

Based on the results of this study, the authors suggest that FIQH teachers should be able to implement or apply the demonstration method in every FIQH learning process, especially if the material to be taught requires direct practice by students.

1. Introduction

Madrasah Tsanawiyah Negeri 2 Poso is one of the formal educational institutions that functions as a place of education. This institution not only functions as an educational institution that teaches religious knowledge but is even supported by general knowledge. More than that, this school provides general teaching and education for the future of children who have creativity in the field of general knowledge.

With the cultivation of a strong Islamic religion and accompanied by role models from the educators, it is hoped that students will be able to apply it in everyday life in the environment where they are and until adulthood. Madrasah Tsanawiyah Alkhairaat Poso was established to absorb elementary school and MI / MIN graduates who have increased their graduation every year. Madrasah Tsanawiyah Negeri 2 Poso is oriented to prepare graduates who have personal faith, knowledge, and morality. In addition, one of the educational goals and missions of Madrasah Tsanawiyah Negeri 2 Poso is: Carrying out continuous guidance for the creation of an Islamic generation.

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1.1 Background of the problem

Almost everyone is always involved in the education process, because education is never separated from human life. Education is an effort made to develop the abilities and personality of individuals through certain processes or activities (teaching, guidance / training) as well as individual interaction with the environment to achieve a complete human being, effort is an action or action that is carried out consciously and planned, while ability means the potential of both aspects of personality concerning attitudes, talents, interests, motivation and values inherent in a person.

In learning activities, the involvement of physical and mental elements is required, as a form of reaction. The mind and muscles must be able to work in harmony, so that the learning subject acts or does it. Learning must be active, not just as it is, surrendering to the environment, but all of it must be seen as a challenge that requires a reaction. So the person who learns must be active, act and do it with all five senses optimally. Learning requires reactions that involve mental agility, alertness, calculation, diligence and accuracy to capture facts and ideas as conveyed by the teacher.

In the teaching and learning process at school, to actively involve students in their learning, teachers are also required to be active in teaching, namely a balance between the active learning of students and the active teaching of teachers. Therefore, the learning process is an integral activity between students as learners and teachers as teachers. In this activity, there is interaction between teachers and students in a learning situation, where the learning process is an activity carried out by students, while the teaching process is what the teacher tries to do so that the teaching and learning process can take place. In this effort, the teacher must plan a steady learning, including the learning strategy

1.2 Previous studies

The literature that is a comparison of this paper is :

1. Thesis, Minarti, NIM (14.1.04.0317), Islamic Education Management Study Program, Poso College of Islamic Religion 2017 which has the title "Madrasah Head's Strategy in Improving Teacher's Teaching Activity at MI Muhammadiyah Poso". In this case Minarti seeks to examine and discuss the strategy of the Madrasah Head in increasing the teaching activeness of teachers at MI Muhammadiyah Poso, the obstacles of the Madrasah Head in increasing the teaching activeness of teachers at MI Muhammadiyah Poso. While the author discusses the implementation of the demonstration method in increasing student learning activeness in FIQH class VIII subjects at MTs Negeri 2 Poso.
2. Thesis, susianti, NIM (14.1.04.0317), Economic Education Study Program, Faculty of Teacher Training and Education, Pasundan University 2016 which is titled "The Effect of *Snowball Throwing Learning* Methods on Student Learning Activeness in Economic Subjects of Taxation Subject matter class XI IPS 1 at SMA Al Falah Bandung". In this case, Susianti seeks to examine and discuss the learning process by using the *Snowball Throwing learning* method on economic learning materials on the subject matter of taxation class XI IPS SMA Al Falah Bandung and how much influence the *Snowball Throwing learning* method has on student learning activeness on economic learning materials on the subject matter of taxation class XI IPS SMA Al Falah Bandung. While the author discusses the implementation of the demonstration method in increasing student learning activeness in class VIII FIQH subjects at MTs Negeri 2 Poso.

2. Literature Review

2.1 Demonstration Method

The demonstration method is a way of teaching in which an instrument or teacher shows, shows a process, so that all students in the class can see, observe, hear, maybe feel and feel the process shown by the teacher. The way the demonstration method is presented is that the lesson by demonstrating or showing students a process, situation or certain objects that are being studied either actually or artificially, which is accompanied by an oral explanation. The use of demonstration techniques has the aim that students are able to understand how to organize or arrange something. Also students can watch something work. If students do the demonstration themselves, then they can also understand how to use something.

2.2 Learning Activity

Learning activities require the involvement of physical and mental elements, as a form of reaction. The mind and muscles must be able to work in harmony, so that the learning subject acts or does it. Learning must be active, not just as it is, surrendering to the environment, but all of it must be seen as a challenge that requires a reaction. So the person who learns must be active, act and do it with all five senses optimally. Learning requires a reaction that involves mental agility, alertness, calculation, perseverance and accuracy to capture facts and ideas as conveyed by the teacher. So the speed of a person's soul in responding to a student is an important factor in learning. In the learning process at school, to actively involve students in their learning, teachers are also required to be active in teaching, namely a balance between the active learning of students and the active teaching of teachers.

Therefore, the learning process is an integral activity between students as learners and teachers as teachers. In this activity, there is interaction between teachers and students in a learning situation, where the learning process is an activity carried out by students, while the teaching process is what the teacher tries to do so that the teaching and learning process can take place. In this effort, the teacher must plan a steady learning, including the learning strategy.

2.3 Fiqh

Fiqh means the understanding that conveys the outer knowledge to the inner knowledge. That is why al-Tirmidhi said that "Fiqh about something" means to know its interior to its exterior. There is an opinion that says "Fiqh" or understanding is not the same as "knowledge" even though the wazan (scales) of the words are the same. Although it is not yet knowledge, understanding is a good mind that is ready to grasp what is required. Knowledge is not *zanni* like understanding or FIQH, which is the knowledge of rulings that are *zanni* in themselves. Faqiha (فقيه), which means understanding the meaning of the speaker's words when communication occurs.

This definition is more specific than the previous one. Faqih (فقيه), which means that FIQH has become a scientific character and expertise. This definition is more specific than the previous one. FIQH, according to the language means: to know and understand. The one who knows the science of FIQH is called Faqih.

FIQH in language means knowledge, understanding and proficiency about something, usually about religious science (Islam) because of its glory. The term FIQH originally encompassed all religious understanding as expressed in the Qur'an *Innatafaqqahu fi ad-din* (that they may understand religion). The object of the language of FIQH is every action of mukallaf (adults who are obliged to carry out religious law), against which the action is determined what law must be imposed. Starting from the legal action of a mukallaf can be mandatory, sunnah, permissible or impermissible, makruh and haram, all of which are called taklifi laws and can also be valid, void, and fasid or damaged known as wadh'i laws

3. Methodology

3.1 Research approach

The type of research the author uses is descriptive, namely: a method used to describe or analyze a research result but is not used to make broader conclusions". This means that the research results cannot be generalized. While the research technique is *field research*, namely: data collection carried out by making direct observations of the object under study in order to obtain the necessary data.

3.2 Method of approach

The approach used in this research is a pedagogical approach, namely: the science that examines how to guide children, how educators should deal with students, what are the duties of educators in educating children, what is the purpose of educating children.

3.3 Data collection method

The data collection methods used in this study are:

1. Observation

Observation is a deliberate and systematic observation of social phenomena with symptoms for later recording. This method is used to find data by coming directly to the object of research by seeing and observing for yourself, then recording behavior and events as they occur in actual circumstances.

2. Interview

An *interview* is a study conducted to obtain information directly by expressing questions to respondents orally. In this case, the author's interview instrument is to use a guided free *interview*, namely in carrying out the *interview*, the interviewer brings a guideline which is only an outline of the things to be asked.

3. Documentation

Documentation is a method to find data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, agendas and so on. The author uses this documentation method to obtain existing data, namely history, vision and mission, institution bylaws, newspapers, books, archives or documents, minutes, photos and so on that are related to this research.

4. Results and Discussion

4.1 Result

For the liveliness of student learning in class viii FIQH subjects at MTs Negeri 2 Poso as a whole in FIQH subjects can be seen from the results of students' daily tests conducted every week, in which it is clear that the liveliness of students in this madrasa is not much different from other madrasas where liveliness sometimes increases sometimes decreases. It is clear that the activeness of students in this madrasah is not much different from other madrasahs where the activeness sometimes increases sometimes decreases. The name of the learning person will not be anyone who can predict for sure because the activeness depends on whether the student wants to be active in the learning process or not, but as a teacher still urges them to remain active in every learning process as long as they study, so that they can get good and satisfying results or achievements.

To increase the activeness of student learning in FIQH subjects, of course, the teacher must first set an example, namely the teacher must be active in the implementation of the learning process, including not letting the teacher only ask students to copy the material and the teacher come out with various kinds of busyness, besides that as a teacher must be diligent in motivating students, especially for students who are less active in the FIQH learning process, because usually students are less active in learning because of problems in their family environment, so they are lazy to come to school to learn or maybe there are problems with their friends or with other teachers, therefore in addition to providing motivation, it is also necessary to approach to find out the cause of the student's inactivity.

4.2 Discussion

4.2.1 Demonstration Method

The definition of demonstration method according to Syah (2000: 208) is a teaching method by demonstrating goods, events, rules and sequences of doing activities, either directly or through the use of teaching media relevant to the subject matter or material being presented. Meanwhile, according to Aminuddin Rasyad (2006: 8), the demonstration method is a way of learning by demonstrating, showing or showing something in front of students in class or outside the classroom.

The demonstration method is a way of teaching by showing an object or how something works. The object is an actual object or a model. Other things that can be shown are how to use a tool or a series of experiments, the latter of which is done when the tools used are inadequate in number or the experiment contains dangerous things or there are tools that are easily broken. In this method, among others, the ability of students to observe, classify, draw conclusions, apply concepts, principles or procedures and communicate them to other students can be developed. Demonstrations can be done by teachers or students who have been trained beforehand. (Depdikbud 1994/ 1995: 50-51).

The demonstration method is also an effective teaching method because it helps students to obtain answers by observing a certain process or event.

Characteristics of Demonstration Method

1. The teacher conducts the experiment.
2. Aims for students to be able to understand how to organize or arrange something.

3. When students do the demonstration themselves, they will be more successful, more understanding in using something tool.
4. Students can choose and compare the best way. (Drs.M. Subana and Sunarti.2008: 110-112)

The demonstration method is very well used to get a clearer description or picture of things related to the process of organizing something, the process of making something, the process of working on something or using it, the components that make up something, comparing one way with another way and to know or see the truth of something. Thus the benefits of applying the demonstration method are to 1) Student attention can be more focused; 2) The student learning process is more focused on the material being studied; 3) Experiences and impressions as a result of learning are more embedded in students

5. Conclusion

Based on the exposure of the results of the previous interview, it can be concluded that the students of MTs Negeri 2 Poso as a whole have activeness in every learning process, especially in FIQH subjects, this is based on the percentage of attendance between 90 to 95% and the activeness of students in asking questions, The demonstration method is very suitable for use in the FIQH learning process because in it there is a lot of material that requires direct practice not just theory, besides that this method can also increase student activeness in the FIQH learning process, if all students are active in the learning process carried out by teachers, especially FIQH subjects, student learning outcomes will automatically increase.

As a suggestion, the author suggests that fiqh teachers can implement appropriate learning methods that are tailored to the material to be taught to students, so that later students do not feel bored and can be active in every learning process that will be carried out. The author hopes that the demonstration method can be applied in every fiqh learning process, especially if the material to be taught must be practiced directly by students, so that the lessons taught can be known and understood directly by them.

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