

Model Ctl (Contextualteaching And Learning) In Learning Fiqh

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ABSTRACT

The pattern of fiqh learning is sought to be able to arouse students' learning creativity. In order to make fiqh learning easier and more fun, learning must be linked as optimally as possible to real life in students' minds, so that it is meaningful in students' lives and does not feel abstract. Fiqh learning is also expected to be oriented towards equipping students in the form of knowledge, mindset, attitudes and skills. Through contextual learning fiqh subjects can be given to students to apply fiqh principles to the real world, so it is hoped that the level of student understanding can increase and be able to apply the knowledge gained in life for the long term. In the learning process a teacher is required to be active so that students do not feel bored when the teaching and learning process takes place so that feedback occurs with students, this activity is in the form of dialogue before and after teaching and learning activities, early learning dialogue activities are intended for student appreciation while the final dialogue of learning activities intended to find out how much students understand the fiqh subjects that have been delivered by the teacher. learning is said to have used the contextual teaching and learning approach if it has used the seven components that exist in contextual learning namely: Constructivism (inquiry), Questioning (Questioning), Modeling (Modeling), Community learning (Community learning), Reflection, Authentic assessment.

1. Introduction

The subject of fiqh is one of the subjects of Islamic religious education which studies the fiqh of worship, especially regarding the introduction and understanding of the ways of implementing the pillars of Islam and their habituation in everyday life, as well as muamalah fiqh which concerns the introduction and simple understanding based on food provisions. and drinks between halal and haram, circumcision, aqiqoh, qurbani, as well as buying and selling and lending and borrowing procedures. Fiqh subjects can motivate students to practice and apply the pillars of Islam in everyday life as an embodiment of harmony and balance in the relationship between humans and Allah SWT, with humans themselves, fellow living beings or with their environment.

The fiqh subject at Madrasah Tsanawiyah aims to equip students to be able to:

a. Knowing and understanding the ways of implementing Islamic law both concerning aspects of worship and muamalah to be used as a guide for life in personal and social life.

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b. Carry out and practice the provisions of Islamic law properly and correctly as a manifestation of obedience to carry out the teachings of Islam both in human relations with Allah SWT, with humans themselves, fellow humans, and other creatures as well as relationships with their environment.

The learning model is a form of learning that is illustrated from start to finish which is presented in a special way by the teacher. In other words, the learning model is a wrap or frame from the application of an approach, method, strategy, and learning technique. (Helmiati, 2012)

Learning will be more meaningful if children experience what they learn, not know it. Target-oriented learning of mastery of material has proven successful in short-term memory competitions, but failed to equip children to solve problems in long-term life. Model Contextual Teaching and Learning (CTL) is a form of learning model that emphasizes the full involvement of students to be able to find the material being studied and relate it to real life situations so that it encourages students to be able to apply it in their lives. From this concept, there are three things that must be understood by teachers; First, CTL emphasizes the process of involving students to find material, meaning that the learning process is oriented towards direct experience. Second, CTL encourages students to find relationships between the material being studied and real life situations, meaning that students are required to be able to capture the relationship between learning experiences in school and real life. This is very important because by being able to correlate the material found with real life, not only for students the material will be functionally meaningful, but the material they learn will be firmly embedded in the memory of students, so it will not be easily forgotten. Third, encouraging students to be able to apply it in life, meaning that CTL does not only expect students to be able to understand the material they are studying, but how the subject matter can color behavior in everyday life. The subject matter in the CTL context is not to be memorized, but as a provision for navigating real life. (Husniyatus 2010:144)

Model (contextual teaching and learning/CTL) is a learning system based on the philosophy that students are able to absorb lessons if they catch meaning in the academic material they receive and are able to associate new information with the knowledge and experience they already have. Contextual learning is a learning concept in which the teacher presents real-world situations into the classroom and encourages students to make connections between the knowledge they have in their lives as members of the family and society so that learning will be more meaningful and enjoyable. Learning strategies and methods become more important than results. This contextual learning aims to help students understand the meaning of the lessons they learn by connecting with the context of their own lives in the social and cultural environment of society.

2. Literature Review

The word fiqh comes from the word fuqaha which means "to understand". Meanwhile, according to the term fiqh, it is the result of the efforts of the jurists in implementing Islamic law according to the needs of the community. So fiqh is the science that explains the syar'iyah law which relates to all human actions in the form of words or deeds. So that learning fiqh subjects is a learning process to develop creative thinking that can improve students' thinking skills, and can improve the abilities gained from the experience of learning processes related to their daily lives. This is in accordance with the learning component contextually that by associating learning material contained in everyday life or real life, the learning process becomes meaningful and makes an impression on their minds forever.

Whereas in Regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2008 concerning Graduate Competency Standards and Content Standards for Islamic Religious Education and Arabic Language in Madrasas it is explained that fiqh is a "system of norms (rules) that regulates human relations and with other creatures". Henceforth the term fiqh is understood as one part of the educational subjects taught in madrasas. From some of the definitions above, it can be concluded that learning fiqh is a process of interaction between students and educators in order to understand the complete concept of fiqh perfectly, so that students are able to apply the law of roses in everyday life. Fiqh subjects as part of Islamic Religious Education (PAI) are applied to Islamic Religious Education. In this case the process of learning fiqh in Madrasah Tsanawiyah cannot be separated from the role of the Madrasah Tsanawiyah institution itself. The fiqh learning material in Madrasas is inseparable from the National education curriculum which refers to the decisions made by educators to really equip their students to face the challenges of their lives in the future independently, intelligently, rationally and critically.

As part of the Islamic Religious Education Subject, the Fiqh subject has characteristics of the content of the field of study that are almost the same as the characteristics of the content of the fields of study of other Islamic religious subjects. Islamic

Religious Education subjects have different insights, characteristics and presentation. Religious education material contains orders and prohibitions as well as goals, so the presentation and evaluation pattern is different from other fields of study. From the knowledge and understanding of fiqh learning material, it is hoped that it can become a way of life in social life, the experience they have is expected to foster adherence to Islamic law, and have high responsibility and discipline in personal and social life, so that in understanding knowledge and experience in the lives of students are always based on Islamic principles and laws to be applied in everyday life.

With this difference, the teacher must master various learning models more specifically, so that they can adjust to the characteristics of the field of study and the characteristics of the students in the Madrasah, so that learning activities are not only cognitive but also affective and psychomotor aspects. Fiqh has goals that must be applied in everyday life, therefore teachers must have the skills to convey learning content that can achieve learning objectives effectively and efficiently so as to instill awareness in students to apply the knowledge they have learned. For this reason, teachers need to develop and examine each learning activity so that it is more meaningful.

The scope of fiqh subject matter at Madrasah Tsanawiyah focuses on the following aspects:

- a) Jurisprudence of worship that concerns; introduction and understanding of how to implement the pillars of Islam that are really good such as; Toharoh procedure, prayer, fasting, zakat and hajj if able
- b) Fiqh muamalah which concerns; understanding and introduction to provisions regarding halal and haram food and drink, circumcision, sacrifice, as well as procedures for carrying out buying and selling and lending and borrowing.

The learning model is a form of learning that is illustrated from start to finish which is presented in a special way by the teacher. In other words, the learning model is a wrap or frame from the application of an approach, method, strategy, and learning technique. If the approaches, strategies, methods, techniques and even learning tactics have been assembled into a unified whole, what is called a learning model is formed. So, the learning model is basically a form of learning that is illustrated from start to finish which is presented specifically by the teacher. In other words, the learning model is a wrapper or frame of applying an approach, method and learning technique. (Helmiati, 2012)

Contextual learning is learning that enables students to strengthen, broaden and apply their knowledge and academic skills in various settings within school and outside school in order to solve real world problems or simulated problems.

In connection with that there are five important characteristics in the learning process that uses the CTL approach.

1. In CTL, learning is a process of activating existing knowledge (activating knowledge), meaning that what will be learned is inseparable from the knowledge that has been learned, thus the knowledge that will be obtained by students is complete knowledge that is related to one another.
2. Contextual learning is learning in order to acquire and add new knowledge (acquiring knowledge). New knowledge is obtained in a deductive way, meaning that learning begins by studying the whole, then paying attention to the details.
3. Understanding knowledge (understanding knowledge), meaning that the knowledge obtained is not to be memorized but to be understood and believed, for example by asking for responses from others about the knowledge they have obtained and based on these responses then knowledge can be developed.
4. Putting this knowledge and experience into practice (applying knowledge), meaning that the knowledge and experience gained must be applicable in the lives of students, so that changes in student behavior appear.
5. Reflecting (knowledge reflection) on knowledge development strategy. This is done as feedback for process improvement and refinement of the strategy. (Husniyatus 2010 :145)

The CTL Learning Components are:

1. Constructivism (building)

Students build their own understanding from new experiences based on prior knowledge. So that students' minds develop, become independent and learn more meaningfully.

2. Inquiry (find)

Students learn by using critical thinking skills, so that their learning outcomes are not the results of memorizing existing facts but the results of their own discoveries to achieve the desired competency.

3. Questioning (ask)

Asking about matters related to the discussion of the material being studied, namely students are guided or encouraged to be able to ask questions because asking is one of the doors of knowledge for students.

4. Learning Community (learning community)

Form study groups and familiarize students with learning in groups so that there is two-way communication which creates a learning community.

5. Modeling

Learning with models, concrete examples or demonstrating a lesson so that students are more understand what he is learning because the lessons learned are clearly visible from the model presented by the teacher.

6. Reflection (Review)

Review or assessment of learning activities that have been carried out either by self-recognition, student impressions and suggestions or from notes or student work. Students are really involved in a learning process.

7. Authentic Assessment (assessment as it is)

The assessment is what it is or the actual assessment is the assessment of students what should be assessed includes the process and learning outcomes with assessment instruments that include students' attitudes, knowledge and skills. So, this assessment is very objective because it assesses from various sides.

Advantage

1. Enable students to find their best potential.
2. In collaboration between groups, students can act effectively.
3. Students have the power to think creatively and critically in obtaining information, can be wise in understanding issues and can obtain solutions to existing problems.
4. Students can find out the benefits of what they learn.
5. Students do not depend on the teacher in obtaining various information.
6. Students will feel comfortable and happy in every lesson.

Deficiencies

1. Teachers will be overwhelmed in deciding subject matter because CTL learning emphasizes the needs of each student, while the abilities of students in one class are not the same.
2. CTL learning is more likely to develop students' soft skills so that students who have a high level of intelligence but find it difficult to express it will be overwhelmed.
3. When this learning is applied the ability of students will be seen clearly, which have the ability and which do not. So there will be a gap.
4. Interpretation of students will vary in each lesson provided.
5. In fact, not all students can adapt and find the potential that exists in them.
6. This contextual learning is very time-efficient. Because students are required to be proactive in finding facts and knowledge itself, the teacher's role will be less and less in the CTL learning process. (Sumiati and Asra, 2009: 123)

3. Methodology

Learning fiqh using a contextual teaching and learning approach is very important to increase their understanding in understanding Islamic law so that students do not imagine the material being taught but the material being taught actually occurs in their daily life environment. Learning fiqh using a contextual approach in its application is inseparable from the method used in conveying material, namely as a supporter of the successful application of this approach in learning. There are several methods that can be used to apply the contextual learning approach, namely:

- 1) Lecture method
The lecture method besides applying the teacher's material can include stories originating from the Al-Qur'an and Hadith. For example, material for congregational prayers, prayers for the sick. This method cannot be abandoned in every delivery of material, which is collaborated with other methods
- 2) Question and answer method
The question and answer method is the delivery of teaching messages by asking questions and students giving answers
- 3) Discussion method

The discussion method is a way of studying subject matter by debating the problems that arise and complaining about arguments. This process will make students active and enthusiastic in learning and will think critically in expressing new ideas when there is a problem faced. The teacher will continue to assist in this method.

4) Demonstration method

Demonstration method, this method in learning fiqh is used to provide explanations to students and make it easier to understand the subject matter by showing something in front of the class. For example, it is used, for example, to demonstrate or demonstrate how to do the correct prayer movements

5) Training method

Learning fiqh with this training method is used to train and familiarize students with carrying out kaifiyah easily and correctly, as reading prayers can be practiced before the lesson begins. Learning jurisprudence at Madrasah Tsanawiyah using a contextual approach is a support because the five methods are learning methods, with learning methods through a contextual approach, however, it does not rule out the possibility that there are many other related methods. Other learning as a support for all of that returns to education which plays a direct role in the learning process.

4. Results and Discussion

The curriculum for fiqh subjects includes the scope of discussion of fiqh worship subjects which contain the points of worship in detail and comprehensively. This knowledge and understanding is expected to become a guide for students' lives in personal and social life. In this case students are expected to be able to carry out and practice the provisions of Islamic law correctly, in learning experiences it is hoped that they can foster adherence to carrying out Islamic religious teachings, be disciplined and have high social responsibility.

The learning approach developed includes the following:

- a. Faith, which encourages students to develop an understanding and belief in the existence of Allah SWT as God of the universe
- b. Experience, conditioning students to practice Friday prayers and funeral prayers and feel the results of experience in everyday life
- c. Habituation, carrying out learning by familiarizing attitudes and behavior that are in accordance with the teachings of Islam contained in the Qur'an and Hadith
- d. Exemplary, namely education that places and plays the role of teachers and Madrasah components as role models and as a mirror of individuals who imitate the behavior, attitudes and actions of the Prophet Muhammad who taught the obligation to pray Friday prayers and the body.

learning is said to have used the contextual teaching and learning approach when it has used the seven components in contextual learning. In the learning process a teacher is required to be active so that students do not feel bored when the teaching and learning process takes place so that there is feedback with students, this activity is in the form of dialogue before and after teaching and learning activities, early learning dialogue activities are intended for student appreciation while the final dialogue of learning activities intended to find out how much students understand the fiqh subject that has been delivered by the teacher.

Similarly, in the implementation of learning to carry out evaluations or provide assessments based on contextual teaching and learning in fiqh learning, teachers must use the seven elements or components in CTL, namely:

- a. Konstruktivisme (constructivism)
- b. find (inquiry)
- c. Questioning

- d. Modeling (Modeling)
- e. Community learning (Community learning)
- f. Reflection
- g. Authentic assessment

6. Conclusion

In fiqh learning, students are encouraged to be more active and interested in participating in lessons so that the learning process takes place in a conducive, effective, creative, efficient, and enjoyable manner. The fiqh learning pattern at MTs is sought to be able to arouse student learning creativity. In order to make learning fiqh easier and more enjoyable, learning must be related optimally to real life in students' minds, so that it is meaningful in students' lives and does not feel abstract. Fiqh learning is also expected to be oriented towards equipping students in the form of knowledge, mindset, attitudes and skills. Through contextual learning fiqh subjects can be given to students to apply fiqh principles to the real world, so it is hoped that the level of student understanding can increase and be able to apply the knowledge gained in life for the long term. Unlike conventional learning which only helps students remember subjects in the short term.

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