

## Implementation of Learning Material on Worship Jurisprudence Using Graphic Media at Mts Al-Amanah Waikaya Karossa Sub-District, Central Mamuju District

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### ABSTRACT

This research discusses the implementation and effectiveness of teaching Islamic jurisprudence (fiqh) worship materials using graphic media. The aim is to understand how the implementation and effectiveness of teaching fiqh worship materials using graphic media at MTs Al-Amanah Waikaya are. The research method employed a qualitative approach, with data collection techniques including observation, interviews, and documentation. Data analysis techniques used were data reduction, data presentation, and data verification. The results of this study indicate that the implementation of teaching fiqh worship using graphic media, based on the 2013 curriculum and fiqh subjects, mainly focuses on basic fiqh issues related to worship. Therefore, in implementing teaching, teachers use a variety of media such as concept maps, posters/images, whiteboards, and employ teaching methods like lectures, discussions, and question-and-answer sessions. The steps taken by teachers in the implementation process of teaching fiqh worship materials using graphic media include: As for the effectiveness of teaching fiqh worship using graphic media at MTs Al-Amanah Waikaya, it has been effective. This can be seen from the satisfactory learning outcomes of the students and their ease in understanding fiqh material quickly and actively participating with enthusiasm in the learning process. This was revealed through interviews with the students, who expressed their enjoyment, liking, and motivation when the learning process used graphic media (images and concept maps). The students also mentioned that graphic media helped them understand the lessons more easily. Therefore, it is clear that the use of graphic media at Madrasah Tsanawiyah Al-Amanah Waikaya has been effective, as it has achieved its goals, saved time and energy, and stimulated the students' interest and enthusiasm for learning.

### 1. Introduction

Learning is a process that involves a series of actions by both the teacher and the students based on a reciprocal relationship that occurs in an educational setting to achieve specific goals. The interaction or reciprocal relationship between the teacher and the students is a fundamental requirement for the learning process to take place. This is because the teaching and learning process is an activity in which students learn and teachers teach, and there is interaction between teachers and students, leading to changes in the students' knowledge, understanding, skills, or attitudes (Oemar Hamalik, 2001: 48)..

Learning is the result of interaction between stimulus and response. Therefore, the learning process occurs when a child

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responds to stimuli provided by the teacher. Additionally, for effective learning to occur, students can be guided by teachers using their prior knowledge stored in their memory and cognition by using appropriate media and teaching methods. If this does not happen, the learning process will not be effective and optimal.

Formally, in the implementation of learning, media is a very important element as a teaching aid that also influences the learning climate, conditions, and environment arranged and created by the teacher. The presence of graphic media in the teaching and learning process is significant because it can help clarify the material being conveyed by serving as an intermediary.

Graphic media is a type of visual media, like other media, it serves to transmit a message from the source to the receiver. The sense of sight is involved in this channel. The message to be conveyed is expressed through visual communication symbols. The subject of fiqh (Islamic jurisprudence) is also part of the Islamic religious education curriculum that provides guidance to students to understand, appreciate, believe in the truth of Islamic teachings, and be willing to practice them in daily life. Therefore, the teaching of fiqh should also consider utilizing graphic media in the teaching and learning process to make it enjoyable for students and enhance their understanding.

Thus, the success of students in learning fiqh using graphic media involves a change in their behavior from not understanding to understanding and comprehending the issues. They should also be able to draw conclusions on their own from the material taught. Teachers should aim to educate students in how to seek, discover, and apply knowledge with a scientific approach, skills, and attitudes.

Therefore, it is advisable for fiqh lessons to use teaching media to facilitate students in understanding fiqh material, stimulate students' new interests, boost motivation and learning activities, and help the effectiveness of the learning process. Currently, the author still finds that some teachers are not creative and skilled enough, and the use of media and methods is monotonous, causing students to become bored and not pay attention to the teacher, especially in the subject of fiqh, ultimately resulting in a lack of understanding of what the teacher is teaching/explaining.

## 2. Literature Review

### A. Basic Concepts of Islamic Jurisprudence

The term "Fiqh," linguistically, originates from the word "faqaha" (فقه), which means "to understand" and "comprehend." However, according to the Shariah terminology, the science of Fiqh is the knowledge that deals with practical Shariah laws, the determination of which is sought through a profound understanding of its detailed evidence. (Alaiddin Koto, 2011: 2). In Islam, it is a well-established fact that there are four primary sources of Islamic law or Fiqh evidence that are agreed upon by scholars: the Quran, the Sunnah (the actions and sayings of the Prophet Muhammad), Ijma' (consensus of scholars), and Qiyas (analogical reasoning).

### B. Learning of Worship Jurisprudence

#### 1) Understanding of Jurisprudence Learning

As Oemar Hamalik states regarding the definition of learning:

Learning is a combination of arranged human elements, materials, facilities, equipment, and procedures that mutually influence each other in achieving learning objectives. Humans involved in the learning system consist of students, teachers, and other personnel. Materials include books, films, audiovisuals, and also computers. Procedures encompass schedules, teaching methods, learning, and others. And various other elements. (Hamalik, 1995:57).

Based on the above opinion, it can be understood that materials, facilities, equipment, and procedures mutually influence each other in achieving learning objectives. Humans involved in the learning system are students, teachers, and other educational personnel. As for the materials according to Oemar Hamalik, they include books, films, audiovisuals, and also computers. Procedures refer to schedules, methods of delivery, learning, and more.

Fiqh is one of the subjects in Islamic religious education that are intentionally planned to influence students so that the learning process can proceed smoothly. Learning is not limited to events initiated solely by teachers but includes all events and activities that may directly affect the human learning process. (Ahmad Tafsir, 1996:96)

Regarding jurisprudence, there are several definitions, namely:

- a) Linguistically, Fiqh means understanding and comprehension, while in terminology, a person who knows the science of jurisprudence is called a faqih. (Syafi'i Karim, 1997:11)

- b) According to Abu Hanifah, the definition of Fiqh is "The science that explains all rights and obligations."
- c) The General Definition of the Science of Jurisprudence is a science that studies various Islamic laws and various rules of life for humans, both individual and social. (Syafi'I Karim, 1997:18).

#### 2) Definition and Scope of Fiqh Learning in MTs

The subject of fiqh in the MTs curriculum is one of the components of Islamic religious education aimed at preparing students to recognize, understand, internalize, and practice Islamic law, which then forms the basis of their way of life through guidance, teaching, training, application, and habituation activities.

The field of fiqh in MTs encompasses the fiqh of worship, the fiqh of transactions, the fiqh of criminal law, and the fiqh of politics, illustrating that the scope of fiqh includes the embodiment of harmony, compatibility, and balance in the relationship between humans and Allah SWT, with oneself, fellow humans, other creatures, and the environment. (Directorate General of Islamic Institutions of the Ministry of Religious Affairs of the Republic of Indonesia, 2005: 46).

#### 3) Objectives and Functions of Fiqh Learning in MTs

Fiqh learning in MTs aims to equip students to:

Understand and comprehend the fundamental principles of Islamic law in regulating the provisions and procedures governing human relations with Allah SWT, as outlined in the fiqh of worship and human relations.

Implement and practice Islamic legal provisions correctly in performing worship to Allah SWT and in social worship. This experience is expected to foster obedience to Islamic law, discipline, and a high level of social responsibility in personal and social life.

Meanwhile, the functions of fiqh learning in MTs are as follows:

- a). Instilling values and a sense of worship in students towards Allah SWT as a guide to achieving happiness in both worldly and hereafter life.
- b) .Cultivating the habit of adhering to Islamic law among students with sincerity and behavior that aligns with the rules in the madrasah and society.
- c). Developing faith and piety towards Allah SWT and noble character in students to the best extent possible, building upon what has been instilled in the family environment.
- d). Correcting the mistakes and weaknesses of students in their beliefs and the practice of worship in daily life.
- e). Equipping students to delve deeper into fiqh/Islamic law in higher levels of education.

### **C. Overview of Learning Media**

#### 1). Understanding Learning Media

Learning media is one of the components of the teaching and learning process that plays a crucial role in supporting the success of teaching and learning. Below are several opinions regarding the definition of learning media, including: a). Gagne defines learning media as various types of components within the learners' environment that can cultivate a learning attitude. b). Briggs defines learning media as any physical tool that can convey messages and stimulate learners to engage in the learning process. c). Schramm defines learning media as message-carrying technology that can be utilized for educational purposes. (ARMuttaqin, 2019: 15)

According to Miarso's opinion:

Learning media is everything used to convey messages and can stimulate the thoughts, feelings, attention, and willingness of learners, thereby encouraging deliberate, purposeful, and controlled learning processes. (Rusman, 2017:214).

According to Rossi and Breidle:

Learning media encompasses all tools and materials that can be used for educational purposes, such as radio, television, books, newspapers, magazines, and so on. According to Rossi, tools like radios and televisions, when used and programmed for education, constitute learning media. (Wina Sanjaya, 2015:204).

#### 2). Types of Learning Media

There are various types of learning media that can be used in the teaching and learning process, including: a). Graphic media, Graphic media serve to convey messages from the sender to the receiver (from the teacher to the learners). Simply put, graphic media can be understood as media that contain messages presented in the form of writing, letters,

images, and symbols with meaning (Wina Sanjaya, 2015:213).. Additionally, graphic media serve to capture attention, clarify ideas, illustrate or embellish facts that might be quickly forgotten if not presented graphically. Examples of graphic media include pictures/photos, diagrams, charts, posters, and graphs. b). Audio Media, Audiovisual media differ from graphic media in that audio media are related to the sense of hearing. Messages to be conveyed are expressed through auditory symbols, both verbal and non-verbal. Types of audio media include radio, tape recorders, and language laboratories(Asnawir and Basyiruddin Usman, 2002:52-55). c). Static projection media, Static projection media share similarities with graphic media in the sense that they provide visual stimuli. Therefore, graphic materials are frequently used in static projection media. The difference between graphic media and static projection media lies in the fact that in graphic media, one can directly interact with the message, whereas in static projection media, the message must be projected using a projector for the audience to see. (Asnawir and Basyiruddin Usman, 2002:57).

### 3). Functions and Benefits of Learning Media

As a component of the learning system, media has vital functions and roles in the continuity of learning. Without media, learning would never occur (Ali Mudlofir and Evi Fatimatur Rusydiyah, 2016:128).

According to Hamalik, the functions of learning media in the learning process are:

- a) To create an effective learning situation.
- b) Learning media are essential in achieving learning objectives.
- c) The use of media in learning is to accelerate the learning process and assist students in understanding the material presented by the teacher in the classroom.
- d) The use of media in learning is intended to improve the quality of education. (Ali Mudlofir and Evi Fatimatur Rusydiyah, 2016:218).

The benefits of learning media in the learning process include:

- a) Making learning more attention-grabbing for students, thus fostering motivation to learn.
- b) Clarifying the material, making it easier for students to understand and master the learning objectives.
- c) Introducing more variety in teaching methods, not solely relying on verbal communication through word-of-mouth by the teacher, preventing boredom for students and reducing teacher fatigue, especially if the teacher has to teach multiple class periods.

### 3. Methodology

The author employs a qualitative descriptive research approach, which aims to present the aspects targeted by the author's research. This approach is characterized by research that seeks to describe problem-solving based on data, allowing the author to obtain precise and authentic data to be presented as accurate research results (Suharsimi Arikunto, 1993:209).. This research approach aligns with the current research topic, which focuses on a "qualitative" approach emphasizing research activities at the object's location in conducting the research at MTs Al-Amanah Waikaya. Kab. Mamuju Tengah.

### 4. Results and Discussion

In this study, we interviewed several informants regarding the Implementation of Fiqh Worship Material Learning Using Graphic Media at MTs Al-Amanah Waikaya. The results of our research indicate that the implementation of fiqh learning materials in the school refers to the 2013 curriculum or the Madrasah Tsanawiyah syllabus issued by the Ministry of Religious Affairs. The Fiqh subject covers basic fiqh issues related to worship and transactions (interactions among individuals and the environment) or practices in daily life. As explained by one fiqh teacher:

"Fiqh subjects at MTs Al-Amanah Waikaya primarily address fundamental fiqh issues related to worship and transactions, referring to the core competencies and basic competencies within the framework of the 2013 Islamic Religious Education curriculum"

Therefore, the above description illustrates that the fiqh subject is significant at Madrasah Tsanawiyah Al-Amanah Waikaya because it deals with the daily worship of students and the character-building process. The fiqh subject is also distinctive from other subjects in the madrasah because it bears the responsibility of motivating and compensating students as individuals capable of understanding, practicing, and applying Islamic laws related to worship and transactions in their daily lives. For example, in teaching materials like prayer and purification (ablution), various media are used, including diagrams, posters/pictures to show the procedure and sequence. When practicing, students use posters that are cut and arranged according to the image number and accompanying text.

Therefore, the optimal use of graphic media in fiqh learning strongly supports effective fiqh learning. This is because fiqh materials are not only meant to be understood but also need to be practically applied by students in their daily lives. One student also stated:

“We are very happy when the fiqh teacher uses media to teach us about wudhu (ablution) and prayer, such as diagrams and posters, because we can easily understand them. We also don't get sleepy because we discuss and look for the answers together as assigned by the teacher”

From the explanations above, the learning environment in the classroom is determined by the media used by the teacher to create a positive and enjoyable atmosphere. The use of concept maps, images, and posters as teaching media for topics like purification (wudhu) and prayer makes students enjoy the learning process.

The effectiveness of implementing fiqh worship material learning using graphic media in the school is also supported by a fiqh teacher's statement:

“The effectiveness of using graphic media here, after we observed, makes it easier for students to understand and comprehend compared to just explaining. Students are also happy and enthusiastic about learning, resulting in improved learning outcomes, as reflected in their grades”

One of the students at the school also mentioned:

“I enjoy learning fiqh because I get very good grades in the subject. The fiqh teacher uses graphic media like posters, concept maps, and charts, which makes it easier for me to understand the material”

Thus, based on the explanations of the fiqh teacher and students, it is affirmed that to achieve the desired results in teaching and learning activities, teachers must strive to find teaching materials that suit the students' abilities, making it easy for them to understand. The presentation of fiqh learning should not only involve delivering the material but also adapting it to the students' needs and incorporating a teaching strategy that makes students enjoy, relax, not fear making mistakes, and not fear being laughed at. Therefore, the focus should not solely be on the teacher. Hence, teachers must create a conducive learning environment for students effectively and efficiently. Consequently, concept maps and images are effective learning media techniques as they combine facts and ideas clearly, strongly, and cohesively through the expression of words and posters/images.

## **5. Conclusion**

The current study aimed to understand how the implementation and effectiveness of fiqh worship material learning using graphic media at MTs Al-Amanah Waikaya are. The results indicate that the implementation of fiqh worship material learning using graphic media at MTs Al-Amanah aligns with the 2013 curriculum, with a primary focus on fundamental fiqh issues related to worship and transactions. Fiqh is considered important at MTs Al-Amanah because it pertains to the daily lives of students and the process of character development. The use of various media in teaching, including concept maps, images, and chalkboards, as well as teaching methods like lectures, discussions, and Q&A, has been observed.

The effectiveness of implementing fiqh worship material learning based on graphic media at MTs Al-Amanah Waikaya can be seen through the various media used by the teacher in Grade VII classrooms as tools in the fiqh learning process, such as posters/images, concept maps/charts, and chalkboards. It can also be observed through satisfactory learning outcomes and the active participation, enthusiasm, and motivation of students in fiqh learning. Students find it enjoyable and easy to understand fiqh material when the teacher uses graphic media (charts and posters). The effective use of learning media in fiqh at MTs Al-Amanah is evident because it has achieved its objectives, saved time, energy, and costs, and has boosted student motivation, making it easier for them to understand and quickly grasp the material. This has resulted in improved learning outcomes.

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