Scientific Approach to Learning Fiqh in Madrasah Tsanawiyah

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Received: 11-04-2021  Revised: 22-06-2021  Accepted: 30-06-2021

Abstract

This study aims to describe learning based on scientific learning in fiqh subjects at Madrasah Tsanawiyah. The method used is descriptive qualitative. Data collection techniques using observation and interviews. As for the analysis using written data techniques. This article produces a scientific approach to learning Fiqh in madrasah through the creation of learning designs carried out by Fiqh subject teachers concerning the steps outlined in the scientific application, namely, learner analysis to determine student learning styles and competency levels, learning focuses on student centred, use of various learning methods and media and evaluation based on authentic assessment.

Keywords: Jurisprudence Subject, Scientific Approach, Madrasah Tsanawiyah

INTRODUCTION

The quality and quantity of education is still the most prominent problem in every effort to reform national education because education is a conscious effort to develop students’ potential to form complete human being. Education is essentially an effort to civilize humans or humanize humans, and the teaching and learning process occurs when there is an interaction between educators and students or fellow students. In this interaction, educators play a function as teachers or facilitators in learning, while students themselves as
students or individuals who learn.²

So far, in our world of education, especially in the learning process, which is more dominated by a teacher and students are less trained to develop the knowledge they receive so that the self-potential that exists in students cannot be actualized optimally.³ This lacks respect for the freedom that exists in students and the power of individuals. In addition, because of the time pressure to pursue curriculum achievement, the teacher will choose the easy path, namely informing facts and concepts through lectures. As a result, students have much knowledge but are not trained to find knowledge.⁴ They are not trained to find concepts and are not trained to develop knowledge.

Learning as a systematic conscious effort always departs from the foundation and takes into account certain principles. These foundations and principles are important because learning is the main pillar of human and societal development.⁵ So far, the methodology of Islamic religious learning materials, especially learning Fiqh that is applied, still maintains the old (traditional) ways, such as lectures, memorization and demonstrations of worship practices that seem dry. Admittedly or not, such methods make students look bored and less enthusiastic about studying religion.⁶

In the educational process, the method has a very important position in efforts to achieve goals, because it transforms subject matter arranged in the educational curriculum so that it can be understood or absorbed by students and becomes a functional understanding of their behavior.⁷ In adults, a good learning attitude has been formed. Internal encouragement in the form of motivation is very important and the expensive knowledge makes adults seek and even feel it as a need. This is not the case with children, to be able to apply a good and correct learning attitude, children must be guided because in general, they are still dependent on external encouragement.⁸ For this reason, elements of methods of educating children that really stimulate interest, provide the right motivation, parents' communication skills that are flexible, dynamic and full of nuances will greatly influence the success of our children's education.⁹

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A method can be said to be effective if the desired learning achievement can be achieved by using an appropriate method. That is by using certain methods that can produce better learning achievement. Good learning outcomes must be comprehensive, meaning not only mere mastery of knowledge but also seen in changes in attitude and behaviour in an integrated manner. This change, of course, must be visible and observable, specific and operational, in the sense that it is easy to measure.

This is also exacerbated by students' low motivation in learning in class, so they learn "as is" and "as they wish", which has implications for low student motivation. In fact, motivation is one of the factors that influence student learning success. High learning motivation is one of the determining factors for student success in achieving the best learning outcomes. Motivation does affect not only learning outcomes but also the learning process. Students who have high learning motivation will be actively involved, diligent and enthusiastic in learning, so that learning will become more active and meaningful and the achievement of quality learning outcomes.

This kind of culture and mentality in turn makes students unable to activate their brain abilities. So they do not have the courage to express opinions, are weak in reasoning and depend on others. Therefore the teacher is required to master adequate knowledge and good teaching techniques so that he is able to create an effective and efficient teaching atmosphere or can achieve results by the expected goals.

RESULTS AND DISCUSSION
Scientific Approach to Learning

In the late 19th century, American science education introduced science, emphasising formalistic laboratory methods leading to scientific facts. The scientific learning approach is the approach used in learning that is carried out through a scientific process. In a sense, what students learn and acquire is done with their own senses and minds so that they are directly in the process of gaining knowledge. With this approach, students can face and solve problems well.

Understanding in terms of the scientific approach is a learning process that is designed in such a way that the goal is for students to construct concepts actively, laws or principles through several stages such as observing (to identify or find problems), formulating problems, submitting or formulating hypotheses, collecting data. Using various techniques, analyzing


A scientific approach is an approach used in learning that is carried out through a scientific process. In the scientific process, students construct knowledge by asking questions, making observations, taking measurements, collecting data, organizing and interpreting data, estimating results, conducting experiments, concluding and communicating. According to Fadlallah, the Scientific Approach is a learning approach that is carried out through the process of observing (observing), asking (questioning), trying (experimenting), reasoning (associating), and communicating (communication).

Conceptually, the scientific approach is considered superior to the concept of exploration, elaboration, and confirmation (EEK) because it encourages students to actively observe, ask questions, seek data through experimentation, draw conclusions using reasoning, and communicate their findings. A scientific approach is an approach based on facts or phenomena that can be explained by logic or certain reasoning, not based on guesswork, fantasy or fairy tales.

This model emphasizes the process of seeking knowledge rather than transferring knowledge; students are seen as learning subjects who need to be actively involved in the learning process, the teacher is only a facilitator who guides and coordinates learning activities. Many experts believe that a scientific/scientific approach, besides being able to make students more active in constructing their knowledge and skills, can also encourage students to conduct investigations to find facts from a phenomenon or event.

Thus students are directed to find various facts for themselves and build concepts and new values needed for their lives. The learning process focuses on developing students' skills in processing knowledge and discovering and developing their own facts, concepts, and values as needed.

Scientific Learning Steps

The 2013 curriculum adopts all three competency domains with several innovations in each domain with a developed activity hierarchy. This can be seen in the attitude domain obtained through the activities of "accepting, implementing, appreciating, living, and practising". Domain knowledge is obtained through the activities of “remembering, understanding, applying, analyzing, evaluating, creating. Domain skills are obtained through the activities of "observing, asking, trying, reasoning, presenting, and creating."

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This curriculum also uses a scientific approach because this approach is considered appropriate for developing students' attitudes, knowledge, and skills. Learning with a Scientific Approach is a learning process designed in such a way that students actively construct concepts, laws or principles through the stages of observing (to identify or find problems), formulating problems, submitting or formulating hypotheses, collecting data with various techniques, analyzing data, conclude and communicate the “found” concepts, laws or principles.

The scientific approach is intended to provide understanding to students in knowing and understanding various materials using the scientific approach. Learning is directed to encourage students to find out from various sources through observation, not just given by the teacher. The purpose of this approach is that students can solve problems they will encounter in everyday life well.

The scientific approach makes learning more active and not boring. Students can construct their knowledge and skills through facts found in field investigations for learning. In addition, with learning based on this scientific approach, students are encouraged to be more capable in observing, asking questions, reasoning, and communicating or presenting things learned from natural phenomena or direct experiences.

The scientific approach (scientific approach) in learning as intended includes observing, asking (questioning), reasoning (associating), trying (experimenting), and forming networks (networking) for all subjects. The steps of the scientific approach can be described as follows:

**FIGURE 1.**
*Scientific Approach Steps*

<table>
<thead>
<tr>
<th>Observing (mengamati)</th>
<th>Questioning (menanya)</th>
<th>Associating (menalar)</th>
<th>Experimenting (mencoba)</th>
<th>Networking (membentuk Jejaring)</th>
</tr>
</thead>
</table>

**Learning with a Scientific Approach**

Learning with a scientific approach is expected to be able to apply several values, namely by setting an example (*ing ngarsa sung tuladha*), building a will (*ing madya mangun karsa*), and developing student creativity in learning (*tut wuri handayani*).

The scientific criteria referred to in the scientific learning process are (1) Learning materials based on facts or phenomena that can be explained with certain logic or reasoning, not just a guess, fantasy, legend, or fairy tale. (2) Explanations from the teacher, student responses, and teacher-student educational interactions that are free from immediate...
prejudice, subjective thinking, or some reasoning that deviates from the flow of logical thinking. (3) Encourage and inspire students to think critically, analytically and appropriately in identifying, understanding, solving problems, and applying subject matter. (4) It is encouraging and inspiring so that students can think hypothetically in seeing differences, similarities, and links to one another from learning materials. (5) Encourage and inspire students to understand, apply, and develop rational and objective mindsets in responding to learning materials. (6) Concepts, theories, and empirical facts that can be accounted for. (7) Formulate learning objectives using a simple but interesting presentation system.

The scientific approach has the characteristics of "doing science". This method makes it easier for teachers or curriculum developers to improve the learning process by dividing it into detailed steps or stages that contain instructions for students to carry out learning activities. The scientific approach is called the scientific approach, is the 2013 curriculum approach. In accordance with the Graduate Competency Standards (SKL), the learning objectives include developing attitudes, knowledge, and skills elaborated for each educational unit. Some of these competency domains have different acquisition trajectories (psychological processes). Attitude is obtained through the activity of accepting, executing, appreciating, living, and practising. While knowledge is obtained through the activities of remembering, understanding, applying, analyzing, evaluating, and creating. Then, skills are acquired through the activities of observing, asking, trying, reasoning, presenting, and creating.

The learning process using a scientific approach is far different from conventional learning where the teacher is a source of student information and the teacher is always active in explaining and guiding students until students understand. This way, the time needed for students, from not understanding to understanding, takes a long time, so it is less efficient. In the scientific approach, the problems given by the teacher are always based on phenomena that have been happening in students’ lives. Then students try to find answers to problems that are given independently.

By applying this approach, the learning process will be more memorable and meaningful for students because it invites students to independently acquire new knowledge and information that can come from anywhere, at any time, and does not depend on unidirectional information from the teacher. Besides being able to make students more active in constructing their knowledge and skills, it can also encourage students to conduct investigations to find facts from a phenomenon or event.

Fiqh Learning at Madrasah Tsanawiyah

Fiqh learning is directed at enabling students to understand the main points of Islamic law and the procedures for its implementation to be applied in life so that they become Muslims who are always devout in carrying out Islamic law in a kaffah (perfect) manner. To make it easier to achieve learning objectives, in the 2013 Curriculum, teachers are given limits or signs that must be followed by referring to Core Competencies (KI) and Basic Competencies (KD).

Core competencies are like the steps that students must tread to arrive at the competencies of graduates from Madrasah Aliyah. Core Competency (IC) increases with the increasing age of students, which is expressed by increasing grades. Through Core
Competencies, vertical integration of various basic competencies (KD) in different classes can be maintained.

As a ladder leading to multidimensional graduate competencies, Core Competencies also have multidimensional dimensions. For ease of operation, graduate competencies in the realm of attitude are broken down into two. First, spiritual attitudes related to national education goals form students who are faithful and pious. Second, social attitudes related to national education goals form students who are noble, independent, democratic and responsible.

Core Competencies are not to be taught but to be formed through learning various basic competencies from several relevant subjects. In this case, the subject is positioned as a source of competence. Whatever is taught in certain subjects at a certain grade level, the result is the Core Competencies students must possess at that grade level. Each subject must comply with the Core Competencies that have been formulated. Therefore, all subjects taught and studied in the class must contribute to the formation of Core Competencies.

Core Competencies will charge each subject what it can contribute in shaping the competencies students are expected to have. Core Competency is a binder of various basic competencies that must be produced by studying each subject and functions as a horizontal integrator between subjects.

The formulation of Core Competency in this book uses the notation: 1) KI-1 for Core Competency of spiritual attitude, 2) KI-2 for Core Competency of social attitude, 3) KI-3 for Core Competency of knowledge (concept understanding), 4) KI-4 for core competency skills. The order refers to the order stated in the National Education System Law No. 20 of 2003, which states that competence consists of attitude, knowledge and skill competencies.

Learning Fiqh at Madrasah Tsanawiyah aims to equip students to be able to: (1) know and understand the main points of Islamic law in regulating provisions and procedures for carrying out human relations with Allah which are regulated in the Fiqh of worship and human relations with others which are regulated in Fiqh muamalah; (2) Carry out and practice the provisions of Islamic law properly in carrying out worship to Allah and social worship. This experience is expected to foster adherence to Islamic law, discipline and high social responsibility in personal and social life.

The scope of Fiqh in Madrasah Tsanawiyah includes the provisions of Islamic law in maintaining harmony, harmony and balance between human relations with Allah SWT and human relations with fellow human beings. The scope of Fiqh subjects at Madrasah Tsanawiyah includes:

Fiqh aspects of worship include provisions and procedures for taharah, fardu prayers, sunnah prayers, and prayers in emergencies, prostration, azan and iqamah, remembrance and prayer after prayer, fasting, zakat, hajj and umrah, sacrifice and aqiqah, food, care for corpses, and grave visits. The Fiqh aspects of muamalah include: the provisions and laws of buying and selling, qirad, usury, borrowing, accounts payable, mortgages, and borg and wages.
CONCLUSION

The scientific approach to learning Fiqh in madrasas is carried out through making learning designs carried out by Fiqh subject teachers concerning the steps outlined in the scientific application, namely, learner analysis to determine student learning styles and competency levels, learning focuses on student-centred, use of various learning methods and media and evaluation based on authentic assessment.

REFERENCES


