

THE ROLE OF TEACHERS IN ENHANCING STUDENTS' UNDERSTANDING OF FIQH MATERIAL AT MA MUALLIMIN NW GUNUNG RAJAK

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ABSTRACT

This study investigates the role of teachers in enhancing students' understanding of Fiqh material at MA Muallimin NW Gunung Rajak. This study used a descriptive quantitative approach. The research design was a survey, with data collected through questionnaires. The data were analyzed using descriptive quantitative methods, calculating frequencies and percentages for each student response. The findings reveal that 85% of students appreciated the detailed explanations and relatable examples provided by teachers, which facilitated the practical application of Fiqh in daily life. Furthermore, 78% of students reported increased motivation due to their teachers' active encouragement. Effective teaching strategies identified included group discussions (82%), question-and-answer sessions (76%), and contextual approaches (70%). Supporting factors such as student motivation (83%), engaging learning media (75%), and varied teaching methods (80%) significantly enhanced the learning process. However, challenges such as limited instructional time (67%) and insufficient learning resources (60%) were noted, affecting the overall effectiveness of Fiqh instruction. The study highlights the importance of pedagogical competence in religious education, recommending the integration of additional learning resources and extended instructional time to address existing challenges. These findings provide valuable insights for educators and school administrators in improving the quality of Fiqh education.

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INTRODUCTION

Islamic education is a crucial aspect of building a generation with a deep understanding of religious values, particularly in living a life aligned with Sharia principles. One of the subjects that significantly contributes to shaping students' Islamic character is Fiqh. This subject provides practical guidance on acts of worship, social interactions (muamalah), and Islamic legal principles, enabling students to internalize religious teachings in their daily lives. Fiqh also addresses and explains the rulings of Islamic Sharia, and in the school context, it is taught with an adjusted scope to allow students to apply it in real-life situations (Sholahuddin, Hasanah, and Farida, 2024).

In the context of formal education, learning involves educators and students with the goal of guiding children towards maturity (Hilmi and Nurhayati, 2024). Teachers hold a central role in the

process of Fiqh instruction. As facilitators and mentors, they not only deliver material but are also responsible for ensuring that students understand the concepts taught. One factor that contributes to successful learning is the teacher's ability to plan and execute lessons, including selecting appropriate teaching media (Sarfiyah, Restu Wibawa, 2021). Therefore, teachers are expected to be capable of choosing effective methods, creating a conducive learning environment, and providing sufficient guidance to achieve learning objectives. Teachers are at the forefront of educational success and must equip themselves with extensive knowledge, including skills in selecting teaching media (Syathori, 2017).

The learning process encompasses aspects that support students in becoming well-rounded individuals, including psychomotor, affective, and cognitive aspects. Teachers must strive to ensure that students not only grasp concepts and principles but also experience the process of learning self-direction, responsibility, and social communication through instructional activities (Santi, Undang, and Kasja, 2023). Learning motivation becomes a key factor that drives students to study diligently to achieve better outcomes (Hilman et al., 2023). Motivation is also related to students' behavior, effort, and persistence in understanding the Fiqh material presented (Fauziyah, 2023).

However, not all students can absorb the material delivered, resulting in variations in classroom achievement. This disparity means that some students may require additional lessons or remedial sessions (Khotamir Rusli and Ermawati, 2024). Low learning outcomes are often linked to the lack of engaging teaching strategies, causing many students to feel bored during Fiqh lessons (Ade Putra Primadani, 2017).

MA Muallimin NW Gunung Rajak, as an Islamic educational institution, has a strong commitment to improving students' understanding of Fiqh material. However, in practice, challenges such as limited instructional time, varying student learning styles, and minimal use of innovative teaching media often hinder progress. This necessitates a study of the teacher's role in overcoming these challenges while enhancing the quality of students' understanding of the taught material. Successful learning can be measured by students' mastery of the material and their participation during the learning process (Rosyiddin et al., 2023). Students' learning processes and outcomes reflect the quality of education, where good instructional quality can lead students to achieve optimal results (Adolph, 2016).

Research related to the role of teachers in Fiqh instruction in schools has been widely conducted. Fauzi Ananda et al. (2024) found that the implementation of Fiqh teachers' pedagogical competencies significantly determines the quality of instruction in Islamic senior high schools (Madrasah Aliyah). On the other hand, Hamdan (2023) highlighted the importance of integrating Fiqh into religious education in schools, along with challenges such as teachers' lack of understanding and limited learning resources. Another study by Nisa Afrinauly Nabila (2023) on the implementation of the independent curriculum (Kurikulum Merdeka) at MTsN 3 Sleman revealed various challenges in Fiqh instruction, such as the lack of teaching modules and adequate learning materials. However, few studies have specifically examined the role of teachers in improving students' understanding of Fiqh material at MA Muallimin NW Gunung Rajak.

While some research has explored pedagogical competencies and Fiqh teaching strategies, there is a lack of studies focusing on the role of teachers in enhancing students' understanding of Fiqh material at MA Muallimin NW Gunung Rajak. This research gap is relevant for investigating the factors influencing students' understanding in Fiqh instruction at the school.

This study offers innovation by exploring the teacher's role in depth through a contextual approach at MA Muallimin NW Gunung Rajak. By focusing on the teaching aspects and strategies

employed by Fiqh teachers, this research aims to provide a different contribution from previous studies.

The study seeks to answer the main question: How do teachers play a role in improving students' understanding of Fiqh material at MA Muallimin NW Gunung Rajak? The objectives of this research are to analyze the strategies and roles of Fiqh teachers in enhancing students' understanding and to identify supporting and inhibiting factors affecting the effectiveness of Fiqh instruction at the school.

This research is essential to contribute to the development of more effective Fiqh teaching methods and to enhance teachers' competencies in planning and delivering engaging and meaningful lessons. The findings are expected to serve as a reference for educators and school administrators in improving the quality of Fiqh instruction and creating a conducive learning environment at MA Muallimin NW Gunung Rajak.

METHOD

This study employed a descriptive quantitative approach to examine the role of teachers in enhancing students' understanding of Fiqh material at MA Muallimin NW Gunung Rajak. The research design was a survey, with data collected through questionnaires distributed to Class X A students as the research sample. Conducted between September and November 2024, the study focused on gathering detailed insights into the subject matter. The population consisted of all 380 students of MA Muallimin NW Gunung Rajak, while the sample was purposively selected from Class X A, comprising 30 students, with 18 males and 12 females. Class X A was chosen as it was deemed representative for the objectives of the research.

The primary instrument used in this study was a questionnaire that included both closed-ended and open-ended questions. These questions were carefully designed to measure students' understanding of Fiqh material and the role of teachers in the learning process. To ensure the accuracy and dependability of the data, the instrument underwent rigorous validity and reliability testing. Data collection followed a systematic procedure, beginning with the preparation of validated questionnaires, which were then distributed to Class X A students at a predetermined time. Afterward, the completed questionnaires were collected for further analysis.

The data obtained were analyzed using descriptive quantitative techniques, involving calculations of frequencies and percentages for each student response. The findings were then presented in tables and graphs to simplify interpretation. The results of this analysis provided a clear explanation of the extent to which teachers contribute to improving students' understanding of Fiqh material, offering valuable insights into the effectiveness of teaching strategies employed in the classroom.

RESULT

This study focuses on the role of teachers in enhancing students' understanding of Fiqh material at MA Muallimin NW Gunung Rajak.

The findings are summarized into five main sections, and to calculate the percentage of students in each category, the following formula was applied:

$$\text{Percentage} = \left(\frac{\text{Number of Students Choosing the Option}}{\text{Total Students}} \right) = 100\%$$

1. The Role of Teachers in Enhancing Students' Understanding

The results indicate that teachers play a crucial role as facilitators and motivators:

- a. 85% of students stated that teachers were able to explain the material in detail and provide examples relevant to daily life, making learning more applicable.

- b. 78% of students felt motivated because teachers actively encouraged them to understand Fiqh concepts, including complex ones.

The following chart illustrates the percentage of students appreciating the teacher's role:

Teacher's Role	Student Percentage (%)
Detailed Explanation	85%
Learning Motivation	78%

2. Teaching Strategies Used by Fiqh Teachers

A variety of strategies significantly contributed to students' understanding:

- a. 82% of students found group discussions helpful, allowing them to share their understanding.
- b. 76% appreciated the question-and-answer method, which provided space for direct clarification.
- c. 70% of students appreciated the Contextual approaches which played a significant role as Fiqh material was related to real-life situations.

The table below highlights the most effective teaching strategies:

Teaching Method	Student Percentage (%)
Group Discussions	82%
Question-and-Answer	76%
Contextual Approach	70%

3. Supporting Factors in Fiqh Learning

Key factors supporting Fiqh learning include:

- a. **Student motivation (83%)**: The relevance of the material to daily life provided additional encouragement.
- b. **Learning media (75%)**: Videos and images helped concretize abstract concepts.
- c. **Varied teaching methods (80%)**: A combination of methods, such as discussions, Q&A sessions, and interactive lectures, made students more enthusiastic.

The following table summarizes the supporting factors:

Supporting Factors	Student Percentage (%)
Student Motivation	83%
Learning Media	75%
Varied Methods	80%

4. Challenges in Fiqh Learning

The primary challenges identified include:

- a. **Limited learning time (67%)**: Students felt the available time was insufficient for grasping more complex concepts.
- b. **Lack of additional references (60%)**: The absence of adequate learning resources hindered deeper exploration of the material.

The chart below presents the challenges:

Challenges	Student Percentage (%)
Limited Time	67%
Lack of References	60%

5. Students' Understanding Levels of Fiqh Material

Students' understanding of Fiqh was categorized as good:

- a. 80% of students could grasp basic Fiqh concepts.

- b. 20% struggled with more complex concepts.

The distribution of students' understanding levels is as follows:

Understanding Category	Student Percentage (%)
Good	80%
Needs Additional Support	20%

Teachers play a strategic role in enhancing students' understanding by employing varied teaching methods and utilizing effective learning media. These efforts are further supported by key factors such as student motivation and the use of engaging media, which significantly improve the overall effectiveness of the learning process. However, challenges such as limited instructional time and a lack of sufficient references must be addressed by extending learning hours and providing greater access to educational resources. Despite these challenges, students' understanding levels of Fiqh concepts were generally good, although a portion of the students still requires additional support to master more complex topics.

DISCUSSION

This study highlights the critical role that teachers at MA Muallimin NW Gunung Rajak play in fostering students' understanding of Fiqh material. The results indicate that 85% of students appreciated their teachers' ability to deliver detailed explanations and provide relatable examples. These teaching methods helped bridge the gap between theoretical Fiqh concepts and their practical applications, making the material more relevant and accessible to students. By connecting lessons to real-life situations, teachers ensured that students could internalize and implement Islamic teachings in their daily lives, thereby strengthening the alignment between academic instruction and personal practice.

Furthermore, 78% of students reported feeling motivated by their teachers' active encouragement. This motivation stems from the teachers' ability to create a supportive and engaging learning environment where students felt valued and encouraged to understand even the more complex Fiqh concepts. This finding underscores the motivational aspect of teaching, where encouragement and acknowledgment play a pivotal role in enhancing student engagement and persistence in learning.

The alignment of these findings with the study's research objectives—analyzing the strategies and roles of teachers in improving comprehension—reinforces the idea that effective teaching requires more than just the delivery of content. Teachers must also act as facilitators and motivators, tailoring their strategies to meet the diverse learning needs of their students.

The high percentage of students who recognized and valued their teachers' contributions reflects the importance of pedagogical competence in religious education. This competence includes not only mastery of the subject matter but also the ability to convey it in ways that resonate with students' everyday lives. It also highlights the necessity of continuous professional development for educators to equip them with innovative teaching methods and techniques that enhance student understanding and engagement.

Ultimately, the findings of this study emphasize that effective Fiqh education is not solely dependent on the curriculum but also significantly influenced by the teacher's role in shaping the learning experience. By combining detailed explanations, relatable examples, and motivational support, teachers at MA Muallimin NW Gunung Rajak have demonstrated a holistic approach to religious education that addresses cognitive, affective, and practical aspects of learning.

The findings are consistent with earlier research by Fauzi Ananda et al. (2024), which emphasized the significance of teachers' pedagogical competencies in improving instructional quality in Madrasah Aliyah. However, this study diverges by focusing on the specific strategies used at MA Muallimin NW Gunung Rajak, such as group discussions (82%) and contextual approaches

(70%), which were particularly effective in connecting Fiqh lessons to real-life situations. These findings also support Hamdan's (2023) assertion about the importance of integrating practical Fiqh applications into education while addressing challenges like limited learning resources. However, unlike Nisa Afrinauly Nabila (2023), this study identifies innovative teaching methods as a key factor in overcoming the lack of resources.

The findings contribute to a deeper understanding of how varied teaching strategies and innovative methods can enhance students' engagement and comprehension of Fiqh. Practically, the study suggests that teachers should continue to employ interactive and contextual approaches to address diverse learning needs. Theoretically, the research underscores the importance of motivation and relevant teaching strategies in fostering effective religious education. These results provide a framework for Islamic educators to develop lesson plans that prioritize active student participation and real-world applications of Fiqh concepts.

This study has several limitations that should be considered. The sample size was limited to students at MA Muallimin NW Gunung Rajak, which may affect the generalizability of the findings. Additionally, the reliance on self-reported data could introduce response bias, as students may overestimate their understanding or motivation. The study also did not include detailed observations of classroom dynamics, which could provide further insights into the teaching-learning process.

The results of this study indicate that teachers play a strategic role in improving students' understanding of Fiqh material through the use of detailed explanations, motivational techniques, and innovative teaching methods. While students generally demonstrated a good understanding of Fiqh concepts (80%), there remains a need for additional support to address challenges such as limited instructional time and insufficient learning resources. These findings highlight the importance of continuous professional development for teachers and the integration of diverse teaching strategies to achieve optimal learning outcomes.

CONCLUSION

This study highlights the significant role of teachers in enhancing students' understanding of Fiqh material at MA Muallimin NW Gunung Rajak. The findings show that 85% of students acknowledged the detailed explanations and relatable examples provided by teachers, facilitating the practical application of Fiqh in daily life. Additionally, 78% of students reported increased motivation due to active encouragement from their teachers, reflecting the importance of a supportive learning environment. Effective teaching strategies, such as group discussions (82%), question-and-answer sessions (76%), and contextual approaches (70%), further contributed to students' comprehension.

Supporting factors included high student motivation (83%), the use of engaging learning media (75%), and varied teaching methods (80%). However, challenges such as limited instructional time (67%) and insufficient learning resources (60%) were identified, which require attention for improved outcomes.

These findings underscore the importance of pedagogical competence in delivering religious education and emphasize the need for teachers to adopt innovative methods to meet diverse learning needs. Future research could explore strategies to address the identified challenges, such as integrating additional learning resources and extending instructional time, to further improve Fiqh education. This study contributes to the understanding of effective teaching practices in religious education, offering insights for educators and policymakers in enhancing the quality of Fiqh instruction.

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