

Fiqh Learning in Madrasah Ibtidaiyah Al-Ihsan Medari Sleman

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Abstract

Learning is a interaction process between teacher and student. The teacher strives to create an environment that is conducive to the maximum learning process for students. In the learning process, there are several components, namely teachers, students, materials, curriculum, facilities and infrastructure, and evaluation. This study examines the learning of fiqh at the grade IV Madrasah Ibtidaiyah level. The purpose of this study was to determine how the processes of supporting and inhibiting factors in learning fiqh at Madrasah Ibtidaiyah Al-Ihsan Medari Sleman. The results of this study state that the process of learning fiqh at MI Al-Ihsan is the same as school there is generally that includes the initial, core, and final activities of learning. The material taught by the teacher is infaq and alms. In delivering the material, the teacher uses several methods including lectures, discussions and questions and answers.

Keywords: Fiqh learning, Madrasah Ibtidaiyah

Introduction

Learning is a constructive and construction process in which there is an interaction between teachers and students with the aim of helping and motivating students to better understand the material provided. In practice, the learning component includes teachers, students, materials, curriculum, facilities and infrastructure and evaluation. All of these components work together to form the intelligence and character of students.

In fiqh learning, there are several methods used by teachers, including:

1. Demonstration method.

In this method, the teacher will demonstrate to students divulging process, certain situations or objects being studied and is accompanied by an explanation from the teacher.

2. Recitation method.

Recitation is a method of teaching by giving assignments to the students outside of school hours, or method of teaching by giving specific tasks to the students' learning activities, such as for example makes remarks, reading, resume and create reports and so forth, both individually and in groups.

3. Lecture method.

Lecture method is is a way of conveying understanding of learning materials to students which is carried out orally by the teacher, so that the relationship between the two parties uses a lot of spoken language.

4. Discussion method.

discussion method is a way of presenting lessons by expressing problematic problems to be discussed and resolved together, or by exchanging information, opinions and experiences with the aim of obtaining a clearer common understanding of a matter or to prepare joint decisions.

5. Question and answer method.

Question and answer method is a method of delivering lessons in which the teacher asks questions and students answer the material that has been taught.

6. Exercise method.

Exercise method is a teaching method by training students on the material that has been given or teaching through repeated activities to form skills, dexterity and professionalism.

7. Sociodrama method.

Sociodrama method is a form of teaching by dramatizing or acting out ways of behavior.

8. Group work methods.

In this method the teacher will group students into several groups to complete the tasks given by the teacher in collaboration.

Besides having to use the right method, the teacher also needs a medium in conveying the material so that learning objectives can be achieved. Learning media that are often used in general are pulpits, whiteboards, laptops, LCD projectors, books, mosques, maps, pictures, and videos. Learning media has many functions, including clarifying, completing, and facilitating the delivery of information or material so that an interactive learning climate is formed and this will make students more motivated to learn.

In practice in the field, fiqh learning activities also have inhibiting and supporting factors. Supporting factors include competent teachers, fulfilled facilities, good school management, professional education staff. Another thing that must be considered in order to create a good chase is evaluation. Evaluation is important because with the evaluation we will know the extent of our achievements and to make further improvements. The learning evaluation process carried out by the guru has four objectives, namely tracing, checking, searching, and concluding.

Definition of Fiqh

Fiqh is the knowledge of Shara 'law which is amaliyah which is replaced and found from interpretive arguments. The term law in this definition explains that things that are outside the law, such as the essence and nature of God, are not included in the category of fiqh. Al-Amidi gave a different meaning from the definition above, where according to him fiqh is the science of a set of syara 'laws, which are furu'iyah which is obtained through a istidlal reasoning process. By referring to the definition that has been mentioned above, it can be found the essence of the meaning of fiqh that has developed until now, namely:

1. Fiqh is the knowledge of Shara 'law.
2. Talking about things that are amaliyah and furu'iyah.
3. Knowledge of the law of syara 'is based on the argument of interpretation.
4. Found through tools and Istidlal by the Mujtahids.

Fiqh Learning Materials

Fiqh learning materials taught in grade IV Madrasah Ibtidaiyah are donations and alms. The word infak comes from Arabic, namely "infa" benurut language means to spend or spend. According to Islamic religious terms, infak means spending or spending assets part of the property owned on the road that is blessed by Allah SAW. While alms comes from the language arab "sadaqat" which means alms, charity, or giving. According to the term almsgiving, it means to

provide assistance or favors in the form of assets or others by hoping for the pleasure of Allah SWT, without expecting any reward from humans.

Methods

This research is a type of qualitative research and the approach used is descriptive qualitative. There are three data collection methods used, namely interviews, observation, and documentation. From this method, primary and secondary data were obtained. Primary data includes data on the learning process, supporting and inhibiting factors in learning fiqh at Madrasah Ibtidaiyah Al-Ihsan Medari Sleman. While the secondary data includes the geographic location of Madrasah Ibtidaiyah Al-Ihsan Medari Sleman, organizational structure, facilities and infrastructure, educator data and student data. All data obtained are summarized, then arranged so that conclusions can be drawn.

Results and Discussion

Madrasah Ibtidaiyah Al-Ihsan Medari Sleman is located on Jl. Kalirase, Triharjo Village, Sleman District, Sleman City, Yogyakarta Special Region Province. Madrasah Ibtidaiyah is located very strategically, because it is on the edge of a highway with lots of vehicles. The distance between the school and the sub-district center is 1 km, while the school's distance to the regional autonomy center is 3 km. The location boundaries of the Madrasah Ibtidaiyah Al-Ihsan Medari Sleman are as follows:

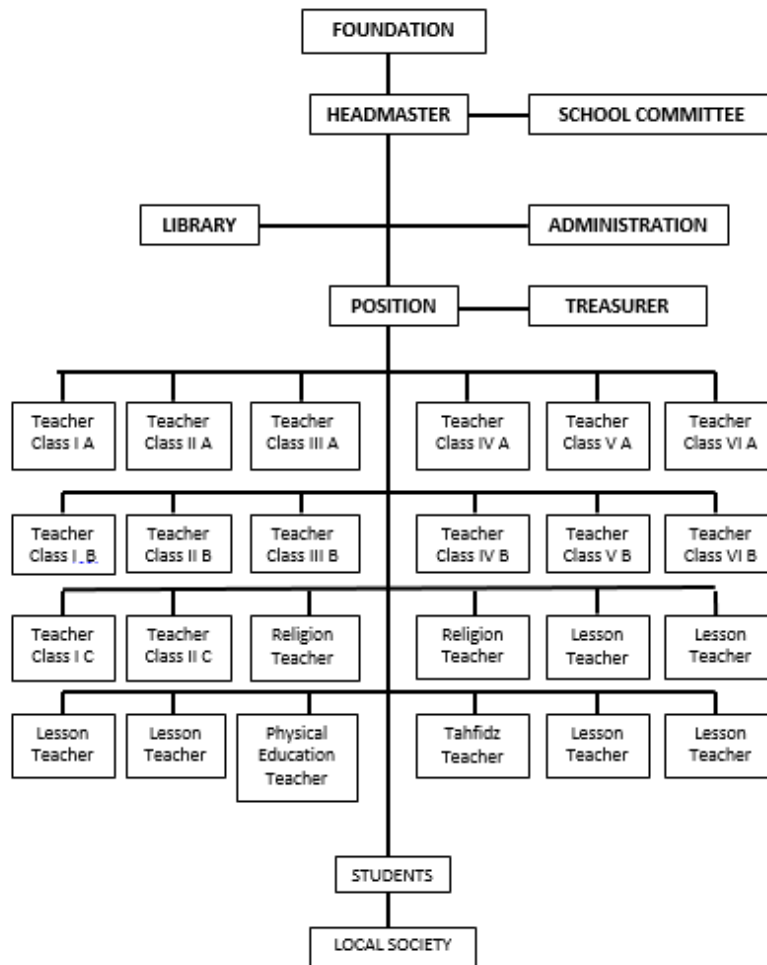
- a. North side: Rice fields and Village
- b. South side: PT. Primissima and GKBI
- c. East side: Rice fields and Village
- d. West side: Mergorejo Asri Housing and Village

Learning activities are divided into three stages. The initial stage is the opening, at this stage the teacher will begin learning by praying together and making a learning contract. The second stage is the core, at this stage the teacher will convey the material to be studied, give assignments, give appreciation to students, convey the objectives and benefits of learning, and always provide motivation to students so that learning objectives are achieved. The third stage is the closing, at this stage the teacher will convey the conclusions of the material that has just been delivered and inform the next material, and close the learning process with a closing prayer.

Fiqh material delivered in the form of donations and alms. The teacher conveys the understanding, provisions, and procedures for giving infaq. In the process of delivering the material, the teacher uses several methods, namely demonstrations, lectures, discussions, and questions and answers. To support

the method that has been determined, the school provides several learning media, including a projector or LCD to display examples through images or videos related to fiqh learning materials, located in the computer laboratory room. whiteboards, black markers to note material on the board, textbooks to explain the material, notebooks and pens to note the material delivered by the teacher.

To support the learning process, expand cooperation with outsiders and maximize service to students and student guardians, an organizational structure was formed at Madrasah Ibtidaiyah Al-Ihsan Medari Sleman. The organizational structure is as follows:



Description: ——— Coordinating line.
 Source: Elementary School Ibtidaiyah Al- Ihsan Medari Sleman on February 27, 2020.

Figure. 1. Organizational structure

Meanwhile, to support the learning process so that it takes place optimally and provides comfort to students so that students feel comfortable while studying at school, this school provides several facilities and infrastructure (table. 1).

Based on the data in table 1, it can be said that the facilities and infrastructure in this school are sufficient for the implementation of a learning process in an educational institution. Education at the basic level is something very important because it not only teaches

the material, but also implants a character that is very useful in the future. Another most important factor besides the facilities and infrastructure is the presence of educators and educational staff who are professional as well as experts in their fields. In order to achieve this goal, Madrasah Ibtidaiyah Al-Ihsan Medari Sleman has several educators and educational staff. The following is the data of several educators and education personnel at Madrasah Ibtidaiyah Al-Ihsan Medari Sleman:

Table 1. Facilities and infrastructure.

No.	Name	Belong			Sub-Sum	Not Owned
		Good	Light Damage	Heavy Damage		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Teacher's Bathroom	1	-	-	1	-
2	Student bathroom	9	-	-	9	-
3	Mosque	1	-	-	1	-
4	UKS Room	1	-	-	1	-
5	Teacher's room	1	-	-	1	-
6	Classroom	14	-	-	14	-
7	Principal's office	1	-	-	1	-
8	Science Lab Room	1	-	-	1	-
9	ICT Lab Room	1	-	-	1	-
10	Library room	1	-	-	1	-
11	TU Room	1	-	-	1	-
12	Student Desk	172	-	-	172	-
13	Student Chair	339	-	-	339	-
14	Teacher's desk	14	-	-	14	-
15	Teacher's chair	28	-	-	28	-
16	Whiteboard	14	-	-	14	-
17	Cupboard	14	-	-	14	-
18	Clock	19	-	-	19	-
19	Symbol of State	15	-	-	15	-
20	Bookshelf	14	-	-	14	-
21	Leadership Desk	1	-	-	1	-
22	Chair of the Chair	1	-	-	1	-
23	Bulletin board	2	-	-	2	-
24	Coffee table	1	-	-	1	-
25	Sofa for guest	4	-	-	4	-

Table 2. Data on educators and education staff.

No.	Name	Level	Position
1	Sutejo Heri Wibowo, S.Pd.I.	S1	Headmaster
2	Muhammad Ali Akbar, S.Pd.I.	S1	Arabic Teacher
3	Haryati, S.Pd.	S1	Classroom teacher
4	Praise Winarsih, S.Pd.	S1	Classroom teacher
5	Ahmadi, S.Sos.I.	S1	Classroom teacher
6	Siti Kholimah	DIII	Tahfids teacher
7	Sri Haryanti, S.Pd.I	S1	Classroom teacher
8	Sri Tekani, S.Pd.	S1	Classroom teacher
9	Wahyu Rochayati, SE	S1	Classroom teacher
10	Wahyantoro, S.Ag.	S1	Classroom teacher
11	Sumardiyana, S.Pd.I.	S1	Classroom teacher
12	Mariani, S.Pd.I	S1	Classroom teacher
13	Sri Lestari, S.Pd.I.	S1	Classroom teacher
14	Nurkholis Rohmiyati, S.Pd.I.	S1	Classroom teacher
15	Sri Martuti, S.Pd.I.	S1	Classroom teacher
16	Masdjupriyana, S.Pd.I.	S1	Classroom teacher
17	Maslihah Maswanti, S.Pd.I.	S1	Classroom teacher
18	Sunarsih, S.Pd.I.	S1	Religion teacher
19	Sri Fatonah, S.Pd	S1	Religion teacher
20	Isti Apriani, S.Pd	S1	Math teacher
21	Annisa Sari Mardhiana	High school	Administration
22	Wiranto	High school	Sapras

Source: Documentation from Madrasah Ibtidaiyah Al-Ihsan Medari Sleman on February 27, 2020.

There are quite a lot of students who work in this school, ranging from grade one to grade six. The research object in this study focused only on the fourth

grade students of Madrasah Ibtidaiyah Al-Ihsan. To find out more details, you can look at the data table on the number of students below:

Table 3. Data on grade IV A students at Madrasah Ibtidaiyah Al-Ihsan Medari Sleman.

No.	Name	Place of birth	Date of birth	Gender
1	Ahmad Febrian Nur Arifin	Sleman	20/02/2009	L
2	Aira Indah Puspita Effendy	Sleman	12/06/2010	P
3	Akhdan Ahmad Wafi	Sleman	18/11/2009	L
4	Anggita Putri Maharani	Sleman	28/09/2009	P
5	Arfan Jati Kurniansyah	Sleman	24/10/2009	L
6	Azizah	Sleman	23/06/2010	P
7	Daffa Arya Yudha Kristanto	Sleman	30/03/2010	L
8	Devi Lutviana Anggraini	Sleman	03/11/2009	P
9	Fakhri Ma` Ruf Abdul Majid	Sleman	18/08/2009	L
10	Hana Subarashi Son	Sleman	13/08/2009	L
11	Hisham Ar-Ridho	Sleman	13/10/2009	L
12	Imawan Mujahid Muhammadi	Sleman	10/08/2009	L
13	Maisya Zahira Maratu Saliha	Sleman	08/03/2010	P
14	Muhammad Fadil Aldino	Sleman	16/04/2009	L
15	Muhammad Zidan Al Amin	Sleman	12/12/2009	L
16	Nabila Zakkiyah Agni	Sleman	15/08/2009	P
17	Nadzif Ahsanul Fikri	Sleman	18/11/2009	L
18	Najwa Az Zahra Ramadani	Magelang	09/09/2009	P
19	Ramavicko Rizky Fajarian	Sleman	04/05/2010	L
20	The Satria Triassic Order	Sleman	28/04/2009	L
21	Rizqi Nugraheni	Sleman	05/12/2009	P
22	Satrio Hadi Wibisono	Sleman	03/10/2009	L
23	Syaza Rozita Mizan	Sleman	18/03/2010	P
24	Talita Raehanah Shifa	Sleman	11/06/2010	P
25	Yasmin Mumtaz Meiaqila	Sleman	25/05/2010	P

Source: Documentation from Madrasah Ibtidaiyah Al-Ihsan Medari Sleman on February 27, 2020.

Conclusion

Fiqh learning activities with infaq and alms material in class IV A at Madrasah Ibtidaiyah Al-Ihsan Medari Sleman are divided into three, namely initial, core, and final activities. The teacher uses the lecture, discussion, and question and answer method in learning activities so that students better understand the material presented. The facilities to support the learning process in this school are LCD projectors, books, stationery and whiteboards. At the end of the lesson the teacher conducts an evaluation to determine the level of understanding of students. The evaluations carried out include authentic assessments, self-assessments, tests, daily tests, midterm tests, final semester tests.

Supporting factors in the fiqh learning process are competent teachers in their fields, libraries, computer laboratories, prayer rooms, and internet access are very helpful in learning. While the inhibiting factor is that some of the students still have problems reading al-qur'an or are still in the learning process, so that

some students in understanding and reading the arguments of al-qur'an and hadith are still not maximal in learning fiqh with verse arguments. al-qur'an and hadith.

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