

The Role of Fiqh Teachers to Improve Students' Learning Motivation and Discipline of Worship through Online Learning During the Covid-19 Pandemic

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ABSTRACT

Purpose – This study aims to explain the role and methods of Fiqh teachers in increasing learning motivation and worship discipline during online learning during the Covid-19 pandemic and the supporting and inhibiting factors.

Methods – This is a field study using a qualitative, descriptive method. Data were gathered through observation, interviews, and documentation. Data analysis is carried out by reducing data, presenting data, and finally generating conclusions.

Findings – The results showed that: 1) The role of the Fiqh teacher in increasing the learning motivation and discipline of worship at MTs N 9 Bantul during online learning was carried out by encouraging students, warm greetings, giving motivation, advice, attention, and Islamic activities so that children carried away in a happy state before undergoing online lessons. Teachers also provide incentives in the form of points, grades, and praise, provide guidance, direct, remind in conducting religious habituation and online learning, as well as evaluating students and collaborating between schools, teachers, and parents. 2) The inhibiting factors for teachers in implementing their roles are the lack of gadgets, problems with internet data packages, signal networks, lack of assistance and supervision, and student boredom.

Research limitation – This study has limitations on the cases observed in MTs N 9 Bantul.

Originality/value – The findings of this study provide an overview of how the role of religious teachers in increasing students' learning motivation during the COVID-19 pandemic.

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Introduction

In essence, humans are religious creatures. For this reason, humans need to understand the teaching of religion as a guidance when carrying out their duties and achieving the goals of life in this world. The purpose of human creation in this world is only to worship Allah. As in His word QS. Adz-Dzariyat/ 51: 56:

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

Meaning: "I did not create Jinn and Humans except that they worship Me" (Ministry of Religion RI, 2007, p. 11) .

However, humans will not be able to carry out their duties properly without knowing and understanding Islamic teachings, especially about worship. Therefore, there is no other way except through education. Through the learning process a person experiences changes in behavior, both aspects of knowledge, skills, and aspects of attitude (Usman, 1992, p. 2) . In the teaching and learning process, the teacher functions as the main actor in the overall educational process in formal educational institutions (Usman, 1992, p. 1) . In instilling an understanding of the importance of religious laws, specifically regulating the provisions and procedures for worship in the teaching and learning process, madrasah institutions group specifically on Fiqh subjects. The level of understanding of religion can affect students' worship practices, high religious understanding will be more aware of the obligation to worship so that discipline is formed. Because in the practice of worship discipline requires a science.

The discipline of worship is a habit that emphasizes the aspect of obedience in carrying out worship, so that in its implementation students can have a consistent attitude that will become a habit in doing acts of worship as a form of servitude and the implementation of the Fiqh material that has been studied with the aim of getting the pleasure of Allah SWT. MTs N 9 Bantul is an Islamic educational institution equivalent to a Junior High School (SMP). The school is characterized by the Islamic religion and strongly upholds the goals of Islamic education. It builds students' character through learning achievement and habituation to religious activities that are carried out every day in the school environment. The religious activities include praying *dhuha* 6 raka'at in congregation before learning in class, Tadarus/ *Muroja'ah* Al-Qur'an, memorizing prayers, recitation *Asmaul Husna*, lecture activities, and congregational *dhuhur* prayers.

On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued circular letter No. 4 of 2020 concerning policies for implementing education in the emergency period of the spread of Covid-19. It changed face-to-face learning to online in the sense of online/distance learning (Ahmad, 2022; Mendikbud, 2020). However, Minister of Education, Nadiem Makarim, revealed a number of negative impacts of distance learning (*PJJ*) or online learning, namely the risk of a generation with *learning loss* (loss of interest to learn due to reduced intensity of interaction with

teachers during the learning process) makes students experience a decrease in learning achievement (Ahmad Rizqo, 2020). So that in learning it is necessary to be motivated. Oemar Hamalik said motivation as a change in energy in a person (strength, drive, need, enthusiasm, pressure) to a form of physical activity because a person has a goal, so that he strives to achieve certain achievements according to what he wants (Djamarah, 2015, p. 148). *Motivation is an essential condition of learning*. Learning outcomes will be optimal if there is motivation to learn. The more precise the motivation given, the more successful the lesson will be (Sadirman, 2005, p. 75).

As the results of pre-research interviews that have been conducted with Mrs. Ida as a Fiqh teacher at MTs N 9 Bantul, she stated that before the pandemic most of the students already had good learning motivation and disciplined worship, one of the supporters was a teacher who in carrying out the role not only educates but also always do the motivation, although sometimes there are still some students who are lazy. As a result of the current Covid-19 pandemic, of course, the implementation of the learning process and habituation of religious activities has changed. Like schools in general, learning problems also occur at MTs N 9 Bantul. The condition of the students who are different from each other, the teacher's supervision that is not always free, makes some students experience a decrease in learning motivation and worship discipline. For example, there are students who are passive in responding to what the teacher says in the WA group, delays in collecting assignments and not all students praying 6 cycles of dhuha prayer at home, and so on. However, with the existing problems the teacher continues to try to carry out his role as much as possible to realize good learning processes and outcomes (Sadirman, 2005). This study aims to find out how the role of Fiqh teachers at MTs N 9 Bantul in increasing the motivation of their students to like and be serious in studying Fiqh and make students more disciplined in worship when learning online during this pandemic.

Methods

This type of research is a field research with a qualitative approach, descriptive in nature, namely research that describes and explains information data based on the facts obtained in the field (Suharsimi, 1995, p. 58). The research is located at MTs N 9 Bantul which is located at Jl. Wonocatur No.446B, Wonocatur, Banguntapan, Kec. Banguntapan, Bantul, Special Region of Yogyakarta. The subjects in this study were *Fiqh* teachers, parents, and students. The object of research in this study is the role of *Fiqh* teachers in increasing students' learning motivation and worship discipline during online learning. Data collection techniques used interviews, observation, and documentation. Interviews were conducted online through online communication media, and online observations by looking at *Fiqh* learning carried out in whatsapp groups. The data analysis technique in this study used the Miles and Huberman model of data analysis which consists of data collection, data reduction, data presentation, and drawing conclusions (Sugiyono, 2016, pp. 321–329).

Results and Discussion

1. Application of the Role of Fiqh Teachers in Improving Learning Motivation and Discipline of Worship of Students at MTs N 9 Bantul during Online Learning

A role is an action taken by a person in an event. While the role of the teacher means the overall behavior that must be carried out by the teacher in carrying out his duties as a teacher (Tohirin, 2011, p. 165). The roles and responsibilities of teachers in education are very meaningful. Especially in the context of Islamic education, all aspects of education in Islam are related to values (value bond), which see teachers not only in mastering material-knowledge, but also on investing moral and spiritual values that they carry to be transformed towards the formation of Islamic personality. Teachers are required to guide to train and to perform good behavior. Therefore, the existence of the teacher is not only teaching but also practicing the teachings and values of Islamic education (Mujib & Mudzakkir, 2006, p. 112).

The changes from face-to face learning to online often causes some problems. One of them is boredom among students. They must stay at home for a long time to study alone. As the result students could not focus on using gadgets when they were learning. that the enthusiasm and quality of learning as well as the application of habituation in worship has decreased from before when learning offline. This is where the teacher element is very important in providing motivation and giving a positive response to revive the spirit of students who are starting to decline. The Fiqh teacher at MTs N 9 Bantul revealed that motivating students to study, especially during this pandemic, is very important so that students are more passionate and motivated to always study and worship discipline. The efforts made by Fiqh teachers at MTs N 9 Bantul include:

1.1. Getting Students excited

In the whole educational process, learning is the most important activity. Teaching and learning process is effective when it is carried out in a pleasant situation so that students are not under pressure during learning. In online learning, the exciting learning aims to cultivate positive emotions, to support students' willingness to study better and to increase their spirituality. *First*, the *Fiqh* teacher selected and determined the media used for learning so that it was easy for students to access The Whatsapp application was chosen as a learning tool that is easier and more efficient than other applications for students to afford.

Second, the teacher brought students to have a pleasant atmosphere by greeting students in a friendly and enthusiastic manner. This was done in order to create an enjoyable learning. It was assumed that good and interesting activity leads to more lively and exciting learning process. Therefore, in the class, the *Fiqh* teacher always greets the children happily and always sends words of motivation via text messages or voice notes in the WhatsApp group early. This was the teacher's effort to increase students' learning motivation so that students felt more secured and supported. As the result, they were affected to be more passionate about learning *Fiqh* even though the teachers and

students carried out learning remotely. Furthermore, to make students more ready to learn, the *Fiqh* teacher brought students to have a relaxed and pleasant atmosphere by sending voice notes to invite students to chant *Asmaul Husna*, *hasby robby*, Islamic songs, or introduce prayers. It was also the teacher's effort to improve the spirituality of students. Then the teacher reviewed the previous lesson by providing a question-and-answer session before learning the next material.

Third, the teacher always sent aphorisms or advice in the form of proverbs and *Hadith* via text messages in the *Fiqh* learning whatsapp group. These were the teacher's efforts to increase student motivation during online learning so that students were more motivated and inspired to be more active in learning and worshiping.

1.2. Giving reward

Giving reward one type of appreciation that is useful to encourage students to improve the quality and quantity of their learning outcomes. Appreciation is a form of reinforcement positive and at the same time good motivation. Teachers who like to give motivation and praise essentially encourage goodness (Irawati, 2017, p. 69). Appreciation in learning varies, such as grades, prizes, praise, and so on. Therefore, students are motivated to learn and always want to be the best.

In online *Fiqh* learning, teachers often encouraged students to be active by giving short quizzes before and after delivering the material. Students who were actively learning and answering questions got appreciation verbally and non-verbally. Verbal appreciation was in the form of giving thumbs up and praise, while non-verbal appreciation was in the form of giving points and marks.

Giving awards for good behavior will be very impressive for students. Every student's progress, success, achievement, excellence, the slightest ability needs to be appreciated and responded positively. Appreciation that is given properly is needed, because it does not only make someone feel happy, but it also makes them grow confident, and more enthusiastic. It is undeniable that many students' study, whose hopes to achieve good marks or grades. By giving points or praise for learning, it can increase the possibility of increasing the activity of efforts to enhance or improve their achievements, both for students themselves and others

1.3. Doing Guidance

Without the guidance of a teacher, students will have difficulty in dealing with the developments that exist in themselves. Moreover, MTs students are psychologically entering a period of transition from childhood to adolescence and are experiencing a period of searching for identity. In modern times and this pandemic, with technological advances and the rise of social media, it provides convenience and opportunities for anyone to act and behave positively or negatively. So, the role of the teacher in providing positive attention and guidance is needed. Guiding in this case can be said as an activity to direct the behavior of students to be better.

In online learning during the Covid-19 pandemic, *Fiqh* teachers increased students' motivation and worship discipline in various ways. There are including directing, setting an example, inviting and warning students in learning and in carrying out religious activities. The following activities were found the researcher, namely:

a) Helping students to solve their learning problems.

The provision of material or assignments was delivered only through the media sometimes makes some students did not directly understand or make students difficult, due to the different background conditions and student absorption by each student. So that the teacher as a supervisor provides the best service by providing opportunities for asking questions or consulting students. As stated by Mrs. Ida as a *Fiqh* teacher:

“After delivering the material, I said to the children, those who did not understand immediately asked. we open the opportunity for them to ask something that is not clear, it can be through a *Fiqh* learning group, or outside of learning time. And we serve all of them without any time limit, the important thing is that they are responsible for their duties. Every child has different conditions and backgrounds.”

By giving the opportunity to ask questions and respond or direct students in dealing with their problems, it is hoped that they will be able to make students enthusiastic about learning and completing their responsibilities. Learning during these pandemic positions the teacher as a companion as well as a virtual learning facilitator.

b) Inviting and reminding

The activity of guiding students is carried out by the *Fiqh* teacher at MTs N 9 Bantul with gentle invitations and wise and appropriate guidance. In this online learning, teachers and parents work together in carrying out the guiding role by always giving warnings to students. The warning was given continuously to make students remember and obey to their duties.

Among the advantages of online learning is the unlimited communication time between teachers and students. This has an impact on the ease of teacher efforts in coaching to improve student discipline which has not previously been carried out when offline learning. With online media that can be accessed at any time, *Fiqh* teachers at MTs N 9 Bantul have more opportunities to communicate and to remind students.

Outside of learning time, *Fiqh* teachers often sent messages or voice notes in the WhatsApp group to remind students to study and to complete their assignments. Before starting *Fiqh* learning, the teacher always reminds and sets an example for students to pray *dhuha*, to read *toyyibah* sentences and prayers, and insert lectures related to the wisdom of implementing these activities every morning. In addition, the teacher also constantly reminded students that they carried out religious activities, especially those that have become a habit at MTs N 9 Bantul, such as participating in activities *mujahidin* /

praying together which was held online via Zoom and Youtube every Saturday morning, as well as the PGOS program (teacher, parents, and students' study) and remind students to always do good deeds at home. As expressed by the sister of Keisya Putri, namely:

"...even without the direct supervision of the teacher, there are parents who also supervise students' activities at home. Praying 5 times a day and often in congregation with family, also praying *dhuha* because the teacher always reminds that *dhuha* prayer can lead to success in life, facilitate sustenance. To read the Qur'an sometimes after the *dhuha* prayer or after the *maghrib* prayer, because the PPKM TPA has not yet entered. The teacher also reminded us that we should always do good deeds, should not betray ourselves by being lazy, and also always increase our faith by doing worship diligently."

Based on the results of the research, it is clear that there are habitual activities as well as the patience of parents and teachers in carrying out their roles as mentors, especially in reminding and refining students in learning and worship activities as well as providing continuous examples that are very important. Every child has a different level of ability and discipline. This guidance is carried out solely so that educational goals can still be achieved during the pandemic. So that with the guidance of teachers and parents, students are helped, directed, have a better understanding, and discipline in carrying out these learning and worship activities.

1.4. Evaluation

After carrying out the learning and coaching process for students, the next step is to evaluate the program or activity that has been carried out. Teachers can monitor students in the educational process to become better to improve students' learning outcomes as well.

Evaluation of the progress of students' learning at MTs N 9 Bantul during online learning was conducted by looking at the results of assignments, attendance score, , and monitoring of students activities through communication with parents.

In every *Fiqh* lesson the teacher always sent attendance form in the group and it was filled in for students who took part in learning and had performed the *dhuha* prayer. This was used by teachers to make it easier to monitor the course of learning process and religious habituation because of the limitations of teachers in supervising.

1.5. Assignment

In addition to students evaluation of learning outcomes, assignments were also as a means of encouraging students to learn and to practice their discipline. In online learning during the pandemic, assignments were given to students in the forms of weekly assignments at the end of each lesson or project-based assignments. Project-based assignments are an innovation created by MTs N 9 Bantul so that students were not too burdensome to learn during the pandemic. PjBL (*Project Based Learning*) is an assignment that integrates all subjects in one project activity. Students are given one assignment

theme, but 15 subject assignments have been included in it. All tasks have been summarized in one practical activity. Next, students make a report in the form which has been made by the school. Students have one week to complete and to collect it at the Madrasa in turn or on the schedule. This kind of activity is only carried out twice in one semester.

Monitoring student activities can be carried out through communication with parents. The communication is carried out during the implementation of the PGOS program. As it is known that to create good quality of education, there should be good cooperation between students, teachers, and parents. During pandemic like today, students spent a lot of time to study and to explore. PGOS (student, parent and teacher committee) is the school's flagship program, apart from being a means of establishing an Islamic environment as well as a means of communication between parents, teachers and students. During the pandemic, this activity was carried out via zoom meeting platform, which was also broadcasted live and published on the MTs N 9 Bantul Official Youtube account. The contents of this program are prayer together, greetings and sharing about learning, school activities and the obstacles experienced by teachers, students, and parents."

From various forms of evaluation, the *Fiqh* teachers could supervise and found out students' learning achievement through online learning and Madrasa religious programs. The students became more enthusiastic and consistent to carry out their duties.

Based on the results of the study, the researchers concluded that students had begun to adapt to online learning and the implementation madrasa habituation at home. Some indicators of learning motivation and worship discipline already existed. Students diligently did assignments and collected according to the provisions. They were never absent for doing fardu prayer and congregational prayers. They performed *dhuha* prayers, and also regularly read the holy Qur'an. However, not all students at MTs N 9 Bantul had good motivation and discipline of worship due to various reasons although the *Fiqh* teacher had done various things.

In every activity or effort, there must be factors that support and hinder the process. Likewise, the *Fiqh* teacher at MTs N 9 Bantul carried out its role to increase learning motivation and student worship discipline in online learning during the Covid-19 pandemic.

2. Supporting and Inhibiting Factors in Improving Student Motivation and Worship Discipline in Online Learning

2.1. Inhibiting factors

1) Lack of Gadget

Gadgets are a very important tool in online learning so that learning can run well. However, not all students had their own laptops or cellphones. In addition to the

constraints of gadget ownership, the capacity of gadget storage space also affects learning. Sister Azzahra also expressed it in an interview conducted with the researcher. She stated that online learning made cellphone memory full quickly because the delivery of material with voice messages, pictures and also attendance was mostly done through WhatsApp.

2) *Lack of Quota and Signal Network*

To have a strong connection also requires data / quota costs. So not only students, but teachers also spend more for learning. This is included in the obstacles experienced by students and teachers at MTs N 9 Bantul. As experienced by Hanif, a class VIII student, who said that sometimes learning was constrained by quotas and even had to look for free wi-fi. Meanwhile, Akhyar's brother stated that "The disadvantage of online learning is that it requires more quota and sometimes difficulties in understanding the lessons and teacher's explanations.

3) *Lack of assistance and supervision*

Through distance learning, students needed more assistance and needed more time to adapt to new changes. Not all students can learn independently, because every child has different abilities. The existence of space limits for students and teachers as well as parents who have not been able to replace the role of the teacher while accompanying students during learning at home has made some students complacent in their responsibilities. Students could not follow the lesson properly and undiscipline to do worship habituation.

4) *Students' boredom in learning*

To avoid the spread of the Corona virus, everyone was recommended to stay at home. Learning at home alone and missing time to meet friends and teachers directly made students bored. They had limited social interaction, not as used to be in the past before pandemic.

2.2. Supporting factors

1) *Longer and more flexible time to study*

During online learning, students had the flexibility time to learn. They can study anytime and anywhere. Unlimited time for communication had an impact on the ease of teachers' efforts to improve students' discipline which has not previously been carried out when they had offline learning. The teacher could offer consultation any time if there are difficulties in learning, more able to remind students in carrying out fardhu prayers other than dhuhur only. With online media that can be accessed at any time, Fiqh teachers at MTs N 9 Bantul have more opportunities to communicate and remind students.

2) *Teacher training*

In the implementation of online learning activities, not all teachers are skillfull in using technology and social media. There are some teachers who still need guidance and training to use the tools or materials used in online learning activities so that they can be carried out properly. Citing news published by merdeka.com, MTs N 9 Bantul not only paid attention to the needs of students, but also provided training to teachers regarding to the learning media to use (Wardhani, 2020) .

3) *Excellent school programs*

One of the factors supporting the teacher's role in increasing learning motivation and student worship discipline in online learning is the existence of superior school programs. Among them are the PGOS Program (Teachers, Parents and Children Study Programs). student). This program is implemented in several activities including online Mujahadah every Saturday, prayer activities with the Masemba family, and parenting webinars. Then the PjBL Program which is a project-based learning innovation.

4) *Providing data package*

Finally, the online learning at MTs N 9 Bantul was supported by the availability of data package. This ministry of Religious Affairs had failitated madrasah with the internetdata package. This support helped teachers run the online learning well.

Conclusion

Based on the research finding above, the role of *Fiqh* teachers to increase students' motivation and worship discipline at MTs N 9 Bantul through online learning during the Covid-19 pandemic has been going quite well. *First*, *Fiqh* teachers tried to make students passionate about learning. The teacher conveyed the material clearly, as well as internalized the values in each material. The teacher selected and provided online media that was easily accessible to students and made students happy during learning. *Second*, the *Fiqh* teacher gave rewards in the form of points, praise. Third, the *Fiqh* teacher acted as a guide, namely directing, reminding, giving orders and invitations, always giving encouragement, pearls of wisdom and advice so that students were motivated and grew awareness to always study and practice worship regularly. Finally, the *Fiqh* teacher acted as an evaluator, namely evaluating through assignments, attendance score, student activity and communicating with parents in collaboration between schools, teachers, parents through school programs.

In carrying out the teacher's role to increase learning motivation and student worship discipline in online learning during the Covid-19 pandemic, there were inhibiting and supporting factors. The inhibiting factors included lack of gadgets, quotas and signal networks, lack of assistance and supervision, and students' boredom in learning. Meanwhile, the supporting factors in the role of *Fiqh* teachers at MTs N 9 Bantul were the

availability of longer and more flexible time to study, trainings, excellent school programs, and quota package assistance.

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