THE IMPLEMENTATION OF THE SCIENTIFIC APPROACH TO FIQH LEARNING OUTCOMES OF STUDENTS OF MTS SHAFI'IYAH BESUK PROBOLINGGO

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ABSTRACT

The purpose of this study is to analyze the application of the scientific approach in fiqh learning and identify the challenges faced by teachers and students at MTs Syafi'iyah Besuk Probolinggo. The main problem found is the low enthusiasm of students and the lack of maximum implementation of fiqh learning which is still teacher-centered. The scientific approach was chosen as a solution to improve fiqh learning outcomes through five steps: observing, questioning, trying, reasoning, and communicating. This research uses descriptive qualitative methods with data collection techniques in the form of observation, interviews, and documentation. The results showed that the application of the scientific approach was able to increase active participation and student understanding of fiqh material. However, there are several obstacles such as limited learning media, lack of training for teachers, and low student discipline. Therefore, although the scientific approach has great potential in improving the quality of fiqh learning, comprehensive support from the school and teachers is needed.
Keywords: Implementation of scientific approach, fiqh learning

INTRODUCTION

According to the Ministry of Education and Culture No. 103 of 2014, the scientific approach is operationalized in the form of learning activities which include learning experiences in the form of observing, questioning, gathering information (trying), reasoning (associating), and communicating. To get these five experiences, the Ministry of Education and Culture No 22 of 2016, recommends that discovery/inquiry learning, problem-based learning, and project-based learning be applied.

The scientific approach is a form of pedagogical approach that integrates the scientific method in the learning process in the classroom (Ummah, 2019) . Its application is not only limited to developing students' ability to make observations or experiments, but also aims to foster knowledge and thinking skills that support

creativity and the ability to innovate. Based on information from the Scientific Policy Forum magazine published in America in 2004 as cited by Wikipedia, this approach includes learning strategies that involve students actively in the thinking process and the use of scientifically tested methods, taking into account the diverse abilities of students. In addition, the scientific approach also makes it easier for teachers to recognize differences in students' ability levels more deeply.

Fiqh subjects at MTs function to instill the values of awareness and obedience of students to Allah SWT as a guide in achieving happiness in life in this world and the hereafter (Rizqillah Masykur, 2019) . This learning process is carried out through various activities such as guidance, teaching, training, direct practice, and habituation of behavior in accordance with Islamic values. Through these learning experiences, it is hoped that students can build a strong commitment to Islamic teachings, as well as have a high attitude of discipline and responsibility in their personal lives and essentially, fiqh learning is a communicative process. That is, there is a process of delivering messages from fiqh material through certain media or channels from the teacher (teacher) to the recipient (student). The material presented includes rules governing the procedures for worshiping God, as contained in the discussion of prayer, as well as rules regarding social relations with fellow humans, as discussed in the muamalah chapter. The essence of this process is to convey the basic values of Islamic law in a clear and meaningful way.

The methods and media used in fiqh learning until now are still relatively varied and tend to be monotonous. This shows that the competence of teachers in developing the quality of fiqh learning still needs to be improved. This statement is in line with the findings of farchan which shows that the fiqh learning approach in many schools is still dominated by conventional methods such as lectures, as well as the use of prescriptive and contextual media statically, the approach is considered too rigid, less historical, and does not develop dynamically according to the needs of the times.

In this context, it is important to review the position of the Islamic Religious Education (PAI) curriculum which has a central role in the entire educational process. The curriculum not only functions as an educational plan, but also serves as a guide and guide to the type, scope, and sequence of content and strategies in the learning process. In addition, the curriculum is also a source of concepts and theoretical basis for curriculum developers in educational institutions (Rizqillah Masykur, 2019) . Thus, strengthening the PAI curriculum that is responsive to the times and the needs of students is very important, so that the learning process, especially Fiqh, can run more dynamically, participatory, and meaningful.

Therefore, it is very important to conduct research to see how the scientific approach is implemented and the extent of its effectiveness in improving students' fiqh learning outcomes. This research is expected to provide a clear picture of the implementation of the scientific approach at MTs Syafi'iyah Besuk Probolinggo, as well as identify various supporting and inhibiting factors that influence its success. With this study, it is hoped that concrete solutions can be found that can be applied in improving

the quality of fiqh learning, as well as contributing to the development of an Islamic Religious Education curriculum that is more adaptive and oriented to the needs of students in the modern era.

This shows that learning fiqh not only requires the right approach from a methodological point of view, but also a complete and contextual understanding of the essence of fiqh as part of Islamic teachings. In the context of formal education, teachers have a strategic role to direct students' understanding so that they are not only fixated on normative and textual aspects, but are able to see fiqh as a dynamic science and relevant to the realities of life. Therefore, the application of the scientific approach in fiqh learning becomes increasingly important to foster critical, reflective and open thinking towards the diversity of views in Islam. Thus, students are not only able to master the material cognitively, but also have a wise understanding in responding to differences, and are able to apply fiqh values in social life contextually (Shaifudin, 2019) .

By understanding the nature and object of fiqh studies in depth, it is hoped that students and educators can place fiqh in a proportional Islamic scientific framework. Fiqh is not only understood as a collection of practical laws, but also as the result of human ijtihad in responding to revelation and social reality that continues to grow. The study of the ontological dimension of fiqh is important to emphasize that fiqh is a dynamic science, open to change, and has a strong rationality base. Thus, fiqh can be positioned as a science in the sense of philosophy of science, which has a clear object of study, coherent systematic thinking, and can be tested through logical and empirical approaches according to the context of the times. This assertion becomes an important foundation in strengthening the scientific approach in fiqh learning in educational institutions, so that students do not only understand fiqh as dogma, but as part of a scientific and contextual truth-seeking process.

This condition is both a challenge and an opportunity for the world of Islamic education, especially in fiqh learning, to reform teaching strategies to make them more relevant to the demands of the times and the needs of students. One of the strategic efforts that can be made is to encourage teachers to integrate the scientific approach thoroughly into the fiqh learning process. This approach offers five stages of learning to observe, question, try, reason, and communicate that can stimulate students' active involvement in the learning process.

In the context of fiqh learning, the observing stage can be done through observing social religious phenomena in the surrounding environment related to Islamic law, such as the practice of worship or muamalah. The questioning stage encourages students to dig deeper into the reasons behind a fiqh law, its sharia basis, and differences in views in the fiqh schools. The trying or experimental stage can be applied through simulations of worship practices such as ablution, tayamum, funeral prayers, buying and selling, and so on. At the reasoning stage, students are invited to analyze the shar'i arguments and reason about the social context behind the law. Finally, at the communicating stage, students convey the results of their understanding

or study in the form of presentations, group discussions, or even writing small articles as a form of reflection on learning.

However, to realize this kind of learning model, adequate teacher readiness and competence are needed, both in terms of mastery of fiqh material and learning methodology. Teachers must be able to design innovative learning tools, develop interactive learning media, and develop authentic assessments that not only assess aspects of knowledge, but also students' attitudes and scientific process skills (Astuti et al., 2023) .

In addition, institutional support also determines the success of implementing the scientific approach. Schools need to provide adequate learning facilities, organize teacher professional development training and workshops, and build an open and collaborative learning culture. Without this support, efforts to create fiqh learning that is dynamic, contextual, and oriented towards strengthening character will be difficult to realize.

Thus, the scientific approach is not only an alternative learning method, but also a pedagogical framework that allows students to understand fiqh not only as a static collection of laws, but as the result of scientific construction of revelation texts and changing social contexts. This approach also bridges the gap between traditional knowledge and the demands of modern education, making fiqh more applicable, relevant and meaningful in learners' daily lives.

RESEARCH METHODS

This research uses descriptive qualitative research which aims to explore the application of the scientific approach in fiqh learning at MTs Syafi'iyah Besuk Probolinggo. This research focuses on analyzing the impact of the approach on the understanding and learning outcomes of seventh grade students, without any intervention from the researcher.

In conducting this research, researchers applied three main methods in the data collection process, namely observation, interviews, and documentation. The three methods were chosen because they complement each other and are able to provide a comprehensive overview of the object under study. The use of these various techniques aims to obtain valid, rich, and in-depth data, so that the research results can reflect the actual conditions in the field. Through observation, researchers can directly witness the dynamics of the learning process; through interviews, researchers explore the views, experiences, and perceptions of participants; while documentation provides written evidence that reinforces field findings. The combination of the three provides superiority in obtaining data from various angles and improving the state of research results (Mulyana et al., 2024) .

This research uses two types of data sources, namely primary and secondary data sources. Primary data sources are collected directly from the parties who are the object of research through observation and in-depth interviews, such as teachers, students, principals, or other individuals who have direct involvement with the

problems studied. Meanwhile, secondary data sources come from various relevant written documents, such as archives, activity reports, curriculum, and literature that can support and enrich information from primary data.

To ensure the validity of the data, the triangulation technique is used by comparing information obtained from various sources and methods, such as observation, interviews, and documentation. The scientific approach is applied in fiqh learning at MTs Syafi'iyah Besuk Probolinggo as an effort to improve the quality of the learning process by involving scientific stages such as observation, formulating questions, conducting experiments, analyzing data, and presenting results. In this process, students are trained to observe a phenomenon, ask critical questions, conduct investigations, process results, and discuss in order to deepen their understanding of fiqh material. This strategy is directed at developing students' cognitive abilities, effective attitudes, and psychomotor skills in a balanced manner.

RESULTS AND DISCUSSION

The application of the scientific approach in fiqh learning at MTs Syafi'iyah Besuk Probolinggo contributes significantly to improving the quality of student learning outcomes. This approach includes five core stages, namely observing (observation), questioning, trying (experimentation), reasoning (associating), and communicating results. All of these stages encourage students to actively participate in the learning process, which not only improves conceptual understanding, but also helps them relate fiqh material to the practice of everyday life (Ulfah & Suwito, 2022) .

Especially in fiqh subjects, the scientific approach is very relevant and effective because it emphasizes the application of Islamic teachings in a real context. For example, students are not only taught the procedures for prayer or ablution theoretically, but are also trained to practice directly and understand the underlying legal reasons. This makes the learning process more interactive, contextual, and meaningful, because students are not only passively absorbing information, but are also trained to think critically and reflectively on the teaching material.

Based on our observations of the implementation of the scientific fiqh learning process at MTs Syafi'iyah Besuk Probolinggo, it is known that the application of the scientific approach has not been fully optimized. Supposedly, teachers are able to utilize the five stages of the scientific approach as a whole in the fiqh learning process, namely by involving students directly in observation activities of socio-religious phenomena, encouraging them to question critically, guiding them in the process of reasoning propositions and legal contexts, providing opportunities to try or practice the material, and facilitating communication activities of learning outcomes through discussions or presentations.

This experience shows that the successful application of the scientific approach is strongly influenced by the pedagogical competence of the teacher and the readiness of the institution in providing facilities and a supportive learning environment. If the teacher only uses the lecture method and does not provide space for active student

participation, the potential of the scientific approach in improving the quality of fiqh learning will not be maximally achieved (Pohan, 2020) .

Thus, strategic and sustainable efforts are needed to ensure that teachers not only understand the concept of the scientific approach, but are also able to implement it creatively and contextually according to the characteristics of fiqh material and the needs of students. One form of effective implementation of the scientific approach can be seen from the implementation of fiqh learning activities at MTs Syafi'iyah Besuk, which refers to the three main stages in the Learning Implementation Plan (RPP), namely the introduction, core, and closing activities.

The application of the scientific approach in fiqh learning activities in this Madrasah begins with preliminary activities, which include appreciation activities and preparation of learning materials by teachers and students. The activity begins with greetings and recitation of basmallah, followed by a joint prayer led by one of the students solemnly, as well as the recitation of the holy verse of the Qur'an in accordance with the predetermined habituation program. The teacher then conveys the basic competencies and learning objectives, and explains the scientific stages that will be carried out, such as observing, listening, questioning, discussing, communicating results, and concluding.

These preliminary activities are designed to create a pleasant and conducive learning atmosphere, so that students can be actively involved and ready to follow the learning process. Positive early learning activities can be an important foundation for the success of the learning process as a whole. For example, the fiqh teacher at MTs Syafi'iyah Besuk welcomes students with enthusiasm and warmth, checks attendance, and forms study groups of four people. With this method, students seem more enthusiastic, actively discuss, and show high engagement during the learning process.

With the implementation of structured learning activities based on the scientific approach like this, the potential for students to develop a deep and contextual understanding of fiqh is greater. This shows that the successful application of the scientific approach is strongly influenced by the teacher's ability to design and implement learning in an innovative, participatory manner, and supported by a conducive learning environment. Thus, improving teachers' pedagogical competence through professional training is an important key in realizing fiqh learning that is applicable and relevant to the lives of students.

Although the scientific approach has great potential in improving the quality of fiqh learning, its implementation in the field still faces various obstacles. One of the main challenges lies in the competence of teachers in implementing this approach effectively. Many teachers still rely on conventional methods that are one-way and dominant lectures, due to limited understanding and experience in applying scientific learning models. This condition is exacerbated by the lack of training and professional development provided to teachers, so they are less prepared to design innovative, participatory learning.

In addition, internal student factors are also an obstacle to the successful implementation of the scientific approach. Low interest in learning, lack of discipline, and students' unfamiliarity with learning methods that demand active involvement and critical thinking are challenges. This reflects that the learning culture in schools is still very much oriented towards memorization, not understanding and application of concepts. Therefore, it is necessary to change the learning paradigm, both from the side of teachers and students, so that the teaching and learning process becomes more meaningful and contextual (Haris et al., 2023) .

In this context, the role of the teacher becomes very crucial as a facilitator who is able to create an active, collaborative learning environment and foster student curiosity. Teachers are required to be more innovative in preparing lesson plans that are in accordance with the principles of the scientific approach, as well as being able to adapt learning methods and media that are relevant to the characteristics of students and fiqh materials. On the other hand, support from the school is also needed, especially in providing supporting facilities, a flexible curriculum, and ongoing training programs for educators.

With the synergy between teachers, school parties, and other education stakeholders, the implementation of the scientific approach can be carried out effectively and continuously. Overall, this approach has proven to be relevant and has great potential in improving the quality of fiqh learning, because it not only encourages students to be active and critical, but also forms a strong Islamic character and is applicable in everyday life (Madjid, 2018) . Therefore, there needs to be a joint commitment to continue to strengthen the application of the scientific approach as an integral part of the Islamic learning process which is not only conceptual, but also contextual and applicable.

Supporting factors for the successful application of the scientific approach in fiqh subjects at MTs Syafi'iyah Besuk Probolinggo cannot be separated from a number of supporting elements that strengthen the implementation process. One of the key factors is the teacher's awareness of the importance of student-activity-based learning, educators are starting to be open to the need to change teaching methods from traditional patterns to approaches that emphasize student involvement and participation (Ulfah & Suwito, 2022) . The alignment of the 2013 curriculum implementation also provides a strong foundation for applying scientific methods in the classroom. In addition, the well-developed cooperative relationship between teachers and students encourages the creation of a collaborative and open learning atmosphere. The use of scientific principles such as the 5Ms in learning provides a framework that helps students develop understanding and skills gradually. On the other hand, the policy support from the government through curriculum policy reinforces the legality and direction of implementing this method in schools.

The inhibiting factor is that although the scientific approach is believed to be able to improve the quality of fiqh learning and encourage a deeper understanding of the values of worship, its implementation in the field is not free from various obstacles.

One of the main obstacles faced by fiqh teachers is the low ability of students to read and understand Arabic writing, even though the majority of fiqh material uses Arabic sources, such as quotations from the Qur'an and hadith. This limitation hinders the process of observation, reasoning, and communicating ideas according to the scientific stages. (Mahdali, 2020) In addition, the teacher's ability to integrate information technology in learning is still relatively low, so that the implementation of a scientific approach that is ideally based on interactive and visual media is less than optimal. Other obstacles also arise from external factors, such as a lack of parental attention and support for children's education, a family environment that does not support learning activities, and low student motivation to take part in tutoring outside school.

The low interest of students in learning in general is also a challenge in itself, considering that the scientific approach demands active participation, the ability to ask questions, discussions, and problem-solving activities that have not become the habits of most students who are accustomed to memorization-based learning patterns. On the other hand, limited teaching facilities and materials such as interesting and interactive learning media also slow down the effective implementation of this approach. As a result, the learning process, which should take place actively, reflectively and contextually, becomes less meaningful. Therefore, to overcome these obstacles, it is necessary to increase the capacity of teachers through continuous training, provide adequate learning facilities, and synergize between schools, parents, and the environment to support the growth of an active and meaningful learning culture in fiqh learning.

CONCLUSION

The results of this study indicate that the use of a scientific approach in fiqh learning has a considerable impact in improving the effectiveness of the teaching and learning process at MTs Syafi'iyah Besuk Probolinggo, through five main stages namely observation, asking questions, conducting experiments, reasoning, and conveying the results of this approach succeeded in changing the learning pattern from a teacher-centered model to a process that places students as active subjects. Thus, students not only acquire knowledge passively, but are also invited to think critically and be able to apply fiqh values in everyday life.

The implementation of this approach has a positive impact on the development of students' abilities, both in cognitive, effective, and psychomotor access. Students become more active in discussions, are able to examine issues in depth, and are trained to use ideas systematically. A more open and experiential learning atmosphere helps strengthen the understanding of fiqh concepts and encourages the formation of Islamic character. This shows that the scientific approach can bridge the understanding of the material with the reality of students' lives in a more relevant and meaningful way.

However, the implementation of this approach has not been fully maximized. Some of the obstacles found include limited media and learning support facilities, low teacher skills in implementing the scientific model due to lack of training, and lack of student motivation and discipline. These obstacles are exacerbated by old learning patterns that still rely on memorization and the lack of support from the family environment for the student learning process at school.

On the other hand, there are several factors that support the success of this approach. Among these are teachers' awareness of the importance of creating active learning, the support of the 2013 curriculum policy that encourages scientific process-based learning, and the good working relationship between teachers and students. Teachers' enthusiasm in implementing this approach and their readiness to innovate are strengths that should continue to be developed.

Overall, the scientific approach is a relevant and effective strategy in improving the quality of fiih learning in madrasah. To achieve optimal results, its implementation needs to be accompanied by support from various parties, including schools, educators, students and parents. With this synergy, this approach can not only strengthen students' academic achievements, but also contribute to the formation of religious attitudes and resilient characters in facing the challenges of the times.

ACKNOWLEDGMENTS

The author expresses his sincere gratitude and appreciation to all those who have provided support, assistance, and contributions during the research process until the preparation of this manuscript. In particular, the author would like to thank Usta Abd, muhyi S.Pd as the principal of MTs Syafi'iyah besuk, probolinggo, and students who have provided opportunities, cooperation, and valuable information in the smooth implementation of research.

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