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Research Article

Contextual Learning Through Social Experiments to Improve Students' Understanding in Learning Fikih

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Abstract. This research aims to examine how the effectiveness of contextual learning through social experiments can improve students' understanding. The method used is qualitative with a case study approach to see the phenomenon directly. The informants in this research were 12 informants, namely 1 fiqh teacher and 5 students at MTSN 4 Padang, as well as 1 fiqh teacher and 5 students at MTS An-Nur Padang. Data collection uses observation, interviews, and documentation which is then analyzed by reducing, presenting, and drawing conclusions. The results of this research prove that in general contextual learning through social experiments provides real experience to students and is proven to be able to increase students' understanding of the subject of jurisprudence, this can be seen from the fact that 80% or 24 of the 30 students in class VIII A at MTSN 4 Padang can complete the summative test with a score above the KKM, the same thing was also found in class VIII 1 MTS An-Nur Padang

students where 80% or 16 out of 20 students had a score above the KKM, from this, it can be seen that after the students were given learning based on social experiments there is an increase in learning outcomes. From this research, the researcher concluded that creative learning will produce good results. Seeing as the main problem in education today is student boredom, this can be overcome with innovative learning such as contextual learning through social experiments.

Kata Kunci: Contextual; Social Experimentation; Fikih Learning.

Abstrak: Riset kali ini peneliti bertujuan mengkaji tentang bagaimana efektivitas pembelajaran kontekstual melalui sosial eksperimen mampu meningkatkan pemahaman peserta didik. Metode yang digunakan adalah kualitatif dengan pendekatan studi kasus untuk melihat fenomena secara langsung. Informan dalam riset ini sebanyak 12 informan yakni 1 orang guru fikih dan 5 orang peserta didik MTSN 4 Padang, serta 1 orang guru fikih dan 5 orang peserta didik MTS An-Nur Padang. Pengumpulan data menggunakan observasi, wawancara, dan dokumentasi yang kemudian dianalisis dengan mereduksi, menyajikan, dan mengambil kesimpulan. Hasil penelitian ini membuktikan bahwa secara umum pembelajaran kontekstual melalui sosial eksperimen memberikan pengalaman nyata kepada peserta didik dan terbukti mampu meningkatkan pemahaman siswa pada mata pelajaran fikih, hal ini dilihat dengan terdapat 80% atau 16 dari 20 peserta didik kelas VIII A di MTSN 4 Padang mampu menuntaskan tes sumatif dengan nilai di atas KKM, hal serupa juga di dapati pada peserta didik kelas VIII 1 MTS An-Nur Padang yang mana 80% atau 16 dari 20 peserta didik memiliki nilai di atas KKM, dari hal ini terlihat bahwa setelah peserta didik diberikan pembelajaran berbasis sosial eksperimen terdapat peningkatan hasil belajar. Dari riset ini peneliti menyimpulkan bahwa pembelajaran yang kreatif pada dasarnya akan membuahkan hasil yang baik, melihat problem utama pendidikan saat ini ialah kebosanan peserta didik maka hal ini dapat diatasi dengan pembelajaran yang inovatif seperti pembelajaran kontekstual melalui sosial eksperimen.

Kata Kunci: Kontekstual; Sosial Eksperimen; Pembelajaran Fikih

INTRODUCTION

As a Muslim, he should be able to carry out the pillars of Islam well, namely that a person must recite the two sentences of the shahada, perform the obligatory prayers, pay zakat, carry out the obligatory fasting in the month of Ramadan, and it is obligatory for those who have sufficient wealth and energy to carry out the pilgrimage to Mecca. These five things are benchmarks for whether someone is religious or not (Akhirin, 2013). Four of the five pillars of Islam, such as prayer, zakat, fasting, and haji, not only require a sincere heart but also the correct procedures for carrying them out so that they are accepted by Allah. These two things are important, both sincerity and the procedure, if the heart is sincere but the implementation is wrong then the worship is less than perfect, if the method is correct but the heart is not sincere, it is also not good (Maulida & Muslimah, 2021)(Kallang, 2018). In general, researchers see that Muslims should have a sincere heart and learn the correct procedures for carrying out worship.

Indonesia is the country with the largest Muslim majority in the world, beating Middle Eastern countries. So studying religious knowledge well is one of the main focuses for the education sector. As an implementation in studying good and correct worship procedures, this is stated in the Islamic Religious Education (PAI) subject, which includes not only that but studying morals, Al-Quran hadith, Fikih (procedures), and Islamic history. Then the Ministry of Religion of the Republic of

Indonesia focused more on it and made Fikih no longer part of Islamic religious education subjects but instead became a separate subject, namely Fikih.

According to (Ruwaida, 2019) the subject of Fikih in madrasas is the interaction of educators in providing guidance, direction, and in-depth understanding to students regarding the process and procedures for good and correct worship by the guidance of the prophet. Furthermore (Mansir, 2020) explains that one part of Islamic religious education is to guide students to understand Islamic law in their daily lives. So the presence of Fikih learning feels very important for the lives of Muslims because with this Muslims will better understand the meaning, significance, and scope of Islamic law as a whole (Mansir, 2020).

Seeing the urgency of learning Fikih in schools, Fikih learning should be able to run optimally, so that the expected goals can be achieved. However, several studies state that Fikih learning in schools needs to be updated in terms of delivery because so far students often feel bored, research conducted by (Umah & Al-Ghozali, 2022) states that many students feel bored when learning progresses. Furthermore (Oktaviani & Istikomah, 2023) in their article proves that the boredom felt by students is partly due to the monotony of Fikih learning, and the teacher's lack of creativity in utilizing all available resources. Seeing this, there is a need for a solution, if left untreated then Fikih learning will not fulfill its function optimally. (Aisyah, 2017) proves that an atmosphere of boredom can cause a decline in learning outcomes and affect students' understanding.

So there is a need for interesting learning in Fikih subjects, such as contextual learning, namely learning that links the material taught by the teacher with the real lives of students. (Khaliq et al., 2017) stated that contextual learning can trigger students to be able to think critically about material, apart from that it is also able to make students think logically and systematically. Researchers think that by implementing contextual learning it will be able to increase students' understanding of the material presented and also as a solution to avoid boredom in the classroom.

(Sulastri, 2016) the article strengthens the opinion of researchers who prove that contextual learning will have a positive influence on students, one of which will increase their in-depth understanding of the topics discussed. In this research, the researcher took the research location at MTSN 4 Padang and MTS An-Nur, where both schools implemented contextual-based Fikih learning with a social, experimental approach. This was conveyed by informant 1 as a Fikih teacher at MTSN 4 and informant 2 as a Fikih teacher at MTS An-Nur.

Seeing this phenomenon, the researcher was motivated to see what the application of contextual learning through social experiments was like in increasing students' understanding, then the researchers wanted to see what obstacles teachers felt and see to what extent this contextual learning could improve students' understanding in learning Fikih. Based on this, the researcher feels that this needs to be addressed in a scientific paper entitled "**Contextual Learning Through Social Experiments to Improve Students' Understanding in Learning Fikih**".

RESEARCH METHODS

This article uses a qualitative method where a phenomenon is observed and organized using words. The approach in this research is a case study, namely a series of activities carried out intensively, in-depth, and in detail to observe a phenomenon at the individual, group, and institutional levels (Sugiyono, 2021). The case study approach was chosen because it can describe more clearly the phenomena that occur. In this research, the case study was chosen to observe in detail and depth how contextual learning is implemented through social experiments in learning Fikih.

As research locations the author took two schools, namely MTSN 4 Padang and MTS An-Nur Padang, this is because these two locations have similarities in the implementation of contextual learning. Another reason for choosing these two locations is to strengthen data and expand information related to the topic being studied. This research will take place for 1 month from 12 October 2023 to 13 November 2023. The informants in this research were 12 informants selected through purpose sampling techniques. The twelve informants consisted of 1 Fikih teacher and 5 MTSN 4 Padang students, and 1 Fikih teacher and 5 MTS An-Nur Padang students.

Collecting research data by conducting observations, in-depth interviews, and documenting matters related to the topic of discussion. The data obtained is then analyzed by reducing the data, presenting the data, and drawing conclusions. To increase confidence in the data obtained, researchers checked the validity of the data using triangulation techniques, namely periodically checking the data obtained from various relevant sources and at different times (Sugiyono, 2015).

FINDINGS AND DISCUSSION

FINDINGS

1. Application of Contextual Learning in Fikih Subjects

As a result of observation activities, in-depth interviews, and documentation carried out by researchers, data was obtained, namely the teacher's reasons for choosing contextual learning, the contextual learning preparation process, and the selection of appropriate discussion materials.

a. Teacher's Reason

Based on the results of interviews with informants 1 and 2 as Fikih teachers at MTSN 4 Padang, they explained the same thing, that contextual learning was chosen because it was felt that it was needed to increase students' understanding so that they not only know theory but also know how things are in the field. The following is an excerpt from an interview the researcher conducted with informants 1 and 2.

Informant 1

"... I deliberately used this learning (contextual learning) because I felt that if the students were only given material, they would not understand 100%. So I think it's better if I use contextual learning..."

Informant 2

"For me, learning like this is very good to do, because by experiencing it directly, students will understand better..."

b. Selection of Appropriate Material

In this research, researchers found contextual learning through social experiments on alms material, according to informants, this material is very suitable to be carried out using contextual learning as stated below:

Informant 1

"I chose alms material because this material is very closely related to students' lives and it will be easy to carry out social experiments"

Informant 2

"Among the materials that exist, material about alms is the most suitable for me, because it will be easy to do with social experiments"

c. Implementation

In starting contextual learning through social experiments, the teacher will first bring alms material to the class as usual, then for the next meeting I will pretend that I don't have money to buy something. The following is an excerpt from an interview with the informant:

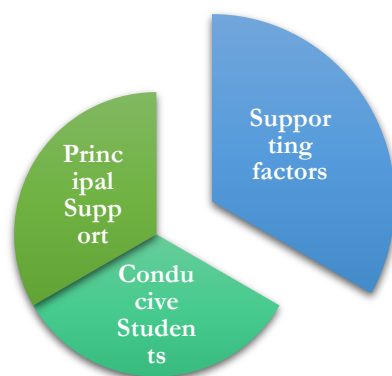
Informants 1 & 2

"I will teach as usual, presenting alms material in my style.... At the next meeting, I will pretend"

In general, researchers see that the implementation of contextual learning has gone well in terms of motivation, material selection, and implementation. Based on direct observation, researchers found that this implementation was very creative and students were very enthusiastic during its implementation.

2. Supporting Factors

Figure 1. Supporting Factors



In general, the implementation of contextual learning through social experiments both at MTSN 4 Padang and at MTS An-Nur is going well, this cannot be separated from several supporting factors including the support of the school principal and conducive students. The following is an excerpt from the interview conducted by the researcher:

Informants 1 & 2

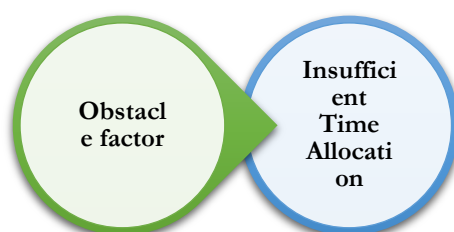
"Thank God, principal, you support my idea"

Informants 1 & 2

"Students are very easy to manage and direct, so it feels like this learning is successful because that's one of them"

3. Inhibiting Factors

Figure 2. Factor Inhibitor



Based on the results of in-depth interviews and observations, it was found that one of the factors inhibiting contextual learning through social experiments was the lack of learning hours if we wanted to maximize this learning.

Informants 1 & 2

"In my opinion, the lesson hours are still not enough if you want to maximize it"

4. Contextual Learning Results in Fikih Subjects

After conducting direct observations for approximately 1 month, and conducting interviews with students appointed as informants. Researchers concluded that contextual learning through social experiments had a positive impact and was able to increase students' understanding of the Fikih material being taught. The following are excerpts from interviews with ten students from MTSN 4 Padang and MTS An-Nur Padang.

Informant 3-12

"We understand the essence of the material, we feel that in real life it is needed... "I learned the lesson from this material when my teacher demonstrated being a beggar and after that, he gave a conclusion."

DISCUSSION

1. Application of Contextual Learning in Fikih Subjects

The subject of Fikih is one of the subjects that only exists in Madrasahs, where this subject contains the laws and procedures for good and correct worship to make a Muslim maximize his worship. This is of course very important, and Islamic Fikih learning in madrasahs should always make progress so that the objectives of this subject are achieved optimally according to expectations. One of the efforts is to carry out varied learning.

Contextual learning is learning that directly links the material given to students with real life. (Santoso, 2017) in his research, contextual learning can help improve understanding of mathematics subjects. Then a similar thing was also expressed (Mei et al., 2020) in his research which proved that the application of contextual learning made students understand more. So it does not rule out the possibility that contextual learning can improve students' understanding of Fikih subjects.

In this research, researchers found that Fikih teachers at MTSN 4 Padang and MTS An-Nur applied contextual learning through social experiments. All informants said that social experiments were an effective step in applying this learning. Social experimentation is a manipulation activity by which you can find out how the impact of the manipulation can be reflected on the target, while the targets referred to in this research are students (Juwitaningrum et al., 2020). Furthermore (Juwitaningrum et al., 2020) in their research revealed that this social experiment is very effective in evaluating stimulus situations. So this is in line with what the informant said, with social experiments such as pretending to run out of money, a student will automatically respond to this. With this, the teacher will provide real learning to students about the essence of alms material.

After conducting a social experiment, the teacher will be able to assess which students were able to apply the essence of the material in the previous meeting and which were not because this social experiment is used to evaluate learning. Then, after the teacher sees the students' responses, the teacher will end the social experiment and provide a conclusion on what he did, this is useful for reinforcing the students' knowledge.

2. Supporting Factors

Every effort made by an educator requires supporting things. Likewise, (Alfurqan & Hidayat, 2023) stated that any business requires support so that the business can run well. Likewise, with teachers' efforts to carry out learning innovations that will be beneficial for the progress of the teaching and learning process in an educational institution, there is a need for support from various sources, both material and non-material support. This is in line with research (Agus Purwanto et al., 2020) which states that material and non-material support greatly determines the success of a program carried out by educators.

This is in line with the findings this time where the informant stated that he needed support from various parties so that contextual learning through this experiment could be carried out well. The support that informant 1 received as a Fikih teacher at MTSN 4 Padang was support from the school principal. This is very meaningful for a teacher if he gets support from his superiors, as stated by (Kristen et al., 2018) in their article that the support of a school principal will provide extraordinary motivation and breakthrough to a teacher so that the teacher will carry out his duties well. Very good.

This is different with informant 2 as a Fikih teacher at MTS An-Nur Padang, where he received support not only from the school principal but from his students who wanted to be conducive to the implementation of this learning. Because students

are the benchmark for the success or failure of a learning process (Kantun, 2017). What's more, students can work together with the teacher, so learning will easily achieve its goals.

3. Inhibiting Factors

After we discuss support as something very necessary for a program, there will always be obstacles there. Including carrying out contextual learning through social experiments, there will be obstacles both from within and from outside. In this research, the researcher found that the only obstacle to implementing contextual learning through social experiments is that it requires a lot of learning hours, this is because there will be a process of providing material, implementation, and evaluation. This was similar to what Vidya conveyed in her research, which stated that the allocation of learning hours is one of the factors inhibiting the success of learning itself (Vidya Dharma et al., 2019).

4. Contextual Learning Results in Fikih Subjects

Every educational outcome and process will lead to the output, namely the students. This can be seen from various aspects, both student achievement and the results of evaluations carried out by teachers. (Ratnasari, 2017) explains that the level of students' understanding, can be seen through evaluation results, both in the form of oral and written tests. Likewise, in contextual learning, students' understanding will be used as a benchmark.

Observations and interviews conducted by researchers illustrate that Fikih teachers at MTSN 4 Padang and MTS An-Nur Padang carry out evaluations, namely by carrying out oral and written tests to test how far students understand the material that has been presented. Then the researchers saw that 80% or 24 of the 30 class VIII A students at MTSN 4 Padang were able to complete the summative test with a score above the KKM, the same thing was also found in class VIII 1 students at MTS An-Nur Padang where 80% or 16 out of 20 students had scores above the KKM. This shows that contextual learning through social experiments in Fikih subjects can improve students' understanding.

CONCLUSION

Innovative and creative learning is currently the key to success in the world of education. Whatever the subject, progress in the field of classroom management is very much needed. This research is proof that limited infrastructure is not the main reason for providing innovative learning, it all depends on a teacher's creativity. Contextual learning which takes a social experimental theme is clear evidence that this learning is very good and suitable for students in both fiqh and other subjects. Because with contextual learning, students will feel how the material provided is very appropriate to real life and this will provide students with a deep understanding. This is proven by 80% or 24 out of 30 class VIII A students at MTSN 4 Padang being able to complete the summative test with a score above the KKM, the same thing was also found in class VIII 1 students at MTS An-Nur Padang where 80% or 16 out of 20 students had scores above the KKM.

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