

**IMPROVING THE LEARNING OUTCOMES OF FIQH FASTING WORSHIP
MATERIAL THROUGH THE PROBLEM BASED LEARNING METHOD
ASSISTED BY PROJECTED MOTION MEDIA**

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ABSTRACT

Abstract: Learning Islamic Religious Education in Fiqh subjects, especially fasting material. Student learning achievement still shows a low level. This is a major concern due to the low interest and motivation of students towards these subjects. The lack of variety in learning methods and media applied by teachers means that learning feels boring, students pay less attention to learning, and students find it difficult to understand the material. The method used in research is in the form of Classroom Action Research (PTK), where data collection techniques are in the form of observation, tests, interviews and documentation. The methods used are effective learning methods and media that are adapted to the material and learning objectives. To overcome this problem, creativity is needed and several steps must be implemented by teachers to create interesting and enjoyable learning activities, one of which is by using effective learning methods and media that are adapted to the material and learning objectives. The alternative teaching method that can be applied in the process of learning fasting material in Fiqh is the Problem Based Learning (PBL) method combined with the use of Projected Motion Media. The final result of using the Problem Based Learning Method assisted by Projected Motion media can improve the learning outcomes of jurisprudence material on fasting for students in class VIII A MTsS Sudirman Getasan, Semarang Regency, academic year 2023/2024.

Keywords: Jurisprudence, Fasting, Learning Outcomes

INTRODUCTION

Islamic Education (PAI) is one of the subjects that must be studied in schools both public under the auspices of the Ministry of Education and Culture and Islamic schools under the auspices of the Ministry of Religion, starting from Elementary School (SD) or Madrasah Ibtidaiyah (MI), Junior High School (SMP) or Madrasah Tsanawiyah (MTs), High School (SMA) or Madrasah Aliyah (MA), to college. The subjects of Islamic Education (PAI) at various levels and types of education as a whole are in the scope of the Qur'an and Hadith, faith, akhlaq, Jurisprudence, and history.

The scope of Islamic religious education includes the realization of harmony, harmony and balance of human relationships with Allah SWT, oneself, fellow humans, other creatures and their environment. PAI learning in schools has several objectives, including: first, to develop

and shape students' positive attitudes, discipline, and love for religion in various lives as the essence of piety: obedience to the commands of Allah and His Messenger. Second, to be used as an internal motivation for students in developing their knowledge, so that they believe that their faith and knowledge are solely to achieve the pleasure of Allah SWT. Third, to cultivate and nurture students in understanding religion correctly and being able to practice it in daily life.¹ The scope can be described in the subject matter of PAI subjects, including: Quranic Material, Hadith, Aqidah Akhlak, Islamic Cultural History, and Jurisprudence.² The problem of Jurisprudence is a dynamic and interesting problem to be studied, because it always develops according to the circumstances of the times. Jurisprudence learning activities in schools aim to invite students to discuss Jurisprudence problems that arise in complex human life, in order to increase students' insight and experience in dealing with the many Jurisprudence problems that always develop with the times, so that students understand Jurisprudence correctly and have a broad view, and are able to be wise towards Jurisprudence studies that develop in society.³

In the MTs curriculum, learning activities for Jurisprudence subjects in grades VII and VIII are carried out through a thematic approach, while in grade IX the learning activities are carried out through a subject approach. The time allocation for Jurisprudence subjects in MTs is 2 hours of lessons (JP), with a duration of 40 minutes every 1 JP. Jurisprudence subjects in MTs contribute substantially in encouraging students to apply and practice Islamic teachings in their daily activities, to realize harmony and balance in human relationships with Allah SWT, with oneself, with fellow humans, with other creatures, and with the environment.⁴

Jurisprudence is a branch of knowledge in Islamic teachings that specifically explores legal issues governing all aspects of human life, including individual affairs, social interactions, and man's relationship with his god. The scope of Jurisprudence subjects in MTs includes Muamalah Jurisprudence and Jurisprudence of worship. Muamalah jurisprudence which discusses the provisions for halal food and drink, circumcision, sacrifice, and procedures for buying and selling and borrowing. While Jurisprudence focuses on knowledge and understanding of the correct and proper implementation related to important aspects of Islamic teachings, ranging from the procedures of thaharah, the implementation of prayer, fasting, zakat, Hajj and Umrah.⁵

Fasting material is one of the Jurisprudence subject materials studied in class VIII A MTs odd semester, with several basic competencies that must be possessed by students, including: living the wisdom and benefits of fasting, carrying out a patient attitude, in siplin and empathy for others, analyzing the provisions of compulsory fasting and sunnah, can present the results of analysis of compulsory fasting and sunnah, As well as explaining the provisions of fasting such as: the definition of fasting, laws, fasting propositions, fasting conditions, fasting pillars, things that cancel fasting, and explaining the things of fasting makruh. The fasting material in the fiqh subject in class VIII not only explains compulsory fasting but also sunnah fasting and wisdom in fasting.⁶

¹ Firmansyah, Mokh Iman. 2019. "Pendidikan Agama Islam : Pengertian, Tujuan, Dasar, dan Fungsi." Taklim : Jurnal Pendidikan Agama Islam 17(2):79–90.

² Zubaidillah, dkk. 2019. "Analisis Karakteristik Materi Pelajaran Pendidikan Agama Islam Di Jenjang SD, SMP Dan SMA." ADDABANA: Jurnal Pendidikan Agama Islam 2(1):1–11. doi: 10.47732/adb.v2i1.95.

³ Darise, Gina Nurvina. 2021. "Pendidikan Agama Islam Dalam Konteks 'Merdeka Belajar.'" *Journal of Islamic Education : The Teacher of Civilization* 2(2). doi: 10.30984/jpai.v2i2.1762.

⁴ Syathori, A. 2017. "Kurikulum 2013 Mata Pelajaran Fikih Di Madrasah Tsanawiyah (Implementasi, Analisis Dan Pengembangannya)." Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam 2(1). DOI:10.24235/tarbawi.v2i1.2024.

⁵ Masykur, Mohammad Rizqillah. 2019. "Metodologi Pembelajaran Fikih." Al-Makrifat: Jurnal Kajian Islam 4(2):31–44.

⁶Op.cit. hlm 3

Researchers have made observations at MTsS Sudirman Getasan Semarang Regency, based on the research it was found that student learning achievement in the topic of fasting in Jurisprudence subjects still shows a low level. This is the main concern due to the low interest and motivation of students in these subjects, the lack of variety of methods, and learning media applied by teachers, so that learning feels boring, students become less attentive to learning, and students find it difficult to understand the material.

To overcome these problems, creativity and several steps must be applied by teachers to create interesting and fun learning activities, one of which is by using effective learning methods and media that are tailored to the material, and learning objectives. The alternative teaching method that can be applied in the learning process of fasting worship material in Jurisprudence is the Problem Based Learning (PBL) method combined with the use of Projected Motion Media. The PBL learning method is learning that presents very complex contextual problems in everyday life, so that it can motivate students to be able to develop problem-solving skills, think critically, and build new knowledge and experience.⁷ The PBL method focuses more on the learning process of students to actively participate in learning, and can work together with colleagues to solve a problem.⁸ The application of the PBL Method consists of 5 stages, namely: first, providing problem orientation to students. Second, organize students to research. Third, assist with independent and group investigations. Fourth, develop and present work. Fifth, analyze and evaluate the problem-solving process.⁹

Based on the background description of the problem that has been described, this study in-depth answers the question: Can the application of the problem-based learning method assisted by projected motion media improve the learning outcomes of Jurisprudence fasting material in grade VIII A MTsS Sudirman Getasan students, Semarang Regency for the 2023/2024 academic year? With the aim of knowing the application of problem-based learning methods assisted by projected motion media can improve the learning outcomes of Jurisprudence fasting material in grade VIII A MTsS Sudirman Getasan students, Semarang Regency for the 2023/2024 academic year. The research method applied in this study is in the form of Classroom Action Research (PTK) or known as Classroom Action Research (CAR), with the subject of research for all grade VIII A MTsS Sudirman Getasan Semarang Regency students in the even semester of the 2023/20224 Academic Year. Data collection techniques through: observation, tests, interviews and documentation.

METHOD

The design used in this study is a type of Classroom Action Research (PTK) or Classroom Action Research (CAR). PTK is the development of action research that focuses on the classroom or on the learning process carried out on a research subject in the classroom with the aim of improving or improving the quality of good learning. The design of class action research is chosen because the problem to be solved comes from the teaching and learning process.¹⁰ PTK is also a research activity by observing a learning activity, which is given action, which is deliberately raised in a class, with the aim of solving problems or improving the quality

⁷ Yiu, dkk. 2021. "Problem-Based Learning: Enhancement of Students' Learning Experience and Professional Development in a Study Tour." Scienceweb Publishing.

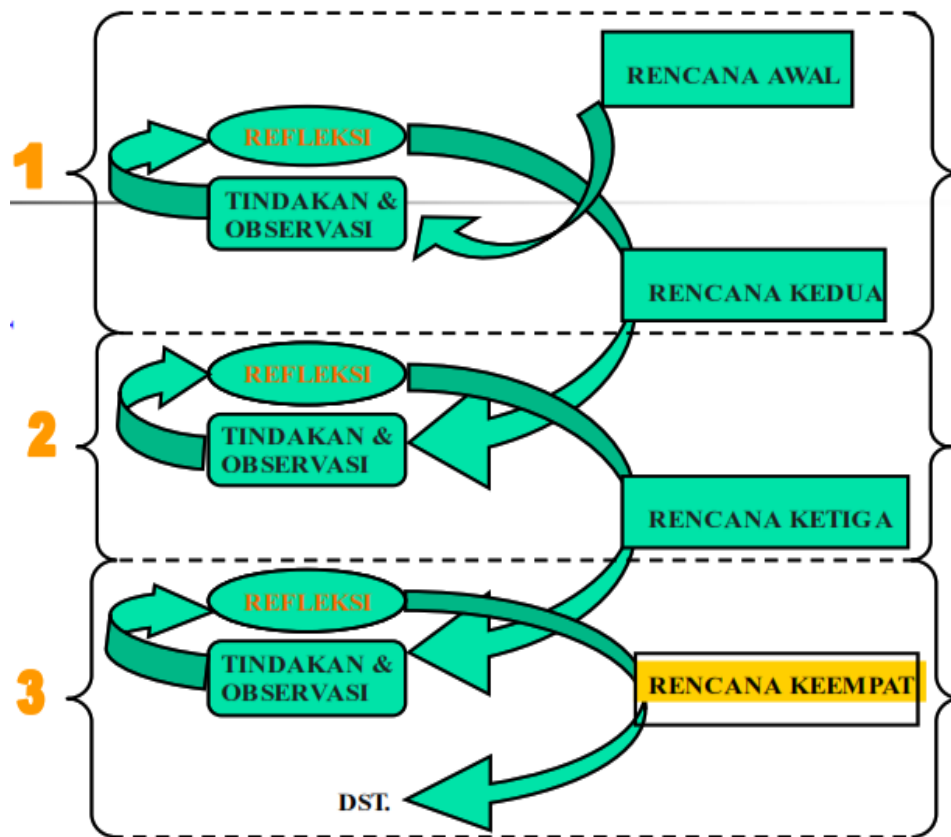
⁸ Nurfajriah, dkk. 2022. "Problem Based Learning (PBL): Concrete Steps to Improve Students' Communication Skills." *International Journal of Integrative Sciences* 1(1):7–20. doi: 10.55927/ijis.v1i1.2973

⁹ Surur, Dkk. 2019. "Pengaruh Problem Based Learning Dan Motivasi Berprestasi Terhadap Kemampuan Pemecahan Masalah." *Indonesian Journal of Learning Education and Counseling* 1(2). doi: 10.31960/ijolec.v1i2.96.

¹⁰ Salim, Isran Rasyid Karo-karo, dan Haidir. 2015. *Penelitian Tindakan Kelas: Teori dan Aplikasi Bagi Mahasiswa, Guru Mata Pelajaran Umum dan Pendidikan Agama Islam di Sekolah*. Medan: Perdana Publishing.

of learning in the class.¹¹ PTK is recognized as an effective means to measure student development and the development of teachers who teach in the classroom, so that the learning process becomes more qualified.¹² For a teacher, PTK writing is a form of scientific activity in order to develop themselves to become a professional teacher.¹³ The subjects in this study were all grade VIII A MTsS Sudirman Getasan students, Semarang Regency, odd semester of the 2023/20224 Academic Year, consisting of 22 students. The steps of research conducted by researchers can be seen from the chart below:

Figure 1.1 Schematic of the Classroom Action Research Cycle¹⁴



¹¹ Mu'allimin, dan Rahmat Arofah Hari Cahyadi. 2014. *Penelitian Tindakan Kelas: Teori dan Praktik*. Yogyakarta: Gending Pustaka.

¹² Anupan, Anuchit. 2020. "A Framework of Knowledge Management in Classroom Action Research on Cloud Computing for Pre-Service Teachers." Hlm. 1–4 dalam *2020 18th International Conference on ICT and Knowledge Engineering (ICT&KE)*.

¹³ Suyoto, Egar Ngasbun, dan Siswanto. 2019. "P3T (Training, Guidance And Integrated Assistance) Metode-Based On Assesment Necessiity To Create Ptk (Class Action Research) Article Results For Elementary School Teachers." *The European Journal of Humanities and Social Sciences* (6):54–65. doi: 10.29013/EJHSS-20-6-54-65.

¹⁴ Alek. 2016. *Classroom Action Research Dalam Pendidikan Bahasa: Teori Desain Praktik*. Jakarta: UIN Jakarta Press.

RESULTS AND DISCUSSION

Problem Based Learning (PBL) is learning whose delivery is carried out by presenting a problem, and opening a conversation. Problem Based Learning (PBL) or problem-based learning is a learning method characterized by real problems as a context for students to learn to think critically and be skilled in solving problems and acquiring knowledge.¹⁵ Problem Based Learning (PBL) method is a learning method where students are involved in solving problems through several stages of scientific methods so that students are expected to learn knowledge related to the problem, as well as students are expected to have skills in solving problems. The Problem Based Learning (PBL) learning method is a learning approach in the form of applying problems that occur in the real world as a context for students to train how to think critically and acquire knowledge, as well as important concepts.

The learning process using problem-based learning focuses on student activities, here students are encouraged to be able to develop their knowledge. In the implementation of learning using problem-based learning, the teacher only acts as a facilitator, but even though the teacher is only a facilitator, the teacher must monitor student progress and be able to encourage students to achieve the goals or targets to be achieved.¹⁶

In this research, the problem-based learning method is supported by projected motion media. Projected Motion media itself is a learning media that displays information in the form of images or writing that can move in the form of films, television, videos, computers and the like. This media can be seen, heard, and can move so that it is assessed to help students to understand the material. The use of Projected Motion learning media can make it easier for teachers in the teaching and learning process, because this media uses interesting vision, hearing and images so as to make students more focused on capturing the lessons explained by the teacher. In addition, it has a very high value effectiveness, especially in absorption in a lesson and is also useful in increasing understanding of concepts.¹⁷

Pre Cycle

The pre-cycle research phase carried out on July 25, 2023, this pre-cycle stage is the data collection stage before carrying out the research. At this stage, researchers observed the learning process of class VIII A MTsS jurisprudence subject teacher Sudirman Getasan, Semarang Regency. From the results of observations in this pre-cycle, it was found that there were no new learning methods used in learning activities, so that the learning process was less active and made students less enthusiastic in learning. Learning here is centered only on the teacher, so students only listen to the teacher's explanation and will be passive.

From the results of these observations, students who do not understand the material that has been explained by the teacher. As a result, students' learning results are obtained in a low position and have not reached the KKM set by the school, which is 75. The following is data on pre-cycle learning outcomes of grade VIII A MTsS Sudirman Getasan students before using the Problem Based Learning method and using Projected motion media.

- a. Average value of pre-cycle learning outcomes

¹⁵ Shoimin, Aris. 2014. *Metode Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media.

¹⁶ Nurfajriah, Najwa, Imam Tabroni, Nursyifa Faujiah, Ridha Nurjannah, dan Tiara Putri. 2022. "Problem Based Learning (PBL): Concrete Steps to Improve Students' Communication Skills." *International Journal of Integrative Sciences* 1(1):7–20. doi: 10.55927/ijis.v1i1.2973.

¹⁷ Pertiwi, Alfina Bakti, dan Erwin Rahayu Saputra. 2022. "Projected Motion Sebagai Media Pembelajaran IPA SD Materi Pentingnya Upaya Pelestarian SDA Di Lingkungan." *Indonesian Journal of Educational Science (IJES)* 5(1):37–43. doi: 10.31605/ijes.v5i1.1337.

$$M = \frac{\sum X}{N}$$
$$M = \frac{1335}{22}$$
$$M = 60,68\%$$

- b. The percentage value of student learning outcomes completed in the pre-cycle

$$M = \frac{\sum X}{N} \times 100\%$$
$$M = \frac{4}{22} \times 100\%$$
$$M = 18,19\%$$

- c. Percentage value of student learning outcomes that are not complete pre-cycle

$$M = \frac{\sum X}{N} \times 100\%$$
$$M = \frac{18}{22} \times 100\%$$
$$M = 81,81\%$$

Cycle I

The implementation of class action research in the first cycle was carried out on August 1, 2023 with a class VIII A research project with a total of 22 students. With the material taught in cycle I, namely fasting worship with the Problem-based learning method and assisted by Projected motion media. Researchers conduct research actions and observations on teacher and student activities and student learning outcomes.

- a. The average value of cycle I learning outcomes

$$M = \frac{\sum X}{N}$$
$$M = \frac{1525}{22}$$
$$M = 69,31$$

- b. The percentage value of student learning outcomes completed in cycle I

$$M = \frac{\sum X}{N} \times 100\%$$
$$M = \frac{8}{22} \times 100\%$$
$$M = 36,37\%$$

- c. The percentage value of incomplete student learning outcomes in cycle I

$$M = \frac{\sum X}{N} \times 100\%$$
$$M = \frac{14}{22} \times 100\%$$
$$M = 63,63\%$$

Cycle II

The implementation of class action research in cycle II was carried out on August 8, 2023 with class VIII A research project with a total of 22 students. With the material taught in cycle II, namely fasting worship with the Problem-based learning method and assisted by

Projected motion media. Researchers conduct research actions and observations on teacher and student activities and student learning outcomes.

- a. Average value of pre-cycle learning outcomes

$$M = \frac{\sum X}{N}$$

$$M = \frac{1725}{22}$$

$$M = 678,40$$

- b. The percentage value of student learning outcomes completed in cycle II

$$M = \frac{\sum X}{N} \times 100\%$$

$$M = \frac{19}{22} \times 100\%$$

$$M = 86,37\%$$

- c. The percentage value of student learning outcomes that are incomplete in cycle II

$$M = \frac{\sum X}{N} \times 100\%$$

$$M = \frac{3}{22} \times 100\%$$

$$M = 13,63\%$$

Comparison of Pre-Cycle Learning, Cycle I and Cycle II

Based on the results of research that researchers have done, to determine the improvement of student learning outcomes in student learning outcomes in fiqh subjects, fasting worship material in the pre-cycle, cycle I and cycle II using the Problem Based Learning method and Projected Motion media is presented in the table below:

Table 1.1 Learning Outcomes Data Pre-Cycle

No	Nama	Hasil Penelitian		
		Pra Siklus	Siklus I	Siklus II
1.	ADL	60	60	85
2.	AA	55	65	75
3.	AF	60	70	75
4.	AF	50	75	80
5.	BDP	75	80	75
6.	DAH	65	65	65
7.	DA	60	70	85
8.	ES	75	75	80
9.	ES	55	60	75
10.	HZAA	60	65	70
11.	IDK	45	60	80
12.	M	55	65	85
13.	MH	75	80	85
14.	MRA	75	75	85
15.	MRU	60	70	85
16.	NA	50	65	75
17.	NGP	60	75	75

18.	N	55	60	75
19.	RUA	70	75	85
20.	RDP	55	65	70
21.	SICW	65	75	80
22.	SA	60	75	80

Table 1.2 Recapitulation of Student Learning Outcomes Cycle I and II

Siklus I	Rata-rata	Kategori	Jumlah	Presentasa
Pra Siklus	60,68%	Complete	4	18,19%
		Incomplete	18	81,81%
I	69,31%	Complete	8	36,37%
		Incomplete	14	63,63%
II	78,40%	Complete	19	86,37%
		Incomplete	3	13,63%

The results of the discussion above can be illustrated using the diagram below:

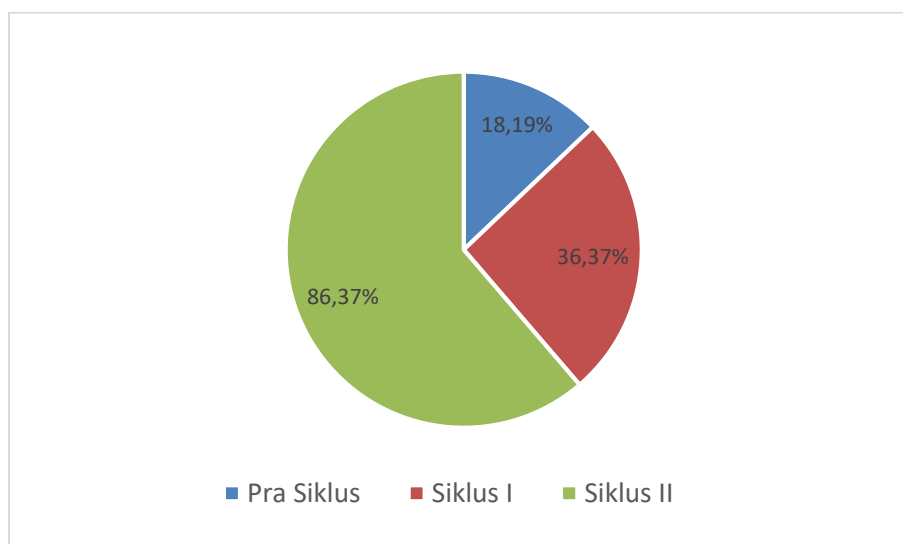


Figure 1.2 Diagram of Completeness of Student Learning Outcomes Pre-Cycle, cycle I and II

Figure 1.2 above shows that learning in grade VIII A MTsS Sudirman Getasan students of fiqh subjects, fasting worship material with problem-based learning methods and projected motion media has improved learning outcomes. When viewed from the data before the research was carried out using the problem-based learning method and projected motion media, students who completed learning from the pre-cycle were 18.19%. In the first cycle, it showed an increase in the learning outcomes of grade VIII A MTsS Sudirman Getasan students, namely 36.37% of students completed learning, and in the second cycle 86.37% of students completed learning. The increase in students who completed learning from pre-cycle to cycle I was 18.18%, and from cycle I to cycle II 50%. This research was declared successful and stopped in cycle II, which was 86.37% had met the specified classical completeness criteria, which was 85%.

CONCLUSION

Based on the results of the research that researchers conducted, researchers concluded that: The Problem Based Learning method assisted by Projected Motion media can improve the learning outcomes of fiqh fasting worship material in grade VIII A MTsS Sudirman Getasan students, Semarang Regency for the 2023/2024 academic year. The increase in learning outcomes from pre-cycle to cycle I increased by 18.18%, this is evidenced in the pre-cycle data of students completing learning there were 4 students with a percentage value of 18.19% and with an average score of 60.68%, cycle I students completed learning there were 8 students with a percentage of 36.37% with an average score of 69.31%. The increase from cycle I to cycle II is an increase of 50%. This can be proven in the implementation of the first cycle of students who completed learning there were 8 students with a percentage of 36.37% with an average score of 69.31%, in the second cycle there were 19 students who completed learning with a percentage of 86.37% with an average score of 78.40%. The learning outcomes that have been achieved by students in the second cycle are 86.37% so that this Classroom Action Research (PTK) is declared successful because it has met the classical completeness criteria, which is 85%.

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