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Fiqh Learning Method According To Hasan Ja'far Kholifah And Kamaluddin Muhammad Hasyim

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Abstract

Fiqh is a science that explains Islamic laws. To be able to convey this knowledge, there is a need for a fiqh learning method so that it can be well received by students. This research aims to describe the method of learning fiqh according to the thoughts of Hasan Ja'far Kholifah and Kamaluddin Muhammad Hasyim in their book entitled "Fushulun Fii Tadriisi at-Tarbiyati al-Islamiyati". To achieve this goal, researchers used a library method using two data sources, namely primary data sources in the form of a book entitled "Fushulun Fii Tadriisi at-Tarbiyati al-Islamiyati", and secondary data sources, namely books and related journals. The results of this research explain that 5 methods are suitable for learning fiqh, including teaching methods, demonstrations, question and answer, reading, and drill. Using appropriate learning methods, students will easily accept the material presented, so that they can achieve the educational goals that have been determined.

Keywords: Methods, Learning, Fiqh

Abstrak

Fiqih merupakan ilmu yang menjelaskan terkait hukum-hukum islam. Untuk dapat menyampaikan ilmu tersebut dibutuhkan adanya metode pembelajaran fiqih, agar dapat diterima oleh peserta didik dengan baik. Penelitian ini bertujuan untuk mendeskripsikan metode pembelajaran fiqih sesuai dengan pemikiran Hasan Ja'far Kholifah dan Kamaluddin Muhammad Hasyim dalam bukunya yang berjudul "Fushulun Fii Tadriisi at-Tarbiyati al-Islamiyati". Untuk mencapai tujuan tersebut peneliti menggunakan metode kepustakaan dengan menggunakan dua sumber data yaitu sumber data primer berupa buku berjudul "Fushulun Fii Tadriisi at-Tarbiyati al-Islamiyati", dan sumber data sekunder yaitu buku dan jurnal terkait. Hasil penelitian ini menjelaskan bahwa terdapat 5 metode yang cocok untuk pembelajaran fiqih, diantaranya adalah: metode pengajaran, demonstrasi, tanya jawab, bacaan, dan drill. Melalui penggunaan metode pembelajaran yang tepat maka peserta didik akan mudah dalam menerima materi yang disampaikan, sehingga dapat mencapai tujuan pendidikan yang telah ditentukan.

Kata Kunci: Metode, Pembelajaran, Fiqih

Introduction

Collaboration between the government, family and community in providing education is one of the efforts to fulfill responsibility for national development goals, namely to make the nation's life more intelligent.¹ Weak learning processes are one of the problems often encountered in the world of Islamic education. Because the learning process is the main activity in education to achieve educational goals. So, as an educator you must be able to determine learning strategies and methods that are suitable to the current situation, conditions and abilities of students².

Until now, conventional learning systems are still used by various educational institutions, especially Islamic educational institutions. Where they still use methods that tend to be traditional. Students are seen as passive objects, learning is always centered on the teacher, where the teacher plays the main role in the learning process. In accordance with what was stated by Ivor K. Davis states that there is something that is often forgotten in education, namely that the essence of a learning process is how students can learn, not how educators teach³.

Fiqh is a science that is studied in relation to Islamic sharia laws, so that fiqh is one of the lessons that is considered very important to be taught to students. It discusses all things in life, such as speaking, socializing, and so on. So it is the task of educators to teach and ensure that students are able to implement and practice every Islamic law in everyday life. There are many methods for teaching jurisprudence both in schools and madrasas that can be used so that learning can be achieved according to the planned objectives⁴. Through this research, it is hoped that it can become a reference for educators, especially PAI teachers, in the Fiqh learning process by referring to the development of fiqh learning methods according to Hasan Ja'far Kholifah and Kamaluddin Muhammad Hasyim in their book entitled *"Fushbulun Fii Tadriisi at-Tarbiyati al- Islamiyati"*. So by using the fiqh learning method students are able to receive, understand and apply the material presented well.

Method

The research method used in this research is library research. In this research, two sources of data are used, namely the primary source in the form of a book by Hasan Ja'far Kholifah and Kamaluddin Muhammad Hasyim entitled *"Fushbulun Fii*

Tadriisi at-Tarbiyati al-Islamiyati" The author chose this book because it discusses various methods of learning fiqh, and secondary sources are several related books and journals. The data analysis in this research uses content analysis ⁵.

This research stage begins with; first, a brief description of academic anxiety and the urgency of this research theoretically and empirically; second, offering solutions to reduce this anxiety; third, explaining the aims and benefits of research theoretically and empirically; fourth, look for theories related to the solution and previous research related to the research results; fifth, collect data related to the solution and strengthen it with previous findings; *sixth, processing data* which is collected using content analysis methods and ends with drawing conclusions⁶.

Results and Discussion

Concept of Fiqh Learning

Based on the researcher's study of the book by Hasan Ja'far Kholifah and Kamaluddin Muhammad Hasyim entitled "Fushulun Fii Tadriisi at-Tarbiyati al-Islamiyati" on page 147 it is explained in relation to the concept of learning Fiqh. Before the concept of learning fiqh is explained in full, the researcher will first describe the definition of learning and fiqh. Learning is an activity composed of several

elements ranging from materials, facilities, equipment to procedures that influence each other in achieving learning goals. The human elements involved in the learning system consist of students, educators and other educational personnel. while the material elements used include various books, videos, audio, and so on. The facilities and equipment used consist of various infrastructure ranging from classrooms, audio-visual equipment, and also computers. While elements procedures include schedules, delivery methods, learning, etc. Several of these elements interact with each other to create a learning system ⁷.

Meanwhile, the science of jurisprudence is one of the important things in the educational and pedagogical process, because jurisprudence is one of the main branches of legal sciences and Islamic education, which studies worship such as prayer, fasting, Hajj, etc. Fiqh in linguistic terms is the knowledge and understanding of something, but traditionally society limits the concept of fiqh only to legal sciences and their understanding. Fiqh refers to the meaning of understanding the Islamic religion completely and comprehensively ⁸. The definition of jurisprudence in terms is the science of practical laws obtained from detailed evidence, because the science of law is only limited to knowledge of laws and

does not transcend them to the nature, characteristics or actions of God, and the laws in legal science is practical, such as monotheism, the treatises of the apostles, and the science of the Last Day ⁹.

In general, the science of jurisprudence is related to all branches of Islamic education, because it is closely related to the Qur'an and the sciences of interpretation, as well as the hadith of the Prophet, because both are the main sources for making decisions in Islam. The Al-Qur'an and Hadith are sources of perception, while fiqh is perception it self ¹⁰. If the source is the Al-Qur'an and As-Sunnah, then it is fixed and does not change, while the concept of fiqh relatively changes according to time, place, and the needs and demands of society.

From the explanation above, learning Fiqh is an effort that is carried out consciously, directed and designed regarding Islamic laws relating to the actions of mukallaf, both in the form of worship and muamalah, which aims to ensure that students know, understand and can carry out daily worship. In learning Fiqh, there is not only an interaction process between teachers and students in the classroom ¹¹. However, learning is also carried out through various interactions, both in the classroom environment and in places of worship as a place for practices related to

ubudiyah. Various facilities that support Fiqh learning such as films, videos and so on can be used in the learning process itself. Besides that It is also related to various social events which can be used as a reflection in the comparison and application of Islamic law by students.

Fiqh Learning Objectives

Learning fiqh is an effort by a teacher, teacher, ulama and even religious leaders to provide understanding to students so that they are able to understand fiqh and the rules of fiqh down to the most important elements in it, then can apply it in everyday life , so that a life can be created that is in accordance with the rules and Shari'a of Allah SWT. while learning is an effort carried out by teachers or educators to encourage students to understand a science ¹².

In the book by Hasan Ja'far Kholifah and Kamaluddin Muhammad Hasyim entitled "*Fushulun Fii Tadriisi at-Tarbiyati al-Islamiyati*" On page 149, several objectives of learning fiqh are explained, including 1) Providing correct knowledge about worship, practice and morals to students, as well as equipping them with the knowledge needed to carry them out correctly. 2) Directing students to practice the rules of fiqh have learned in everyday life. 3) Developing a religious spirit among

students, by forming a positive attitude in worship, to form a good personality. 4) Eliminate sectarian differences and fanaticism which are not beneficial to humanity. 5) Demonstrate the uniqueness of Islam compared to other religions, namely a complete and integrated religion, caring about life in this world and the afterlife, 6) Protecting the younger generation from falling into everything new by clarifying the rules of fiqh as a guide for them, and determining what is permitted and what is not permitted, in accordance with the rules of Islamic law. 7) Train students to deduce laws from the verses of the Koran and the hadith of the Prophet, in accordance with the rules of fiqh appropriate to their academic level. 8) Developing the emotional aspects of students by showing the ease of Islam in worship and transactions, so that their souls become attached to it and feel comfortable with it. 9) Showing the wisdom of worship that Allah obligates a Muslim, because of mercy on him and increasing his connection with his piety, as well as a feeling of comfort and tranquility that he finds sweetness in himself¹³.

The objectives of learning fiqh in the 2013 Curriculum must include skills that include knowledge, skills and attitudes. So the aim of learning fiqh is to know Islamic law (cognitive), to be able to (psychomotor) implement the law (affective) and obey the

law. Studying law means that students know all about the law, for example the rules for praying janazah, the terms and conditions of prayer, and so on. Compliance with every existing rule is a manifestation of the creation of students who can recognize and follow the legal provisions of Allah SWT. Apart from that, being skilled in implementing and obeying the law means that students are capable of implementing the law entrusted to them, such as the ability to perform good prayers in harmony (af'al) and harmony of words (aqwal).¹⁴

In general, learning fiqh aims to equip students to know, understand and practice every Islamic law, both regarding aspects of worship and muamalah, to serve as a guide for life in personal and social life. Apart from that, it is also so that students are able implement the provisions of Islamic law appropriately in accordance with the rules of Islamic sharia, as a form of obedience in implementing the teachings of the Islamic religion both in relation to Allah SWT, as well as relations between humans¹⁵. It is hoped that this understanding and knowledge will become a guide for life in society, and can foster religious obedience, responsibility and discipline in daily life, both personally and socially, based on Islamic law.

Stages of Fiqh Learning

In the world of teacher education, teachers must have the ability to carry out learning. Fiqh teachers, like teachers of other subjects, begin by setting lesson objectives precisely and carefully, then identifying the facts, concepts, values, experiences, and means that lead to achieving these objectives. In learning, using appropriate learning strategies and methods can improve the quality of learning well, so that it can adapt to the dominance, abilities and intelligence of students well.¹⁶ Apart from that, teachers also carry out continuous evaluations during learning to find out to what extent the goal has been achieved. Fiqh teachers must also quote verses from the Qur'an and hadiths of the Prophet, to connect the topic of learning fiqh with the propositions from the Qur'an and Sunnah, and must also provide opportunities for students to participate in discussions.¹⁷

Quoting texts related to the rules in the Al-Qur'an and As-Sunnah is an important thing in learning jurisprudence. because if you ignore this, it will reduce the values of jurisprudence in the eyes of students, while their confidence in jurisprudence will increase in this case. Apart from textbooks, teachers must also try to use various strategies in teaching fiqh lesson topics, such as ablution, prayer, Hajj, etc.¹⁸. The stages of teaching fiqh take place

in three stages, namely:

1. Planning Stage

The planning stage, namely the stage that must be carried out before entering the implementation stage, where the teacher reviews the lesson topics in the books specified for students, then prepares them well. In this step refer to several references and sources for clarify some points that are still unclear, and expand on some of the material. This stage provides an opportunity to prepare several teaching aids that help the teacher achieve the predetermined learning objectives, then the teacher begins to prepare the lesson in a preparation book according to the learning method used in preparing the lesson, as preparation for the implementation stage¹⁹.

Good learning activities always start from a thorough plan. Careful planning will show optimal results in learning. Several principles that need to be applied in making teaching preparations are *first*, being able to understand the goals of education, *second*, mastering all teaching materials, *third*, being able to understand various education other than teaching theory, *fourth*, understanding the principles of teaching, *fifth*, understanding teaching

methods, *sixth*, understand learning theory, *seventh*, understand several important learning models, *eighth*, understand the principles of evaluation²⁰.

2. Implementation Stage

This stage is the stage where the teacher tries to stimulate students' minds and prepare them so they can accept new lesson topics well. At this stage several methods are needed, and the teacher must be able to determine a method that is suitable for the students, and in accordance with the topic of the lesson to be delivered. Teachers can choose more than one method as an introduction to the subject to be delivered²¹.

Implementation of learning is the process of student learning activities in accordance with a predetermined plan to achieve competency mastery. The learning process is closely related to creating an environment that allows students to learn actively. In an effort to create a conducive learning atmosphere, a learning system is needed that allows students to learn optimally and not experience boredom, therefore good classroom management is also needed²².

This stage is the implementation stage of the planning design prepared by

educators. In this stage educators carry out various learning interactions by applying various learning methods and techniques, as well as utilizing media techniques. In this stage there are several aspects that must be implemented by each teacher, namely aspects of approach in learning, aspects of strategy and tactics in learning, and aspects of methods and techniques in learning.²³

3. Evaluation Stage

Evaluation is an activity carried out to measure any changes in attitudes and behavior that occur²⁴. Evaluation is carried out in two forms, namely formative and summative evaluation. Formative evaluation is carried out at the end of each weekly meeting, while summative evaluation is carried out after the activity ends as a whole (end of each semester). Summative evaluation is used to measure the final abilities of each subject which are adjusted to the desired learning objectives. The results of the evaluation stage are used to provide feedback to users of the model/method²⁵. The evaluation stage is carried out to find out whether the learning carried out can achieve the specified objectives²⁶.

Fiqh Learning Methods

Learning methods are a way for every educator to carry out the learning process in

order to achieve the desired goals. By using appropriate and appropriate learning methods, it can make it easier for educators to deliver the material and make it easier for students to master each material that has been delivered by the educator through creating a conducive and enjoyable teaching and learning atmosphere.²⁷ There are several methods that can be used in learning fiqh, as follows:

1. Teaching Methods

This method is a learning method where a teacher conveys knowledge orally in front of students. Uses quite a short time but is able to convey a lot of information. This method is one of the methods used at the opening of fiqh learning, when introducing new material from other meanings and explanations. However, the drawback of using this method is that not all students are able to understand what is conveyed by the teacher.

2. Question and answer method

This method is a teaching method in which the teacher conveys knowledge by asking students questions or vice versa. By providing opportunities for students to actively participate in learning, this method is important in learning fiqh to determine students' level of understanding and to help answer

students' questions and misunderstandings, making it easier for students to play an active role in learning. However, the weakness of this method is that it can only be used as a complement to other methods²⁸.

3. Demonstration Method

It is a method where teachers and students process something from beginning to end by directly practicing what they will learn. This method is important for helping students understand the knowledge taught by the teacher and making students play an active role in learning. However, this method requires a lot of time for prepare and require adequate facilities and infrastructure.

4. Reading Method

It is a learning method by giving special assignments outside of class hours, so that this method can direct students to understand the material that has been presented, so that this method can strengthen, remember and measure students' abilities. However, the weakness of this method is that students can give the assignment to someone else so that the assignment does not suit each student's abilities.

5. Drill Method

The drill method or practice method is one of the learning methods used to direct students to be able to have skills related to each thing they learn. Because through practice knowledge can be received and implemented well. If students are taught the same thing every day, it will be familiar to them so they will get used to it. Therefore, this method is widely used by educators as the main method in learning fiqh, because it is considered appropriate to use in fiqh lessons both at school and madrasah ²⁹.

Learning activities can run effectively if educators are able to manage the class well. Especially fiqh teachers who always relate each material presented to various events in daily life so that students are able to understand and apply the material well. Fiqh teachers must also be able to use suitable learning methods so that an effective and conducive learning atmosphere can be created and students do not get bored easily. So it can raise students' enthusiasm for learning. Creative teachers also have a big influence on success in learning.

Conclusion

Based on the results of a study of books by Hasan Ja'far Kholifah and Kamaluddin Muhammad Hasyim and

various other references, it can be seen that in general learning fiqh has the aim of equipping every student to be able to know, understand and implement and practice every Islamic law as a guide to living a good life, personally, and socially. It is hoped that the creation of this understanding and knowledge will be able to become a guide to life in social life, so that an attitude of religious observance, responsibility and discipline can be created in daily life both personally and socially based on Islamic law.

In learning fiqh there are 3 stages, including the first, the planning stage, where the teacher prepares the learning topic by reviewing it well according to the material that will be presented to students. Second, the implementation stage, where the teacher tries to stimulate students' minds and prepare them so they can accept new lesson topics well. Third, the evaluation stage, to measure changes in student behavior that have occurred when receiving the material that has been delivered.

There are 5 methods that are suitable for use in the fiqh learning process, including the teaching method, question and answer method, demonstration method, reading method and drill method. Using the right method can make learning easier so that students are able to receive learning well in accordance with the predetermined goals.

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