

Implementation Of Group Discussion Method In Fiqh Learning To Improve Understanding Of Islamic Law At SMP Ma'arif NU Riyadus Sholihin Yosowilangun

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Abstract: This study examines the application of group discussions in learning Fiqh at Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School with the aim of identifying obstacles and assessing their effectiveness in improving understanding of Islamic law. This study uses a descriptive qualitative approach and data triangulation through interviews, observation, and documentation, the data is analyzed based on the Miles and Huberman interactive model. The results show that the group discussion, which is carried out systematically including the preparation, implementation and closing stages, contributes significantly to improving learning motivation, concept mastery, learning outcomes, and student confidence. The main obstacles found include imbalance in participation, limited learning time, and variations in students' initial understanding.

Keywords: Group Discussion Method; Fiqh Learning; Islamic Law.

Abstrak: Penelitian ini mengkaji penerapan diskusi kelompok dalam pembelajaran Fiqih di SMP Ma'arif NU Riyadus Sholihin Yosowilangun dengan tujuan mengidentifikasi hambatan dan menilai efektivitasnya dalam meningkatkan pemahaman hukum Islam. Studi ini menggunakan pendekatan kualitatif deskriptif dan triangulasi data melalui wawancara, observasi, serta dokumentasi, data dianalisis berdasarkan model interaktif Miles dan Huberman. Hasil menunjukkan bahwa diskusi kelompok yang dijalankan secara sistematis meliputi tahap persiapan, pelaksanaan, dan penutupan berkontribusi signifikan dalam meningkatkan motivasi belajar, penguasaan konsep, capaian hasil belajar, serta kepercayaan diri siswa. Hambatan utama yang ditemukan meliputi ketidakseimbangan partisipasi, keterbatasan waktu pembelajaran, dan variasi pemahaman awal peserta didik.

Kata Kunci: Metode Diskusi Kelompok; Pembelajaran Fiqih; Hukum Islam.

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A. Introduction

Fiqh is a branch of science that discusses the provisions of Islamic law related to various human activities and actions, which are sourced from detailed arguments. This science also plays a role in providing explanations of sharia laws that are directly related to human behavior and actions in everyday life (Rijal, Nugroho, & Kardipah, 2022). In addition, fiqh in general is one of the disciplines in Islamic teachings that discusses legal provisions governing human relations with Allah SWT, human relations, and human interactions with the surrounding environment (Zali, 2022).

Fiqh learning is a study that discusses the provisions of Islamic law that have been determined by Allah SWT. This material has an important role to be taught and instilled to students, especially in formal education environments such as schools and madrasas, so that students understand and are able to apply it in their daily lives (Mansir & Purnomo, 2020). One of the subjects that requires active involvement of students is Fiqh. This subject is included in the Islamic religious education family which has characteristics and a wider scope of material than other subjects. Fiqh plays a role in shaping students' appreciation of the values of Islamic law, especially in the implementation of worship and muamalah, and encourages its real application in everyday life (M. N. Yasin, Syuhud, & Muttaqin, 2024).

Fiqh learning is one of the important components in the Islamic education curriculum. Etymologically, fiqh means deep understanding, which is obtained through the ability of the mind to explore meaning. Terminologically, fiqh is a science that studies the provisions of Islamic law that are directly related to daily human activities, including procedures for worship, muamalah (social and economic interactions), and manners or social ethics. The main purpose of fiqh learning is to provide students with knowledge about the rules of Islamic law relating to daily life. In addition to understanding the basic principles of religion, students are also directed to master religious values and procedures for proper worship. Because it is closely related to daily practice, fiqh material focuses more on mastering applicative skills, especially in the implementation of mandatory worship such as the five daily prayers (Khuluqi, Zuhdi, & Munawaroh, 2024).

Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School (SMP) is a school based on Ahlussunnah wal Jama'ah Islamic values that is committed to educating students and students to have noble morals, intellectual intelligence, and skills in understanding and practicing Islamic teachings. With a holistic learning approach, this school seeks to form a generation that is knowledgeable, broad-minded, and has a disciplined and responsible character.

In its implementation, fiqh learning not only emphasizes mastery of theoretical concepts, but also encourages students to its practical application in everyday life. Fiqh is one of the important materials that need to be learned, because fiqh regulates human procedures in interacting, both with Allah SWT and His fellow creatures. One can imagine the negative impact that arises if fiqh is only memorized and understood in theory without being applied in everyday life. One of the consequences that may occur is a person's inability to establish a good and right relationship with Allah SWT, which is reflected in the implementation of worship such as purification, prayer, fasting, zakat, hajj, and others (Ruzakki & Hosaini, 2021). In order to achieve a more active and contextualized understanding for learners, learning approaches that encourage direct involvement and relevance of the material to everyday life are needed. One approach that can be relied upon for this purpose is group discussion.

Group discussion method is one of the learning techniques that prioritizes interaction between learners. In this method, students exchange opinions, defend their views, and work together to solve problems together. Learning using this method is interactive, where every student who speaks will be actively listened to by other group members (Sopakua, Labobar, & Latuihamallo, 2021). In addition, group discussion is a method designed to facilitate learners in discussing certain issues together. Through this forum, each group member is given the opportunity to express their views, so that solutions can be obtained from the exchange of opinions between members. The hallmark of this method lies in the active participation of all participants and the creation of positive interactions during the discussion. In addition, the group discussion method also plays a role in building social ethics among students, because the

conducive atmosphere encourages them to feel more comfortable and learn to foster close relationships with their groupmates (Rahmat, Kasih, & Kardo, 2021).

The use of discussion techniques in the learning process is highly recommended because it can create an active, interactive and conducive classroom atmosphere. This method encourages learners to be directly involved in discussing the topic being discussed and trains students' courage in expressing their opinions in front of their peers. In addition, group discussions guide students to get used to speaking, working together, and thinking critically in solving problems openly, while still following the agreed-upon rules of delivery. Thus, the discussion method can be concluded as one of the problem-solving techniques that provides space for students to exchange ideas and opinions in a democratic learning atmosphere (Muhammad, Kurnia, & Rachmawati, 2024).

Based on the results of initial observations made by researchers at Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School, it is known that Fiqh teachers have begun to apply the group discussion method, especially on daily worship materials such as ablution and prayer. The application of this method aims to encourage students to be more active in understanding Islamic laws.

Although the group discussion method has begun to be applied at Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School, in practice there are still various obstacles, including the low participation of some students in expressing opinions, the limited time available for learning, and the lack of initial understanding of some students. This situation shows a gap between the expectation that group discussions will increase understanding of Islamic law actively and the real situation in the field which is not yet optimal.

Therefore, this research needs to be conducted to explore the implementation of group discussion method in fiqh learning at Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School. This research will identify the obstacles faced in the application of the method, as well as assess the extent to which the group discussion method can improve students' understanding of Islamic law material. The findings in this study are expected to be able to contribute to the development of Fiqh learning

strategies that are more creative, effective, and according to the needs of students. In addition, the results of this study can be used as a reference for educators and other researchers in designing interactive learning models that optimize the group discussion method in a formal education environment.

B. Method

This research uses a descriptive qualitative approach. This approach was chosen to explore the process of implementing the Group Discussion Method in Fiqh Learning to Improve Understanding of Islamic Law at Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School. Qualitative research allows researchers to describe phenomena that occur in the field comprehensively (Citriadin, 2020).

The data collection techniques in this study used method triangulation techniques to increase data validity and reliability. This approach is done by combining several data collection techniques, namely interviews, observation/observation and documentation (Rifa'i, 2023).

The data sources used in this study used primary data and secondary data. Primary data is obtained directly from the first source (Abdussamad, 2021), primary data was obtained through interviews with fiqh teachers and students related to the implementation of group discussion methods in fiqh learning to improve understanding of Islamic law. In addition, primary data is also obtained through observation of the group discussion process in the classroom to see how this method is applied, what are the obstacles faced and how it affects students' understanding. Meanwhile, secondary data in this study was obtained indirectly through previously available sources. These sources include documents, literature, books, academic journals, articles, as well as data collected by other parties. Secondary data is used to support and complement information from primary data (Sulung & Muspawi, 2024).

This type of research uses a descriptive method that aims to describe a problem systematically and accurately. This approach is used to describe the situation or phenomenon that occurs based on the data obtained (Fiantika et al., 2022).

Data analysis is done inductively, which starts from empirical facts obtained directly in the field. This process involves observing the phenomenon that occurs, then analyzing it to gain understanding based on the data collected (Waruwu, 2024). Data analysis in this study followed the Miles and Huberman (1984) model, which was conducted interactively and lasted until the data reached saturation. The process includes data reduction, data presentation, and conclusion drawing and verification (Sugiyono, 2020). By applying this stage, the research is expected to produce valid, systematic findings, and be able to provide a deep understanding of the implementation of group discussion methods in Fiqh learning to improve understanding of Islamic law.

C. Results and Discussion

Based on the data that has been obtained through observations and interviews, researchers found a number of field facts relevant to the research focus “Implementation of Group Discussion Method in Fiqh Learning to Improve Understanding of Islamic Law at Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School”. In this section, each finding will be associated with the underlying theoretical framework. The order of the discussion is arranged according to the research focus, as follows:

1. Implementation of Group Discussion Method in Learning Fiqh

Based on the results of data collection, the implementation of fiqh learning at Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School, fiqh teachers apply the group discussion method as an effort to foster critical and creative attitudes and change student behavior from being mere recipients of information to active participants. The use of this discussion is proven to increase student learning motivation, liven up the classroom atmosphere, and trigger a spirit of healthy competition in expressing opinions, both individually and in groups. According to (Wilda, Nursyamsiyah, & Huda, 2024), for a discussion to take place effectively, three main stages are needed: preparation, discussion implementation, and closing which ends with a summary of important points according to the theme of the discussion.

The preparation stage, before starting the discussion in fiqh learning, fiqh teachers need to do careful and structured planning. This activity includes the preparation of lesson plans, determining the topic and purpose of the discussion, selecting relevant

learning resources, and formulating triggering questions. With systematic and detailed preparation, the implementation of the discussion will run more directed and effective. This is in line with the results of research conducted by (Firdian & Santosa, 2022), which states that the first step in implementing the discussion method is the preparation stage. Before determining the learning method to be used, it is necessary to design a careful and systematic planning. This is important to do because the discussion method requires structured readiness so that it can be applied optimally in the classroom.

This is in line with what is applied by fiqh teachers at Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School, before starting learning, they first prepare teaching tools and select discussion materials. The teacher also directs students to examine additional relevant sources to make the discussion more insightful. The preparation and delivery of this plan aims to arouse students' learning motivation and encourage their active participation in the discussion process.

The implementation stage, at this stage includes the division of participants into several discussion groups and the delivery of the rules of the discussion. During the discussion, the teacher acts as a facilitator, guiding, leading, and directing the course of learning. Therefore, teachers need to master specific skills in applying the discussion method so that learning objectives can be achieved optimally. As emphasized by (Azlansyah & Saparudin, 2024), the discussion implementation stage includes several important steps. Among them is ensuring that all preparations that can support the smooth running of discussion activities have been fulfilled. In addition, teachers also need to provide direction before the discussion begins, such as conveying the objectives to be achieved and the rules for conducting discussions according to the type chosen. Furthermore, the discussion is carried out following the provisions and rules that have been mutually agreed upon.

In the group division stage at SMP Ma'arif NU Riyadus Sholihin Yosowilangun, the teacher applies random drawing so that each group consists of students with diverse abilities. This approach facilitates the exchange of ideas between participants, encourages mutual respect for differences, and helps them agree on a presentation point that will be delivered to other groups. Group formation is done one week before the

discussion activity, giving students ample opportunity to prepare presentation materials in depth.

Next, the teacher explains the learning steps and discussion rules in detail. This explanation aims to make students understand the flow of activities and the provisions that must be obeyed during the discussion, so that they do not feel confused and the discussion can run in accordance with the predetermined learning objectives. In this case, educators are one of the main supporting factors in the application of the discussion method in fiqh subjects. A teacher is required to have a deep understanding and mastery of fiqh material thoroughly. In addition, the teacher also plays an active role in guiding students during the learning process, while ensuring that the discussion method is applied effectively and according to the objectives so that learning activities run optimally (Marhamah, 2023).

During group discussions, the teacher acts as a facilitator by providing guidance, direction and clarification of various obstacles to students' understanding of the topics discussed. The teacher's sensitivity to students' difficulties is crucial, therefore, the teacher actively helps explain concepts that have not been mastered so that the discussion continues to run smoothly and learning objectives are achieved.

The closing stage, at the end of the learning session, students are asked to formulate a summary of the results of the discussion. According to (Wilda et al., 2024), the steps for closing the lesson include: first, drawing conclusions on the material that has been learned, which can be done entirely by the teacher, by students on the teacher's instructions, or collaboratively between the two. Second, asking evaluative questions to assess the extent to which the learning objectives have been achieved and the effectiveness of the process that has taken place. Third, provide references for deepening and further assignments (individual or group) according to the topics discussed. Fourth, conduct a post-test in oral, written or practical form to measure students' understanding and skills.

In the closing stage, the fiqh teacher at Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School synthesizes the material that has been presented, followed by an evaluation, and provides a brief overview of the topics to be discussed at

the next meeting. To formulate conclusions, the teacher asks reflective questions to students about the important points of the discussion, then adds explanations, straightens out inaccurate answers, and deepens understanding if needed.

2. Constraints in the Application of Group Discussion Method

Although the group discussion method provides benefits in improving student understanding, there are several obstacles in its application. Based on the results of interviews with fiqh teachers at Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School, there are several obstacles in applying the group discussion method, namely, inequality of participation, time constraints and lack of initial understanding in some students. In line with the findings (Awaelae & Rofiq, 2021), it is also revealed that the factors that become obstacles in the application of the discussion method include, the limited time available for the implementation of discussions, the low active participation of students during discussion activities, the lack of motivation and enthusiasm of students in participating in discussions, and the less than optimal provision of media and supporting learning facilities needed.

Inequality of participation, where some students predominantly speak, while others tend to be passive listeners. One student stated that they “find it difficult to contribute because of friends who are more active”. Barriers to the implementation of the discussion method do not only stem from internal factors, such as the lack of confidence to express opinions, ask questions, or provide responses and the lack of student activeness due to the assumption that group tasks are only the responsibility of some members. In addition, external factors, such as limited access to relevant learning resources, can also be an issue (Afiani & Mukhibat, 2022).

Time constraints are also a challenge, as the limited lesson duration is often insufficient to cover the material in depth. Some students revealed that “discussions are often cut short before all aspects of Islamic law can be thoroughly discussed”. One of the main obstacles in applying the discussion method is the limited time available. The use of this method requires a fairly long duration so that each topic discussed can be discussed in depth and produce conclusions that are in accordance with the learning objectives (M. Yasin & Jannah, 2023).

Lack of initial understanding in some students, so they have difficulty in expressing their opinions during the discussion. The fiqh teacher at Ma'arif NU Riyadus Sholihin Junior High School in Yosowilangun, admitted that “some students need a stronger basic understanding before discussing”. The implementation of group discussions has not run optimally because students do not utilize discussion time effectively. Learners still have difficulty in formulating conclusions from the material that has been discussed. Some students who are appointed as group representatives often lack responsibility for the tasks assigned, so they are less focused when completing group tasks (Kelirik, 2018).

3. Effectiveness of Group Discussion Method on Understanding Islamic Law

The use of group discussion method in Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School is proven to be effective in improving students' understanding of Islamic law. Based on the results of interviews with fiqh teachers at Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School, this effectiveness can be seen from several aspects, namely, increased understanding of Islamic law concepts, improved learning outcomes, and increased self-confidence and speaking ability. According to (Putriyanti & Fensi, 2017), the advantages of the group discussion method include: encouraging students to think actively and dare to convey their ideas or opinions, familiarizing students to express opinions orally in a coherent and structured manner, creating a dynamic classroom atmosphere through differences in views between students, and motivating students to be more careful and serious in participating in the learning process.

Improving understanding of Islamic law concepts, the group discussion method provides an opportunity for students to more easily understand concepts in Islamic law. Through discussion, they can exchange views, ask questions, and connect the material learned with situations they face in their daily lives. One student stated “I understand Islamic law better because I can discuss directly and ask about things that are not clear”.

In theory, the discussion method is a learning approach that encourages students to be actively involved, where they have the opportunity to dialogue, exchange ideas, and share information related to a particular topic or problem. Through this method, students are invited to jointly seek the truth, conduct proof, and find solutions to the

problems discussed (Sholihah & Amaliyah, 2022). In addition, the discussion method in learning is a process that involves two or more students to interact with each other, exchange ideas, and defend arguments in an effort to solve a problem. Through this activity, it is hoped that a mutual agreement will be reached as a result of the brainstorming process that takes place (Sopakua et al., 2021).

The effectiveness of this method can also be seen from the improvement of learning evaluation results. After implementing group discussions, the number of students who understood the material increased compared to the previous method. Discussion provides an opportunity for students to repeat and strengthen their understanding of important concepts, so that the material is easier for them to understand. Based on the opinion of (Suandi, 2022), the application of the group discussion method in the learning process is proven to be able to improve students' learning outcomes. This method is one of the material presentation techniques in which students are faced with a problem that can be in the form of questions or statements that are problematic to be discussed and resolved together. Through this discussion, a teaching and learning interaction is created that involves more than two people to exchange information, share experiences, and solve problems collaboratively. All learners are actively involved in this activity, so that no one only acts as a passive listener.

In the book *Learning Methods and Models to Make the Learning Process More Variative, Active, Innovative, Effective and Fun*, states that the group discussion method is a way of discussing certain topics through an exchange of ideas between two or more people in small groups that are arranged in a planned manner to achieve a common goal. This method aims to create an atmosphere that encourages participants to respect differences in opinion and increase the activeness of members who previously participated less in large group discussions. In addition, the group discussion method is also intended to build understanding, reach agreement, or formulate the best solution to the problems discussed (Sutikno, 2019).

Increased self-confidence and speaking ability, in addition to improving academic understanding, group discussions also affect students' courage in expressing opinions.

They became more confident in conveying their ideas, both during discussions and group presentations. This interactive and collaborative learning environment encourages students to be more active and courageous in expressing their thoughts.

The implementation of the discussion method in the classroom learning process has been proven to encourage students to develop and improve their skills in expressing their opinions in front of others (Astuti, Sukanto, & Purnamasari, 2023). Through the application of the discussion method, students are encouraged to participate more actively and have the courage to express their opinions and ask questions. This happens because students feel they have the freedom to exchange ideas with their group (Mulyati & Nafisyah, 2021).

D. Conclusion

Based on the research objectives, which include exploring the application of the group discussion method, identifying obstacles, and assessing effectiveness in learning Fiqh at Ma'arif NU Riyadus Sholihin Yosowilangun Junior High School, it can be concluded that in general this method succeeds in deepening students' understanding of Islamic law. The study results show that by going through the preparation, implementation, and closing stages of structured discussions, students' motivation and activeness increase, so that they are able to better grasp the concept of fiqh. However, some obstacles such as unbalanced participation among students, limited lesson time, and uneven initial understanding, still hinder the optimization of this method. Overall, group discussions proved to be effective in improving students' mastery of the material, learning outcomes, and confidence in expressing opinions, although increased motivation and more adequate time allocation are needed to optimize its implementation.

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