

Patterns of Students' Learning Behavior in Fiqh Subject: A Study at MAS Al-Manar Medan

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Abstract: This study aims to analyze the patterns of students' learning behavior in the Fiqh subject at MAS Al-Manar Medan. The research focuses on identifying the forms of learning behaviors displayed during the instructional process, the factors influencing these behaviors, and the teacher's classroom management strategies in creating a conducive learning environment. This study employed a descriptive qualitative method with data collected through observation, interviews, and documentation. The findings reveal that students' learning behaviors fall into three major categories: active behaviors such as asking questions and participating in discussions, passive behaviors such as listening without engagement, and irrelevant behaviors such as being unfocused or engaging in off-task activities. Factors influencing these behaviors include motivation, teacher's instructional style, classroom atmosphere, and students' learning readiness. The study recommends the use of active learning strategies to enhance students' engagement in the Fiqh learning process.

Keywords: Learning Behavior; Fiqh Learning; Observation; Student Engagement; Learning Motivation.

Abstrak: Penelitian ini bertujuan untuk menganalisis pola perilaku belajar siswa pada mata pelajaran Fiqih di MAS Al-Manar Medan. Fokus penelitian diarahkan pada bentuk-bentuk perilaku belajar yang muncul selama proses pembelajaran, faktor-faktor yang mempengaruhi perilaku tersebut, serta bagaimana guru mengelola kelas untuk menciptakan lingkungan belajar yang kondusif. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa perilaku belajar siswa terbagi dalam tiga kategori utama: perilaku aktif seperti bertanya dan berdiskusi, perilaku pasif seperti mendengarkan tanpa partisipasi, serta perilaku tidak relevan seperti kurang fokus atau melakukan aktivitas di luar pembelajaran. Faktor yang memengaruhi perilaku belajar meliputi motivasi, gaya mengajar guru, suasana kelas, serta kesiapan belajar siswa. Penelitian ini merekomendasikan

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penggunaan strategi pembelajaran aktif untuk meningkatkan keterlibatan siswa dalam mata pelajaran Fiqh.

Kata kunci: Perilaku Belajar; Pembelajaran Fiqh; Observasi; Keterlibatan Siswa; Motivasi Belajar.

A. Introduction

Learning behavior is a crucial component that determines the quality of students' academic achievement, especially in religious subjects such as Fiqh, which requires not only cognitive understanding but also affective and psychomotor engagement. Fiqh, as a core subject within Islamic education, aims to shape students' comprehension of Islamic law while guiding them toward disciplined religious practices. According to Al-Ghazali, learning is a holistic process involving the refinement of intellect, character, and behavior, meaning that students' learning behavior becomes a primary indicator of their engagement with instructional activities (Al-Ghazali, *Ihya' Ulumuddin*). In the classroom context, learning behavior serves as a visible reflection of students' motivation, attention, discipline, and interaction during the learning process.

Observing learning behavior in Fiqh classes is essential, as this subject combines theoretical concepts with practical application. Students are expected not only to understand legal rulings but also to internalize them in daily life. Contemporary educational theorists argue that classroom observation provides an authentic description of students' readiness, learning styles, and participation patterns (Arikunto, 2019). At MAS Al-Manar Medan, Fiqh learning plays a strategic role in shaping students' religious identity, given that the institution emphasizes Islamic character formation alongside intellectual development. Therefore, analyzing students' learning behavior helps teachers identify potential barriers such as low attention span, insufficient motivation, and limited comprehension of Fiqh principles.

The need for this study becomes more relevant considering the varying levels of students' engagement in Fiqh learning. Some students show high enthusiasm and active participation, while others struggle with concentration, task completion, or note-taking, which are essential indicators of positive learning behavior. According to Slavin (2018), productive learning behavior is strongly associated with academic success, as it

influences how learners process information and respond to instructional stimuli. In the context of Islamic education, good learning behavior is also tied to adab and discipline, which are integral parts of the learning ethos encouraged by classical scholars and modern pedagogues alike.

In addition, teachers at MAS Al-Manar Medan face diverse challenges in shaping students' learning behavior, including differences in learning motivation, background knowledge, and attitudes toward Fiqh material. Classroom dynamics, peer influence, and the use of learning media also contribute to how students behave during lessons. The Merdeka Belajar (Freedom to Learn) philosophy introduced in Indonesia emphasizes student-centered learning, autonomy, and active participation, which reinforces the need to understand natural learning patterns exhibited by students during classroom observation. As noted by Ki Hajar Dewantara, education should guide students according to their nature (*kodrat alam*) while encouraging character and independence.

Furthermore, behavior observation is an important instrument in assessing the effectiveness of teaching strategies. In Fiqh learning, where abstract legal reasoning meets practical implementation, teachers must ensure that students not only memorize rulings but also understand their relevance. According to Gagne (1985), learning outcomes are influenced by internal conditions (such as motivation) and external conditions (such as instructional methods). Hence, observing how students behave during lessons helps educators evaluate whether learning strategies align with students' needs and learning styles.

In this broader perspective, analyzing students' learning behavior contributes to improving the quality of Islamic education by providing data-driven insights. Teachers can use observation results to revise teaching plans, adjust classroom management strategies, and integrate more engaging instructional techniques such as collaborative learning, problem-based learning, or case methods. This is consistent with the view of Joyce & Weil (2015), who state that effective learning models must be adaptable to student characteristics and classroom conditions.

Given the importance of behavior patterns in shaping learning outcomes, this research seeks to analyze students' learning behavior in Fiqh classes at MAS Al-Manar Medan. Through structured observation, the study aims to identify how students interact with teachers, peers, learning materials, and tasks. Such analysis is expected to serve as a basis for improving the instructional process, enhancing students' understanding of Fiqh concepts, and fostering positive learning habits aligned with Islamic values and contemporary pedagogy. Therefore, this study not only contributes to academic research but also offers practical insights for teachers and policymakers in Islamic educational institutions.

B. Research Methodology

This study employs a qualitative research approach with the type of field research focusing on analyzing students' learning behavior in the Fiqh subject at MAS Al-Manar Medan. The qualitative approach was selected because it allows the researcher to gain an in-depth understanding of the phenomenon through direct interaction with the research subjects. This method also provides space to explore meanings, patterns, and dynamics of student behavior that cannot be captured through numerical data alone. In line with Creswell (2016), qualitative research aims to understand participants' perspectives and experiences in their natural settings.

The research was conducted at MAS Al-Manar Medan, which was purposively selected because the institution has structured Fiqh learning and strong emphasis on Islamic values. The research subjects consisted of students from grades X and XI, Fiqh teachers, and relevant school personnel. Informants were chosen using a purposive sampling technique, meaning that participants were selected based on the consideration that they possess rich and relevant information related to the research focus. The composition of informants was designed to obtain diverse descriptions of learning behavior.

Data were collected through observation, in-depth interviews, and documentation. Observations were conducted directly during Fiqh learning activities to record students' behaviors, such as attention, participation, interaction, discipline, and their responses to

teachers' instructions. In-depth interviews were conducted with Fiqh teachers and selected students to further explore the factors influencing their learning behavior. Documentation was used to collect supporting materials such as lesson plans (RPP), syllabi, attendance records, and assessment results.

The research instruments consisted of an observation guide, an interview guide, and field notes. The observation guide was developed based on indicators of learning behavior covering cognitive, affective, and psychomotor aspects. The interview guide contained open-ended questions to allow informants to explain their experiences and perceptions freely. Field notes were used to record classroom situations in detail, both explicitly observable interactions and implicit elements arising during classroom activities.

The data collected were analyzed using the interactive analysis model by Miles and Huberman, which includes three stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected important and relevant information related to the research focus. Data display was done in the form of narratives, matrices, and descriptive patterns of student behavior. Conclusions were drawn gradually by ensuring the findings were consistent with data obtained from various sources (triangulation).

To ensure data validity, this study employed source triangulation and technique triangulation. Source triangulation was carried out by comparing information obtained from students, teachers, and supporting documents. Technique triangulation was conducted by combining observation, interviews, and documentation to generate more accurate findings. In addition, member checking was performed by asking informants to confirm that the researcher's interpretation accurately represented their intended meanings. These steps were taken to ensure that the findings are valid, reliable, and academically accountable.

C. Results and Discussion

The findings of this study indicate that students' learning behavior in the Fiqh subject at MAS Al-Manar Medan varies significantly among individuals. This variation

is evident in aspects of attention, participation, interaction with teachers, and discipline during the learning process. Observations revealed that while some students exhibit active learning behavior, others remain passive and require additional encouragement. According to Slavin (2018), such variation is common in classroom environments where motivation and learning readiness differ among students.

In terms of attention, highly active students were noticeably focused on the teacher's explanations and followed the lesson flow effectively. They responded promptly to questions and instructions. However, some students were easily distracted, especially during theoretical discussions. This suggests differences in intrinsic motivation and learning preferences, aligning with the views of Santrock (2017) who noted that attention levels are closely linked to student engagement.

Student participation also varied widely. Highly motivated students were eager to engage in discussions, ask questions, and express their opinions when opportunities were provided. Conversely, passive students tended to remain quiet and only followed instructions without meaningful involvement. Factors such as confidence and learning habits strongly influenced these participation patterns, supporting Bandura's (1997) concept of self-efficacy as a determinant of student engagement.

Interaction between teachers and students emerged as an important aspect in shaping learning behavior. The Fiqh teacher at MAS Al-Manar applied a humanistic approach, invited students to dialogue, and provided contextual examples. This positive interaction helped some students become more engaged in the learning process. However, a subset of students still demonstrated limited interaction due to shyness or lack of confidence. This reflects Hamachek's (2001) notion that personal traits influence classroom interaction.

Student discipline showed relatively consistent patterns. Most students attended class punctually and participated until the lesson concluded. However, a number of students lacked discipline in bringing required materials, such as notebooks or Fiqh textbooks. Some also submitted assignments late. These findings mirror the views of Emmer and Sabornie (2015), who emphasize that classroom discipline significantly affects learning outcomes.

Cognitively, students' ability to understand Fiqh concepts was strongly influenced by their learning readiness. Students who demonstrated positive learning behaviors understood Islamic legal concepts more quickly and were able to relate them to daily life situations. In contrast, passive students struggled to comprehend more abstract topics. Gagné's (1985) learning conditions theory supports this, stating that internal readiness shapes the acquisition of complex knowledge.

Affective aspects also played a role in shaping learning outcomes. Students who participated attentively displayed stronger religious attitudes and greater respect for the teacher. They showed enthusiasm in learning topics related to worship (*ibadah*) and social transactions (*muamalah*). However, some students viewed Fiqh as a memorization-based subject, leading to lower interest. This aligns with Krathwohl's (2002) taxonomy, which highlights the role of affective engagement in meaningful learning.

Psychomotor aspects were visible in students' ability to perform practical components of Fiqh, such as simulating ablution (*wudhu*) and dry ablution (*tayammum*). Active students demonstrated these practices correctly, while passive ones required repeated guidance. According to Anderson & Krathwohl (2001), psychomotor mastery requires both instruction and repeated practice, which explains the observed variation.

Classroom environment factors also influenced learning behavior. Although the teacher had structured the classroom to support interaction, seating arrangements, classroom atmosphere, and peer dynamics played roles in shaping student focus. Students seated at the back tended to be more passive, a finding consistent with research by McCroskey and Richmond (2000) on classroom immediacy and engagement.

The findings further show that learning behavior is influenced by internal factors such as motivation, interest, and readiness, as well as external factors such as teaching methods, use of media, and classroom conditions. This aligns with constructivist learning theory, which emphasizes that learning is shaped through active interaction with one's environment (Vygotsky, 1978).

The study also revealed that teacher-centered instructional approaches contributed to student boredom, particularly during theory-heavy lessons. Thus, more varied learning strategies—such as group discussions, problem-based learning, and digital media—are needed to make Fiqh content more engaging. This supports the perspective of Joyce and Weil (2015), who argue that diverse instructional models enhance student involvement.

Another finding suggests that the teacher attempted to provide individualized support for struggling students, but time constraints prevented equal attention to all. This resulted in gaps between fast learners and slow learners. Tomlinson (2014) notes that differentiated instruction is necessary in classrooms with diverse learner needs.

Furthermore, the study reveals that the religious values embedded in Fiqh have significant motivational potential, but must be presented in a relatable context. Students became more enthusiastic when the teacher connected Fiqh content to real-life situations. This reflects the contextual learning model described by Johnson (2014), which emphasizes linking new knowledge with everyday experiences.

Overall, the study concludes that students' learning behavior in Fiqh classes at MAS Al-Manar Medan is heterogeneous and influenced by multiple factors. The teacher plays a crucial role in managing these dynamics through adaptive, reflective, and responsive instructional strategies. These findings reinforce the idea that effective Fiqh instruction depends not only on content delivery but also on interaction quality, motivation, and classroom management.

D. Conclusion

The findings of this study reveal that students' learning behavior in the Fiqh subject at MAS Al-Manar Medan is diverse and influenced by a range of internal and external factors. Variations in attention, participation, interaction, and discipline indicate that students exhibit different levels of motivation, readiness, and engagement throughout the learning process. These behavioral patterns show that meaningful learning in Fiqh is closely linked to students' interest, confidence, and understanding of the relevance of the material to their daily lives.

Furthermore, the study highlights the significant role of teachers in shaping students' learning behavior. Effective classroom interaction, contextualized teaching methods, and the use of varied instructional strategies were found to enhance student engagement, especially among those who tend to be passive. However, challenges such as limited instructional time and unequal distribution of teacher attention contribute to discrepancies in learning outcomes. This reinforces the importance of adopting differentiated and student-centered learning approaches to accommodate diverse learning needs.

Overall, this research concludes that improving students' learning behavior in Fiqh requires a holistic approach that integrates motivational support, engaging pedagogical methods, and conducive classroom management. The integration of active learning, contextual examples, and personalized guidance can foster deeper understanding and strengthen students' religious attitudes. Future studies may explore specific intervention models to improve behavioral engagement or compare learning behavior across different Islamic subjects to deepen insights into student learning dynamics.

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