



Article

Improving Fiqh Learning Outcomes And Student Learning Activities With Peer Tutoring Method

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ABSTRACT:

A learning process should have a goal to produce students who are not only good theoretically, but also able to apply their knowledge in everyday life. This can be realized through active learning to create a meaningful experience for students. The purpose of this study was to (1) determine the increase in a student learning activity in Fiqh learning subjects after the Peer Tutor learning method was applied, (2) determine the increase in student learning outcomes in Fiqh learning subjects after the Peer Tutor learning method was applied. The type of research used was classroom action research which was conducted in three cycles, namely cycle I, cycle II, and cycle III. Each cycle consists of stages of planning, implementation, observation, and reflection. The research subjects were 34 students of a 10th-grade class at MA YPIP Panjeng, with details of 15 male students and 19 female students. The results showed that (1) the peer tutoring method could increase students' active learning. At the pre-cycle stage, the percentage of student learning activity was 53.43%, increased in the first cycle to 75.80%, increased to 76.47% in the second cycle, and increased again in the third cycle to 83.33%; (2) Peer tutoring methods can improve student learning outcomes. At the pre-cycle stage, students whose scores were in the complete category were 50%, experienced a significant increase in cycle I to 82.35%, increased again in cycle II to 85.30%, and increased again in cycle III to become 91.20% of the total number of students.

Key words: *Fiqh, Learning Methods, Learning Outcomes, Peer Tutors, Student Activity*

INTRODUCTION

The progress of a nation is largely determined by the quality of its human resources, and the development of the quality of human resources (HR), one of which is formed through the educational process. Education has a considerable role in improving the quality of capable and reliable human resources. Weak quality of education can be the cause of a human resource crisis in a nation.¹

¹ Mukhlison Effendi and Sulistyorini, 'Pengembangan Sumber Daya Manusia Dalam Meningkatkan Citra Lembaga Di Lembaga Pendidikan Islam', *Southeast Asian Journal of Islamic Education Management*, 2.1 (2021), 39–51 (p. 40).

Unfortunately, several surveys that have been conducted by both national and international survey agencies show that the quality of education in Indonesia is still far from expected. The example can be seen from the results of *the PISA (Programme for International Student Assessment)* measurement conducted by *the OECD (Organization for Economic CO-operation and Development)* in 2018. Based on the results of these measurements, Indonesia is ranked at the bottom of all (three) aspects measured. In the reading competency category, Indonesia is ranked 75 out of 80 countries. In the mathematics category, it is ranked 73 out of 79 countries, and in the science performance category, it is ranked 71 out of 79 countries.²

This is directly proportional to the result of the assessment conducted by the Komnas (Komisi Nasional) Pendidikan, which states that education in our country has not fully become a strength for the Indonesian nation. There are still many educational problems in this country. The lack of equal distribution of education, a limited number of teachers in several regions, an education system that has not been oriented towards what is needed, a suboptimal learning process, and the lack of competitiveness of graduates, are a few of the educational problems that exist in Indonesia. Education should not be a source of problems, but rather a source of strength for a nation.³

One of the problems faced in the world of education in Indonesia is the weakness of the learning process. So far in a learning process, a child is less emphasized to be able to develop his thinking skills, the learning process only emphasizes the child's ability to memorize information. The child's brain is forced to constantly memorize and remember various information without being required to be able to relate it to his daily life, so when a child graduates from school, he is only theoretically capable, but does not have enough experience to be able to apply it practically in life.

This fact applies to almost all subjects in school, including Fiqh subjects, and occurs in almost every educational institution, including MA YPIP Panjeng. Learning will not become a person's view of life and character if it is not applied and practiced in his daily life. The lessons of Fiqh are not enough just to be memorized, but must be practiced in the daily lives of students. Therefore, there is a need for changes in the learning process, so that after the learning process occurs, a student is not only theoretically smart, but also able to apply the knowledge he learned and the experiences he has had in daily life.

The learning experience of students is an important thing in the learning process. The experience can be built through the active participation of students during the learning process. Through active participation, learning materials will be easily conveyed and easy to remember. Implementing the learning process in the K-13 curriculum emphasizes student-centered scientific learning. In scientific learning, it is the students who must play an active role in learning, not just listen to the explanations given by their teacher.⁴ That way, the learning process will be a meaningful experience for students.

In connection with the relationship between learning activity and student learning outcomes, according to Isjoni, students who are actively involved during the learning process can have a positive impact on the occurrence of quality interaction and communication, so that it can motivate students to improve their learning achievement. According to Sudjana, students who actively ask questions will be easy to understand the subject matter, it allows students to be able to master the lesson materials taught by their teachers to the fullest, thus making it possible for students to obtain good learning achievements during the evaluation of learning outcomes. This

² OECD, *Indonesia Country Note PISA 2018 Results* (Paris: OECD Publishing, 2018), p. 3.

³ Bahrul Hayat and Suhendra Yusuf, *Benchmark Internasional Mutu Pendidikan* (Jakarta: Bumi Aksara, 2010), p. 2.

⁴ Maulana Arafat Lubis and Nashran Azizan, *Pembelajaran Tematik SD/MI Implementasi Kurikulum 2013* (Yogyakarta: Samudra Biru, 2019), p. 52.

description shows that student activity during the learning process affects student learning outcomes.⁵⁶

Based on interviews with teachers of Fiqh subjects and the results of observations that researchers have made in the field, currently X class (10th grade) MA YPIP Panjeng students still do not meet these ideal conditions optimally. The results of the investigation carried out in X class on the pre-cycle showed that student activity in the learning process had not reached half the number of students in the classroom, which was 44.11%. The problem of student learning activity is caused by the lack of optimal student active involvement in several aspects of learning activities, especially in aspects of oral activity, mental activity, and writing activity. In the oral activity aspect, the percentage of student involvement was 50%, in the mental activity aspect student engagement was only 8.82%, and in the writing activity aspect it was only 11.76%.⁷

The lack of optimal student involvement in the learning process has an impact on student learning outcomes. Based on observations when a daily assessment was held on the subject matter of “kepemilikan”, data was obtained that there were still some students who did not meet the minimum completion criteria (KKM) score of 50% or half of the total students. This causes the teacher to have to remedial some of these students.⁸

Some of the possibilities that can cause low active participation of students and also the completeness of learning outcomes in Fiqh subjects in 10th-grade class in MA YPIP Panjeng students include: (1) each 10th grader students still do not know each other because many are come from different junior high schools/MTs (2) lack of motivation and confidence in students to participate actively during the learning process, (3) feelings of shame, inferiority and lack of courage to interact with other students or teacher during the learning process, (4) the selection of learning methods that have not fully involved the active participation of learners. Based on the factors causing these problems, effort and action are needed to overcome this.

One of the alternative problem-solving that can be applied by teachers to deal with this problem is to carry out Fiqh learning using the peer tutor method. According to Suherman, this strategy of learning with peers can eliminate awkwardness between students, and the language used between peers is more acceptable between students.⁹ The language equation used, which can eliminate awkwardness and feelings of unease is expected to solve the problem of suboptimal student activity, especially in aspects that are still a problem, namely aspects of oral activity, mental activity, and writing activity.

In school years, peers are one of the many influential factors in a person's life. A student will spend more of his time with his peers. The association between peers in a peer environment has many impacts and influences on the development of an individual. The peer environment can have a positive effect and impact on the development of a child, but on the other hand, if it is not accompanied by proper supervision, the peer environment can also have a negative influence on his character and behavior patterns. Therefore, the existence and great influence of peers in the social life of students must be utilized in positive ways, for example in the learning process in the world of education. There is a student-centered learning strategy known as Peer Tutor Method.¹⁰

The existence of peers affects the patterns and behavior of a teenager. In this case, the researcher felt that the peer environment greatly influenced a person's behavior and development patterns, especially in adolescence and the school year. If not properly supervised, peer

⁵ Isjoni, *Cooperative Learning: Mengembangkan Kemampuan Belajar Kelompok* (Bandung: Alfabeta, 2007), p. 13.

⁶ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2008), p. 54.

⁷ The results of the observation of the pre-cycle stage which was carried out on Thursday, February 3rd, 2022.

⁸ The results of the pre-cycle assessment conducted on Thursday, February 3rd, 2022.

⁹ Erman Suherman, *Strategi Pembelajaran Matematika Kontemporer* (Bandung: Rosdakarya, 2007), p. 277.

¹⁰ Noona Kiuru, ‘The Role of Adolescents Peer Groups in The School Context’ (University of Jyvaskyla, 2008), p. 9.

associations can have a negative impact on a school-age teenager. Therefore, it is necessary to have a program that can accommodate and maximize the positive role of peers in the social environment of students, so that the negative impact of peer associations can be suppressed. One of the positive activities that can be carried out in the peer environment is the utilization and maximization of peer tutoring methods in the learning process. Therefore, researchers feel the need to conduct this study.

In a class, the difference and age range between one student and another student is relatively small and almost the same, therefore, in that one class there must be a group of playmates or peers who interact and socialize with each other. With this, a pattern will be formed in their daily associations. Through this interaction, one student and another will definitely need each other and help each other in the learning process, so that student activity in the learning process will increase and learning objectives can be achieved optimally.

Based on the background presentation above, the author will conduct classroom action research (CAR) with the title “**Improving Fiqh Learning Outcomes and Student Learning Activities with Peer Tutor Learning Method (CAR at MA YPIP Panjeng Ponorogo)**” as an effort to find out the effectiveness of peer tutor learning methods in increasing the activeness and learning outcomes of Fiqh subject in 10th grader students at MA YPIP Panjeng Ponorogo.

METHODS

The type of method used in this research is classroom action research. According to Kemmis, classroom action research is a research method in the form of study or inquiry through self-reflection carried out by actors in educational activities, or in this case teachers or school principals in educational situations to improve the rationality and correctness of educational practice, understanding of educational practice, and the institutional situation in which the educational process is carried out.¹¹

This type of research is deemed appropriate to do because researchers are trying to solve problems that occur during the learning process in the classroom. The research was conducted in a participatory and collaborative way. Participatory means that the researcher directly participates and is involved in all stages of the research. Collaborative means that this research is carried out by involving parties directly related to the learning process in the classroom, which in this case is the Fiqh teacher. Researchers together with teachers will conduct observations and evaluations to determine corrective actions that will be applied in the classroom.

The implementation of the research with this type of classroom action research (CAR) was carried out using a research model according to Kemmis & McTaggart. This model essentially consists of four components in each cycle, namely planning, action, observation, and reflection. This research was conducted in three cycles, namely cycle I, cycle II, and cycle III.¹²

This research was conducted at MA YPIP Panjeng which is located at Jalan Pahlawan, No.16, Panjeng, Jenangan, Ponorogo Regency, East Java (63492). The reason for choosing the research location is that the author feels responsible for the success of the learning process that takes place at MA YPIP Panjeng. The principal as a supervisor as well as teachers and staff at MA YPIP Panjeng is very open and hopes for developments and innovations in the learning process to improve student learning outcomes. This is a great motivation for the author to conduct research in this school.

This classroom action research is carried out in the even semester of the 2021/2022 academic year, namely from January to February 2022. The research will be carried out in 4 meetings, with details of 1 meeting conducted a week. The determination of the day and time of

¹¹ Husna Farhana, Awiria, and Nurul Muttaqien, *Penelitian Tindakan Kelas* (Medan: Harapan Cerdas, 2019), p. 4.

¹² Zainal Aqib, *Penelitian Tindakan Kelas SMA/MA-SMK/MAK* (Yogyakarta: Ar-Ruzz Media, 2017), p. 58.

classroom action research is adjusted to the academic calendar at the school and is also adjusted to the schedule of the tenth grade Fiqh class/subject.

The subjects of this class action research were tenth-grade students of MA YPIP Panjeng totaling 34 students, with details of 15 male students and 19 female students. The data collection techniques used in this Classroom Action Research (CAR) include observation, tests, and documentary studies. Technical analysis of data in this study was carried out through several stages, namely the stage of data selection and collection, the stage of exposure and description of the data, and the stage of inference or giving meaning. The data that has been collected will be analyzed and processed to determine the level of achievement and success of classroom action research.

This classroom action research is declared successful if: (1) at least 80% of students from the total number of students are actively involved during the learning process, and or student activity during the learning process shows a minimum percentage of 80% based on indicators on the predetermined student learning activity measurement instrument, (2) at least 80% of students from the total number of students have met the minimum completeness criteria (KKM) determined based on student learning outcomes at the end of each cycle.

RESULTS

1. Student activity

Based on the implementation of classroom action research, data on student activities were obtained in each cycle starting from the pre-cycle, cycle I, cycle II, and cycle III. The data is presented in the following table:

Table 1. Comparison of the mean percentage of learning activeness in each cycle

| Pre cycle | Cycle I | Cycle II | Cycle III |
|-----------|---------|----------|-----------|
| 53,43% | 75,80% | 76,47% | 83,33% |

Table 2. Comparison of learning activity in each cycle

| Category | Pre cycle | | Cycle I | |
|----------|-----------|------------|-----------|------------|
| | Frequency | Percentage | Frequency | Percentage |
| High | 0 | 0 % | 2 | 6,45% |
| Medium | 6 | 17,65 % | 29 | 93,55% |
| Low | 28 | 53,43 % | 0 | 0% |
| | Cycle II | | Cycle III | |
| | Frequency | Percentage | Frequency | Percentage |
| High | 5 | 14,70% | 7 | 26,92% |
| Medium | 29 | 85,30% | 19 | 73,08% |
| Low | 0 | 0% | 0 | 0% |

Table 3. Comparison of Average Learning Activity per Indicator of Each Cycle

| No | Indicator Type | Pre cycle | Cycle I | Cycle II | Cycle III |
|----|--------------------|-----------|---------|----------|-----------|
| 1 | Visual Activity | 100,0% | 100,0% | 100,0% | 100,0% |
| 2 | Listening Activity | 100,0% | 100,0% | 100,0% | 100,0% |
| 3 | Oral Activity | 50% | 62,90% | 64,70% | 65,38% |
| 4 | Mental Activity | 8,82% | 29,03% | 32,35% | 61,53% |
| 5 | Writing Activity | 11,76% | 100,0% | 100,0% | 100,0% |

2. Learning outcomes

Based on the implementation of research and action, data on student learning outcomes were obtained in each cycle starting from the pre-cycle, cycle I, cycle II, and cycle III. The data is presented in the following table:

Table 4. Learning outcome in each cycle

| Category | Pre cycle | | Cycle I | | |
|--------------|-----------|------------|-----------|------------|--|
| | Frequency | Percentage | Frequency | Percentage | |
| Complete | 17 | 50% | 28 | 82,35% | |
| Not complete | 17 | 50% | 6 | 17,65% | |
| | | | | | |
| | | Cycle II | | Cycle III | |
| Complete | 29 | 85,30% | 31 | 91,20% | |
| Not complete | 5 | 14,70% | 3 | 8,80% | |

Table 5. Comparison of the average (mean) learning outcomes of each cycle

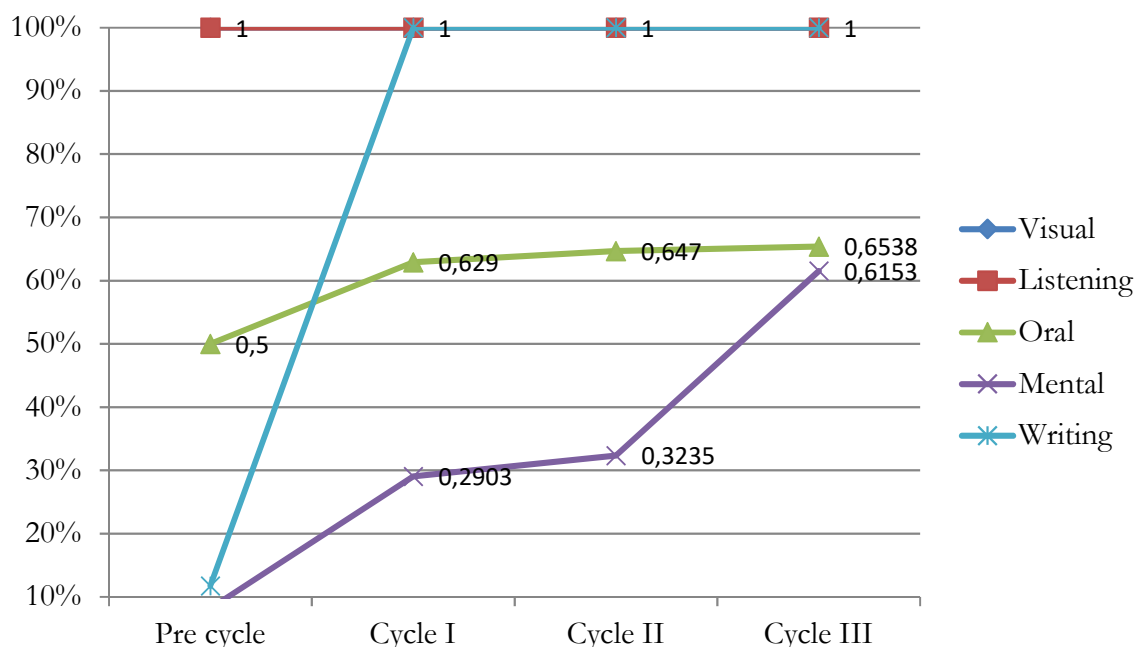
| Pre cycle | Cycle I | Cycle II | Cycle III |
|-----------|---------|----------|-----------|
| 65,17 | 73,5 | 79,65 | 78,35 |

ANALYSIS

1. Student activity

Based on the student activity data that has been obtained and presented in the results, the student activity data can be analyzed in the form of a chart which is presented in this following figure:

Figure 1. Comparison Chart of Student Activity Per Indicator in Each Cycle



Based on the graph above, it can be seen that in general, the five indicators of student learning activity have increased in each cycle, except for the visual activity and listening activity indicators which always get a percentage of 100% in each cycle. Apart

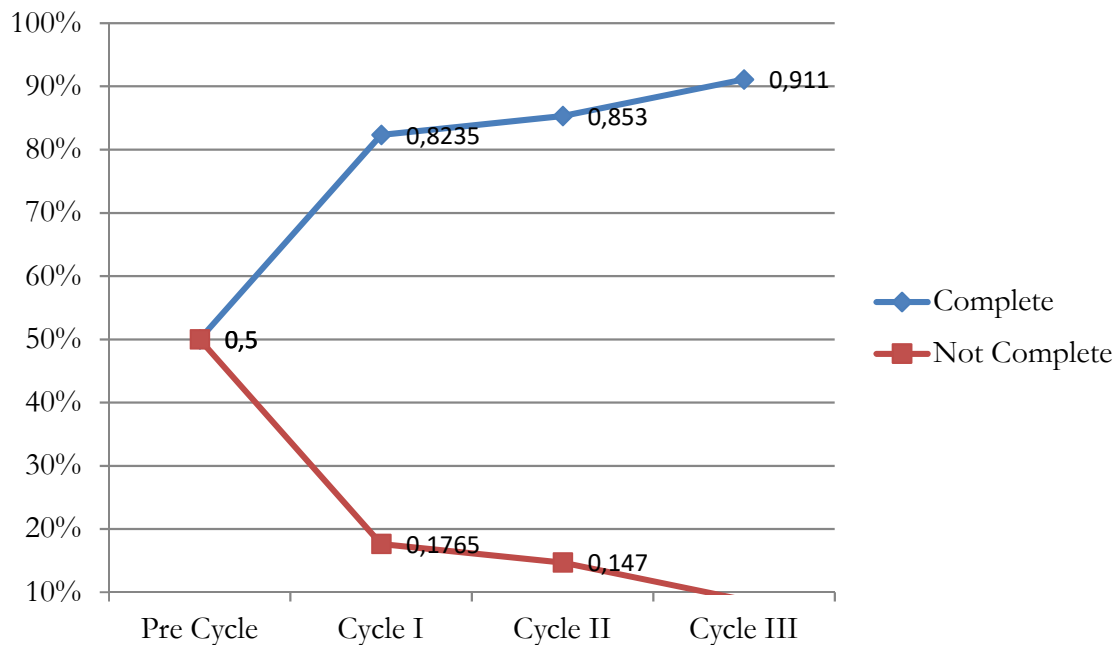
from these two indicators, all of them experienced an increase in their oral activity, mental activity, and writing activity.

The oral activity indicator which in pre-cycle was 50%, increased to 62.90% in cycle I, then increased again to 64.70% in cycle II, then increased to 65.38% in cycle III. As for the mental activity indicator, in the pre-cycle it was 8.82%, increased in the first cycle to 29.03%, then increased again in the second cycle to 32,35%, and experienced a significant increase in the third cycle to 61,53%. In the writing activity indicator, there is a very significant difference, namely in the pre-cycle of 11.76% and a significant increase to 100% in the first, second, and third cycles.

2. Learning outcomes

Based on the data on student learning outcomes that have been obtained and presented in the results, the data on student learning outcomes can be analyzed in the form of chart which are presented in this following figure:

Figure 2. Comparison Chart of Student Learning Outcomes in Each Cycle



Based on the graph above, it can be seen that the comparison of learning outcomes in each cycle always increases. In the pre-cycle students who were in the complete category were 17 students with a percentage of 50%, then experienced a significant increase in the first cycle to 28 students with a percentage of 82.35%, then increased again in the second cycle to 29 students with a percentage of 85,30%, then increased again to 31 students with a percentage of 91.20% in the third cycle.

DISCUSSION

The results of the classroom action research “Improving Fiqh Learning Outcomes and Student Learning Activities with Peer Tutor Learning Method” showed satisfactory results as expected. This is indicated by a positive increase in the two variables studied. First is student activity. The results showed that the application of peer tutoring methods in 10th-grade Fiqh learning at MA YPIP Panjeng showed satisfactory results. As expected, the application of peer tutoring methods can increase student learning activities. This can be seen from the

results of the data obtained after each class action research cycle is carried out, which shows that in general there is an increase in a student learning activity at the end of each cycle. Especially in the aspects of oral activity, mental activity, and writing activity.

The increase in the oral activity aspect shows that the similarities in the language used between peers can eliminate awkwardness and shyness so that each student is more daring to convey and express something during learning. The message conveyed is also more acceptable to students with the similarity of language between peers. The increase in mental activity shows that through learning with peer tutoring methods, students become more daring to express opinions, answer questions or provide responses during the learning process in the classroom. The improvement in writing activity shows that peers as tutors can motivate their friends to always write the learning material being studied. In addition, tutors and other peers in a group can supervise and remind each other if there are students who do not write down the material being studied, so that all students can record the material being taught.

Second, learning outcomes. The results showed that the application of peer tutoring methods in 10th-grade Fiqh learning subject at MA YPIP Panjeng showed satisfactory results. From the results of the data obtained after each class action research action was carried out starting from the pre-cycle to cycle III, it was found that in general there was an increase in learning outcomes at the end of each cycle.

This increase in student learning outcomes shows that the active involvement of students during the learning process can have a positive impact on increasing their learning achievement. Active students will find it easy to understand the subject matter to allow students to be able to master the subject matter taught by the teacher optimally, making it possible for students to obtain good learning achievements during the evaluation of learning outcomes.

Based on the results of research conducted with a predetermined success indicator that is equal to 80%. So, through the application of peer tutoring methods, it can increase the activeness and learning outcomes of 10th-grade students MA YPIP Panjeng Ponorogo in the subjects of Fiqh learning. So the research can be said to have been successful.

CONCLUSION

Based on classroom action research that has been carried out on Fiqh learning subjects in 10th-grade students at MA YPIP Panjeng, Ponorogo, it can be concluded that the peer tutoring method can improve the learning activity of 10th-grade students of MA YPIP Panjeng in Fiqh subjects. This can be seen from the results of observations at student learning activities. In the pre-cycle, the average percentage of student learning activity was 53.43%, then experienced a significant increase in the first cycle to 75.80%, increased to 76.47% in the second cycle, and increased again in the third cycle to 83.33%. The increase in learning activity can also be seen from the five indicators of student learning activity which have increased in each cycle. Especially in the oral activity indicator which in the pre-cycle was 50%, increased to 65.38% in the third cycle, a mental activity which was 8.82% in the pre-cycle experienced a significant increase to 61.53% in the third cycle, and writing activity in the pre-cycle of 11.76% experienced a significant increase to 100% in the third cycle.

The peer tutoring method can also improve the learning outcomes of 10th-grade students of MA YPIP Panjeng in Fiqh subjects. This can be seen from the number of complete student learning outcomes in each cycle. In the pre-cycle students who were in the complete category were 17 students with a percentage of 50% of the total number of students (34 students), then experienced a significant increase in the first cycle to 28 students with a percentage of 82.35%, then increased again in cycles II to 29 students with a percentage of 85.30%, and increased again in the third cycle to 31 students with a percentage of 91.20% of the total number of students.

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