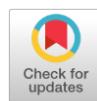


Implementation Active Learning Method for Fiqh Subject in Independent Curriculum at MI Al-Fachran Tanjung Anom

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ABSTRACT

This study discusses the implementation of the learning process using active learning methods in Islamic jurisprudence subjects for students of MI Al-Fachran Tanjung Anom. The purpose of this implementation is to improve learning abilities and develop students' thinking power in solving a problem. The method used in this study is qualitative, including field observations and interviews, which will then be presented in the form of data so that researchers can determine and draw conclusions. From the results of the study, it was found that the implementation of the learning process using active learning methods with the PAIKEM Gembrot strategy is a very effective choice because it is able to encourage students to understand the lesson and be able to practice it in everyday life. The research data were obtained from several teachers and students, as well as other supporting information needed during the study. By studying the material on charity, students are able to apply it to their surrounding environment to foster a sense of caring between fellow human beings. This active learning method is a very effective step to take in the teaching and learning process. This statement was reinforced by several sources consisting of several educators and students who were the objects of this study.

Keywords: *Implementation, Active Learning, Islamic Jurisprudence***Article History :**Received 18th July 2025Received 14th August 2025Published 18th August 2025

INTRODUCTION

One of the problems facing the world of education today is the weakness of the learning process. During the learning process, students are not encouraged to participate directly, thus their role as learning subjects is not optimal. This type of learning process is common in today's education world, resulting in the impression that students are less active, with only the educator being the active participant. An ineffective learning process will slow down the achievement of optimal goals. Recognizing this, an effective learning process is needed to support the achievement of learning objectives. A learning system consists of several components, including objectives, materials, students, educators, strategies, and evaluation. All of these interact with each other to achieve the formulated objectives. In other words, for learning objectives to be achieved, all of these components must function effectively.

One component that is no less important is the learning strategy used during the learning activity. The learning strategy consists of all components of learning materials and procedures or stages of learning activities used by teachers in order to help students achieve educational goals. Education is a conscious and planned process to create an atmosphere and learning process so that students are actively involved in developing their potential. In other words, education is the process of attitudes and behavior of individuals or groups in maturing humans through teaching and training efforts, processes, and educational actions in the world of education and learning (Uci Sanusi, 2023). The purpose of education is to shape a person's character and personality, both in a spiritual context and the skills needed to live in society (Salim Salabi, 2022).

Learning is basically a deliberate, purposeful, and controlled effort so that others learn or relatively permanent changes occur in others. The Fiqh subject in Madrasah Ibtidaiyah is

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one of the Islamic Education subjects that studies the fiqh of worship, especially concerning the introduction and understanding of the ways of implementing the pillars of Islam and their habits in daily life as well as the fiqh of muamalah which concerns the introduction and simple understanding of the provisions regarding halal and haram food and drinks, circumcision, sacrifice, and procedures for implementing buying and selling and borrowing. Substantially, the Fiqh subject has contributed in providing motivation to students to practice and apply Islamic law in daily life as a manifestation of harmony, balance, and balance in human relations with Allah SWT, with humans themselves, fellow humans, other creatures or their environment. (Abdul Mu'iz et al., 2023) .

To address this issue, appropriate learning activities are needed to increase student interest and learning outcomes. One alternative is to employ creative and innovative learning models that can engage students. In this study, the PAIKEM Gembrot learning model (Participatory, Active, Innovative, Creative, Effective, Enjoyable, Fun, and Meaningful) was used.

Implementation

Implementation is the process of applying or planning a concept and implementing it in real life. In the context of education, implementation refers to the learning process that applies teaching strategies, methods, and techniques to achieve educational goals. According to Van Meter and Van Horn, implementation is an action taken by an individual, group, or government to achieve specific goals in accordance with predetermined decisions (Fajra et al., 2023) . Implementation involves the following steps:

Learning Planning

The first step that needs to be taken in the teaching and learning process is to make a learning plan, where this plan will be implemented in the teaching and learning process.

Implementation of Learning

The next step is to implement the planning that was done previously. In practice, teachers must be able to explain and provide motivation to ensure optimal learning. During the learning process, teachers are permitted to use a variety of learning media to facilitate material delivery and create an engaging atmosphere for students (Siregar & Abrianto, 2023)

Evaluation and Reflection

After the learning process is complete, teachers can re-evaluate the material taught and its delivery methods. They can also analyze each student's ability to understand the material so they can optimize it in the next learning session.

Active Learning

Active learning is an approach in which students are actively involved in the learning process, rather than simply passively receiving information (Abrianto et al., 2020) . This approach focuses on student engagement in critical thinking, discussion, problem-solving, and application of acquired knowledge (Siregar et al., 2023) .

PAIKEM Gembrot

Participatory, active, innovative, creative, effective, fun, exciting, and meaningful learning, better known as PAIKEM Gembrot, is a learning method that combines several learning methods, involving educators and students (Irfangi et al., 2023) . The aim of this learning method is to increase students' learning motivation to achieve educational goals.

Benefits of Active Learning Using the PAIKEM Gembrot Method

PAIKEM Gembrot certainly has several benefits if applied to the teaching and learning process, including increasing student motivation and enthusiasm, increasing absorption of the material provided, developing the skills and creativity of each student, and being able to find solutions or problem solving in each case given (Arifah, 2013) .

The planning of the PAIKEM Gembrot method is expected to ensure that teaching and learning activities run well so that creativity is established between teachers and students which can have a positive influence on the course of teaching and learning activities, thereby stimulating children's learning motivation (Agustia et al., 2024) .

Fiqh

Fiqh learning is a branch of Islamic knowledge that discusses sharia laws relating to worship and transactions. Fiqh is based on the Qur'an, Hadith, Ijma', and Qiyas. Therefore, fiqh can be a reference in various aspects of the lives of Muslims. Schools can be a means to introduce students to the laws that apply to Muslims, from simple laws to stronger laws. Al-Fachran Elementary School in Tanjung Anom is able to teach its students the rules of Islamic law. This aligns with the hadith of the Prophet Muhammad (peace be upon him), which states (Afendi et al., 2023) :

قَالَ النَّبِيُّ عَلَيْهِ الصَّلَاةُ وَالسَّلَامُ : مَا نَحْنُ وَالَّذُوْلَدَهُ أَفْضَلُ مِنْ أَدَبِ حَسَنٍ

Meaning: The Prophet Muhammad SAW said, "There is nothing a father can give his child that is more important than (education) good manners." HR. Imam At-Tirmidhi and Imam Al-Hakim from friends Amr bin Sa'id bin Ash ra

As for other hadiths, it is said as follows:

وَقَالَ عَلَيْهِ الصَّلَاةُ وَالسَّلَامُ : لَانْ يُؤَدِّبَ الرَّجُلُ وَلَدَهُ خَيْرٌ مِنْ لَهُ أَنْ يَتَصَدَّقَ بِصَاعَ

Meaning: The Prophet Muhammad SAW said, "A person educating his child is better for him than giving him shadaqah (every day) one sha'." HR. Imam At-Tirmidhi from friend Jabir bin Samurah ra.

Based on the several hadith quotes above, it can be concluded that it is crucial for us, as parents and educators, to provide good education and teaching to our students, wherever and whenever. Because one of the most enduring good deeds is beneficial knowledge.

Independent Curriculum

The Indonesian education curriculum was introduced by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) as part of the "Merdeka Belajar" policy (Siregar & Abrianto, 2023). The "Merdeka Belajar" program emphasizes giving schools, including teachers, and students the freedom to innovate and learn independently. Therefore, this curriculum is designed to be more flexible and focuses on developing students' competencies and character according to the Pancasila student profile.

Advantages of Independent Curriculum

The implementation of an independent curriculum in educational standardization can certainly provide more optimal results in the teaching and learning process. One of the advantages of an independent curriculum is that it creates a much more efficient learning environment and can develop each student's basic competencies, both knowledge and skills. This, of course, must be accompanied by the prevailing norms of Pancasila. Ismail, Iswandi Irvan, and Hasyim Fanirin, "Analysis of Fiqh Subject Practices at MI Class V Manhabul Ulum Tasikmalaya City Based on KMA Standards 183 of 2019," Seroja 1 (2023) .

References in the Merdeka Curriculum

Implementing an independent curriculum certainly requires several references as a basis or guide. These references cover various aspects, including regulations, guidelines, and several important documents issued by the Ministry of Education, Culture, Research, and Technology (Efendi et al., 2023) .

METHOD

In this study, the data collection technique used is a qualitative approach, where this collection technique aims to determine how effective the research on the implementation of the learning method with the PAIKEM Gembrot method in fiqh lessons is. Where this research was conducted at MI Al-Fachran Tanjung Anom which is located at Jl. Pimpinan No.195 C, Tanjung Anom Village, Pancur Batu District, Deli Serdang Regency, North Sumatra Province, 20353. This research lasted for a month on May 19, 2025 to June 18, 2025. Data collection used observation, interviews and documentation. This documentation is used to collect data and information necessary for implementing the PAIKEM Gembrot method to increase student learning motivation. The documentation used can include audio recordings, video recordings, and various photographs taken during the teaching and learning process.

FINDINGS AND DISCUSSION

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Strategy

The active learning strategy using the PAIKEM Gembrot method is highly effective because it engages students more actively in understanding Islamic jurisprudence. Direct application of the material presented can certainly help students master the lesson (Siregar & Abrianto, 2023).

Based on the results of an interview with M. Fachran Faisal, SP as the Principal of Madrasah Al-Fachran Tanjung Anom, he said that the implementation of the PAIKEM Gembrot strategy in fiqh learning aims to increase student participation. According to him, this method provides an opportunity for students to better understand the material by practicing it directly in the school environment. Furthermore, Dewi Yuningsih, S.Pd.I (Teacher 1) said that the implementation of PAIKEM Gembrot is also supported by the use of digital learning media that can attract student interest.

Based on observations, the PAIKEM Gembrot strategy has been proven to help students internalize Islamic values more easily, especially through direct practice that triggers understanding and is able to apply it appropriately in everyday life. However, several obstacles remain, such as students' lack of courage to practice directly and limited time available in one learning session. Therefore, teachers strive to overcome these obstacles by providing more interesting stimuli, such as asking open-ended questions, rewarding students who express opinions, and utilizing interactive technologies such as digital quizzes and educational videos to increase student engagement in learning. Furthermore, a collaboration-based approach is implemented, where students who have a better understanding help their peers who are still struggling to understand the fiqh material.

Implementation

The application of learning in everyday life PAIKEM Gembrot encourages students to be actively involved in the learning process and its application in their surrounding environment. The purpose of implementing this strategy is to provide students with a more optimal understanding of the learning material. Dewi Yuningsih, S.Pd.I (Teacher 1), stated that homeroom teachers are responsible for supervising and guiding students to become accustomed to practicing Islamic values in their daily lives. Dra. Husnita Helvi (Teacher 2) added that giving alms not only increases students' social awareness but also builds good spiritual habits.

From the results of interviews with several students, namely Syahira Annisa (Bachelor I) it was conveyed that by getting used to giving alms, we can be kept away from disasters and smooth the path of sustenance. Then Suwandi Sembiring (Bachelor II) said that the benefits of giving alms are very important because by giving alms it can foster a sense of concern for other living beings and make us much more useful to many people. Meanwhile, Naazira Shaki (Bachelor III) wanted to add that giving alms can increase our status in the sight of Allah SWT and open the door to sustenance even wider. However, from the results of observations it was found that there are still some students who have not practiced alms, due to a lack of self-awareness and an unsupportive environment at home.

Obstacles in Implementing Active Learning Methods at MI Al-Fachran Tanjung Anom

The implementation of active learning methods at MI Al-Fachran Tanjung Anom faces several obstacles that require specific strategies to ensure effective learning and optimal understanding. One of the main challenges is the varying levels of students' understanding of religious material. An interview with Dewi Yuningsih, S.Pd.I (Teacher I) revealed that students' religious education backgrounds before entering school varied widely.

Some students already have a strong understanding of religion due to attending Islamic schools, while others still have limited understanding. This creates a gap in the learning process, where some students can easily understand the material presented, while others need further guidance to catch up. Dra. Husnita Helvi (Teacher II) added that besides differences in background, another factor that becomes an obstacle is a lack of awareness of independent learning. Some students tend to only study in class without continuing



Implementation Active Learning Method for Fiqh Subject in Independent Curriculum at MI Al-Fachran Tanjung Anom independent learning at home. In fact, learning requires not only theoretical understanding but also practice that must be applied in everyday life. This lack of independent learning habits makes it difficult for some students to master the material in depth.

CONCLUSION

Based on the results of the discussion above, several conclusions were obtained, including the following: The implementation of the learning process using the active learning method with the PAIKEM Gembrot strategy is a very effective choice because it is able to encourage students to understand the lesson and be able to practice it in everyday life. Research data was obtained from several teachers and students, as well as other supporting information needed during the research. By studying the material on charity, students are able to apply it in their surrounding environment so that it can foster a sense of caring for fellow human beings. Although there are several challenges in implementing active learning at MI Al-Fachran Tanjung Anom, innovative concepts and problem solving have been applied to increase the effectiveness of learning.

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