

The Implementation of Synergetic Teaching Learning Strategies to Improve the Learning Outcomes of Fiqh Subject at MTS Al-Washliyah Pancur Batu

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ABSTRACT

The problem of this study was the students were found to be less active due to the inappropriate learning strategies used by the teacher. It led to students feeling bored and caused the learning outcomes not to meet the minimum proficiency criteria. This research was quantitative research with experimental type. The sample in this study was 25 students of MTs Al-Washliyah Pancur Batu, taken with a quasi-experimental design or non-random sampling technique. The purpose of this study was to determine how much influence of the implementation of the Synergetic Teaching learning strategy had in improving Fiqh learning outcomes in class VII students of MTs Al-Washliyah Pancur Batu. A synergetic Teaching learning strategy is a learning strategy that combines two different learning activities. This strategy provides opportunities for students to share learning outcomes from the same material by comparing notes. The results showed that the product-moment correlation was $r_{xy} = 0.838$ which indicated a reasonably high correlation. The Alternative Hypothesis (H_a) of "there is a significant effect of using Synergetic Teaching learning strategies on Fiqh learning outcomes in class VII students at MTs Al -Washliyah Pancur Batu" was accepted. The percentage increase in value was 83.8% so it categorized as good. The conclusion is that there is a significant influence on applying the Synergetic Teaching learning strategy on student learning outcomes in Fiqh subjects with the material for praying Jama and Qasr prayer.

Keywords: Synergetic teaching, learning strategy, Fiqh learning outcomes



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1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential position to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society and the State (Ramayulis, 2015). According to the Act of the Republic of Indonesia on the National Education System, it is explained that education is a conscious and planned effort in the guidance and learning process for individuals to grow and develop into independent, knowledgeable, healthy and noble human beings (ABOUT & THE NATIONAL EDUCATION SYSTEM, 2003).

The importance of education for humans is when humans encounter life in society and the world of work. Through this education, it is expected to be able to form productive Human Resources (HR) by improving the quality of education. Learning can be interpreted as a process of changing behaviour and changing understanding, which at first a child is not equipped with natural potential, then with the learning process, a child changes behavior and his understanding increases (Pane & Darwis Dasopang, 2017).

Fiqh subject is one part of the Islamic Education learning material which discusses the rules of Muslim life such as worship procedures. Fiqh lesson is very important to learn because fiqh material is very necessary in everyday life for Muslims. Therefore, students are expected to understand the learning material that has been taught to apply it in daily life in accordance with Islamic law (syara' law). To achieve this goal, every individual who plays a role in the world of education such as teachers and students must perform their role optimally in order to improve the learning outcomes to be achieved.

For teachers, the use of appropriate learning strategies is important to create effective and efficient teaching and learning activities.

Strategy can be interpreted as a pattern that is planned and determined intentionally to carry out activities or actions. While learning is a system consisting of various components that are interconnected with each other. Learning strategies are appropriate and careful planning and actions regarding learning activities so that basic competencies and learning objectives are achieved. These components include objectives, materials, methods and evaluations (Rusman, 2014). Proper and interesting learning strategies can improve student learning outcomes. According to researchers in Fiqh subjects, students should be required to be more active. Therefore, it is necessary to use varied methods to improve learning outcomes (Panggabean, 2015).

In Fiqh learning, students are required to be more active in learning activities. Therefore, what is meant by active learning is learning that involves students learning actively by dominating learning activities (Hisyam Zaini, Bermawy Munthe, 2008). When students learn actively, it means they dominate the learning activities. By this, students actively use reason, both to find the main idea of the learning material presented, solve problems or apply what they learn to a problem that exists in real life. Achieving optimal learning outcomes which is a manifestation of educational goals can not be separated from the role of teachers as educators. So teachers must be required to have competence, skills, creativity, and skills in teaching (Dianto, 2020).

However, in fact, when researchers observed in the field, there were still many students at MTs Al-Washliyah Pancur Batu who did not understand the procedures for carrying out worship in accordance with Islamic law. This was because the learning process activities in the classroom were still dominated by teachers because teachers were pursuing targets for achieving the existing curriculum. So it did not pay attention to whether the material being taught had been delivered optimally to students or not. This is what causes a learning atmosphere that is not conducive which makes students feel bored quickly, causing student learning outcomes in Fiqh subjects to be not optimal.

In fact, we understand that this fiqh learning emphasizes students being active during the learning process. Increasing student activity can be carried out by creating learning situations that involve students (Mavianti, 2019). It means students must involve actively not only being a listener therefore the students can understand and remember the material more easily. So the effort that must be made by a teacher in improving student learning outcomes in this Fiqh subject is that the teacher must be more creative in choosing what learning strategies should be applied. The proper learning strategy will certainly change the mindset and enthusiasm of students when learning activities take place. However, if the learning strategy used is not appropriate, students will feel bored and do not understand the material. If this happens, the learning outcome will be affected.

One of the appropriate learning strategies to use based on the background of the problems in this study is the Synergetic Teaching learning strategy. The reason why the researcher was interested in this strategy was because synergetic teaching is a learning strategy that combines two different ways of learning and this strategy provides opportunities for students to share learning outcomes from the same material in different ways and then students compare the results of their notes. This strategy also requires students to learn actively because students are invited to be directly involved in all learning processes, not only mentally but also physically so that students will get maximum results.

In the Synergetic Teaching strategy, students are trained to be able to work together with their classmates to achieve common goals by sharing the knowledge that has been obtained in accordance with their learning experiences. Through this active learning, students will feel a more pleasant learning atmosphere so that students are more enthusiastic when teaching and learning activities take place. Providing meaningful learning experiences is also another way to activate student learning such as providing task stimulation, challenges, solving problems in everyday life, or developing habits and awareness about the importance of learning for students.

2. RESEARCH METHOD

This research was conducted at MTs Al-Washliyah Pancur Batu using quantitative research and the type of research method is experimental research, using the pre-test and post-test design. The

population of this study were all seventh-grade students of MTs Al-Washliyah Pancur Baru for the academic year 2021/2022 and the samples in this study were grades VII-2. The sampling technique used was a non-random sampling technique.

In this study, two variables were used, which were the independent variable and the dependent variable. The independent variable in this study was the Synergetic Teaching learning strategy given to the experimental class and the dependent variable in this study is the learning outcomes of Fiqh subject on the Jama and Qasr prayer material.

Data collection techniques in this study included observation, tests, and documentation. The data collected included student learning outcomes, school profiles, and school facilities. Student learning outcomes data consisted of pre-test and post-test scores.

Before testing the hypothesis, the validity test was conducted to determine whether the given instrument was valid or invalid. A reliability test was also carried out to see how accurate the instrument was as well as the normality test and homogeneity test.

3. RESULTS AND DISCUSSION

This research was carried out at one of the private schools at Pancur Batu in the 2021/2022 academic year. In accordance with the problems, the researchers described the results of the research obtained regarding the implementation of the Synergetic Teaching learning strategy in improving student learning outcomes in Fiqh subjects with Jama and Qasr prayer material.

A. Data Presentation

Before presenting the data in this study, validity and reliability tests were first carried out to test whether the 15 questions that the researchers proposed were valid and reliable to be tested in this study. The validity was tested using Statistical Program For Social Science (SPSS) version 22. Testing the validity of each instrument was conducted by correlating each question item. The minimum requirement was to find out whether each question was valid or not valid by comparing if $r_{count} > r_{table}$ (at a 5% significant rate), then it proved that the question item was valid. With the number of $N=25$, $r_{table}=0.396$, the following results were obtained as follows:

Table 1
Validity Test Results

Question Items	Rcount	Rtable 5% (25)	Description
No.1	0,508	0,396	Valid
No.2	0,508	0,396	Valid
No.3	0,823	0,396	Valid
No.4	0,403	0,396	Valid
No.5	0,434	0,396	Valid
No.6	0,132	0,396	Tidak Valid
No.7	0,091	0,396	Tidak Valid
No.8	0,660	0,396	Valid
No.9	0,600	0,396	Valid
No.10	0,121	0,396	Tidak Valid
No.11	0,443	0,396	Valid
No.12	0,680	0,396	Valid
No.13	0,150	0,396	Tidak Valid
No.14	0,514	0,396	Valid
No.15	0,174	0,396	Tidak Valid

(Source: SPSS 22)

The table above shows that from 15 limited questions, 5 questions are invalid, and 10 questions are valid.

After the validity test was carried out, the reliability test was carried out on the items that were already valid. The reliability of the researchers in this study tested with the alpha formula.

B. Data Analysis

The researcher used several test instruments consisting of a multiple choice test of 10 questions. The questions were given to each sample of 25 students in class VII-2. After the questions were distributed, a normality test was carried out to find out whether the distributed data were normally distributed or not. Then the homogeneity test was carried out to find out whether some of the population variants were the same or not. After doing the post-test with multiple questions, the results obtained 0.038 between variable X and Variable Y, which indicated there was a high correlation in the use of Synergetic Teaching learning strategies in improving Fiqh learning outcomes at MTs Al-Washliyah Pancur Batu. Thus, the Alternative Hypothesis (Ha) of "there is a significant effect of using Synergetic Teaching learning strategies on Fiqh learning outcomes in seventh-grade students at MTs Al-Washliyah Pancur Batu" was accepted and Hypothesis Zero (H0) of "there is no effect of using Synergetic Teaching learning strategies on Fiqh learning outcomes in VII grade students at MTs Al -Washliyah Pancur Batu" was rejected.

The success or failure of achieving educational goals and student learning achievement depends a lot on how the learning process is experienced by students. While the teaching and learning process is strongly influenced by several factors in order to achieve good learning achievement, these factors include external factors, for instance, the learning strategies used by the teacher during the teaching and learning process. The analysis of the data above shows that the proper learning strategy will determine student learning outcomes. The effect was indicated by an increase in learning outcomes in the percentage of students by 83.8%. This percentage was categorized as good.

The increase in experimental student learning outcomes was due to the fact that students easily accepted the learning material provided using the Synergetic Teaching learning strategy. This strategy was able to stimulate students to be more creative and critical when teaching and learning activities took place.

4. CONCLUSION

A synergetic Teaching learning strategy is a learning strategy that combines two different ways of learning. This strategy allows students to share learning outcomes from the same material in different ways by comparing notes. The results of research and discussion on applying Synergetic Teaching learning strategies in improving student learning outcomes are successful at MTs Al-Washliyah Pancur Batu. Based on the results of research conducted with the implementation of the Synergetic Teaching learning strategy, student learning outcomes increased as seen from $r_{xy} = 0.838$ which indicated the alternative hypothesis (Ha) was accepted. The percentage increase in value was 83.8% so it was categorized as good.

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