

The Effect of Problem-Based Learning Strategies and Direct Learning Strategies on Students' Fiqh Learning Outcomes

Lalu Moh. Fahri ¹

¹ *Mataram State Islamic University*

100 Gajah Mada Jempong, Mataram, Nusa Tenggara Barat, Indonesia

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Corresponding Author:

lalufahri@gmail.com

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Abstract. This study aims to determine whether there is a positive influence on the use of problem-based learning strategies and the use of direct learning strategies on Fiqh learning outcomes for MA Palapa Nusantara students. The type of research used in this research is quantitative research with an experimental research approach with Quasi-Experimental Design research methods. Data collection techniques in the study used tests, observations, and documentation. In the Experiment class, teachers' teaching activities are in the Good and Very Good categories, and the value of student learning activities is 90.2%. While in the Control class, the value of teacher teaching activities is in the Good and Very Good category, and the importance of student learning activities is 80.8%. The prerequisite test shows that the data is typically distributed and homogeneous. It is concluded that using Problem Based Learning strategies can significantly improve achievement or learning outcomes. In contrast, direct learning strategies cannot substantially improve learning achievement or outcomes.

Keywords: Learning Strategies; Problem Based Learning; Direct Learning; Learning Outcomes.

INTRODUCTION

Teachers should provide opportunities for students to think, analyze, solve problems, and act without fear so that the learning process can run more effectively and efficiently [14]. The success of the teaching and learning process is the main thing that must be achieved in implementing education in schools [11]. Student participation in learning activities is essential in determining the success of learning activities [18]. Teaching and learning activities in schools aim to achieve increased learning outcomes [16]. Learning outcomes are the value of student achievement after following the learning process as a form of knowledge and understanding and their application [8].

The learning process implemented for students can effectively improve knowledge, skills and changes in characteristics as a provision to be applied in everyday life. Therefore, learning effectiveness depends on the learning objectives that will improve specific learning outcomes [9].

Thus, learning outcomes are changes in student behaviour after learning material in a subject at school.

One of the subjects taught at the Madrasah Aliyah level is Fiqh. Fiqh is knowledge of Islamic Shari'a laws obtained through the ijihad method [3]. Fiqh subjects in the Madrasah Aliyah curriculum are defined as one of the clusters of Islamic religious education subjects that aim to prepare students to recognize, understand, appreciate, and practice Islamic law, which becomes the basis for their way of life [15].

In Fiqh, subjects students are taught about the concepts of Fiqh and worship in Islam, including property ownership contracts, buying and selling, khiyar, muamalah, alms, grants, gifts, endowments, usury and insurance [6]. Likewise, at MA Palapa Nusantara, Fiqh learning is expected to provide understanding for students in responding and practising it in their social life. By understanding Fiqh, students can carry out worship properly and correctly because Fiqh is the

understanding of the scholars of Islamic law contained in legal sources (Al-Qur'an and As-Sunnah) [2]. MA Palapa Nusantara has an educational identity that leads to religious education and provides a forum for teaching and learning. So the Fiqh learning process supports the realization of increasing students' human resources from the intellectual side, emotional and spiritual, that the vision and mission of the MA Palapa Nusantara can be realized and implemented correctly through effective and efficient planning, implementation and evaluation.

The process of learning Fiqh at MA Palapa Nusantara has been carried out quite well. The student's activities in the classroom and the level of students' understanding of the material being taught are still very lacking. This is thought to be influenced by the learning strategy applied by the teacher is still not appropriate. The passive learning process the teacher uses causes students to sit, listen, and record learning and impacts students' difficulties in understanding and exploring what is being learned. Students do not play an active role in the learning process, and it is challenging to develop their thinking skills. What the teacher said they ignored and did not become something important to them. Then some students also look sleepy because the class atmosphere is less lively. Students rarely ask questions, although teachers often ask students to ask students if there are things that are not clear or not understood. This problem arises because students ignore what the teacher says. The material presented by the teacher does not become the focus of their thinking.

Some teachers at MA Palapa Nusantara have not fully presented the appropriate learning stages. For example, teachers rarely do apperception activities to attract students' attention to new material to be taught when starting learning, even though those activities are essential because the understanding depends on students' readiness to accept the latest material. In addition, not many teachers explain the learning objectives or objectives of the material to be taught. The teacher directs students to listen to the explanation of the material and even reads the material directly without requiring the purpose of the learning being carried out. It is not uncommon for teachers to leave the topic being taught, so misconceptions among students often happen.

The preliminary observations on students' Fiqh abilities at MA Palapa Nusantara showed that

many students did not understand the proposed Fiqh principles, which became the initial foundation in learning Fiqh. Students are also unable to relate the problems given by the teacher with the appropriate arguments of the Qur'an or Hadith. Even students consider what is found in the book far from social practice. In this condition, students should be able to practice the laws contained in the Qur'an and Al-Hadith as a basis for carrying out daily activities.

The teacher does not present problems related to the material being taught, even though Fiqh in social practice is constantly developing. Still, in reality, the issues presented by the teacher are only fixated on what is contained in the book. These problems are still general and not infrequently; what exists is very far from what students face in their environment. So indirectly, the strategies prepared by the teacher have not been fully able to develop student's analytical skills or investigations related to the topic of problems they receive. Learning activities are still centred on the teacher, and the teacher is the main object, while students only act as passive listeners who are still confused by what the teacher says.

The teacher-centred learning process results in a lack of student-cooperative attitudes [4]. Students tend not to be able to discuss with their classmates because learning comes entirely from the teacher. Teachers rarely direct students to consult with their classmates about the problems and do not give students the time to present or reflect on what they have learned. It is essential to strengthen the material and conclude learning outcomes through reflection activities during the learning process. These activities will provide material conclusions to students so they can be implemented in their daily lives.

Then the results of observations on student activities during the learning process are students rarely pay attention to the teacher while studying. Students tend to do other activities in the classroom, such as playing and talking with their classmates and sometimes, students are found sleeping in class. Student responses when learning activities are very lacking, and student's ability to solve problems and deliver problem-solving results are not so good. When directed to analyze, most students cannot find a clear picture of the issues they receive. Then when making presentations or reading the results of discussions in front of the class, students tend to be

nervous, embarrassed, and unable to convey the results of their meetings.

Observing these problems and the current issues that are developing in education today, we need a learning strategy that has appropriate characteristics and can solve educational problems at MA Palapa Nusantara. It's a learning strategy that gives students an active role in current conditions, can develop thinking and demands students to explore the problem so that students can provide their conclusions on the current situation and find solutions to problems in the learning process. One of the active learning strategies is the Problem Based Learning strategy.

The problem-Based Learning Strategy was initially developed by Howard Barrow in the 70s in medical science at Southern Illinois University School. At first, Problem Based Learning was used to study various cases in patients with diseases to be cured [10]. Then after Problem Based Learning was successfully applied to overcome problems in the medical world, scientists tried to use Problem Based Learning strategies in the field of education to overcome issues in the field of education [19]. So there is a Problem Based Learning strategy at MA Palapa Nusantara in Fiqh subjects to solve problems teachers, and students face in the teaching and learning process. A problem-Based Learning strategy is learning that begins by directing students to present problems related to learning materials that are closely related to everyday life. From the issues raised, the teacher requires students to solve these problems according to the steps of Problem Based Learning [17].

According to [5], the Problem Based Learning strategy can be applied through 5 phases, namely 1) problem orientation, 2) student organization for learning, 3) group investigation, 4) presentation of results, and 5) analysis and evaluation. Meanwhile, according to [12], the Problem Based Learning strategy is applied through four phases:

1) Reviewing and presenting problems. In this phase, the teacher reviews students' prior knowledge and directs students to give issues closely related to real-world life related to the material to be studied. This condition allows students to be motivated to explore information from several references as material to solve the problems that have been presented.

2) Develop strategies. In this phase, departing from the information collected in the first phase,

students are directed to develop appropriate strategies to solve the problems that have been presented.

3) Apply strategies. In this phase, students use the methods that have been prepared in the second phase to solve the problems that have been presented.

4) Discuss and evaluate the results. In this phase, the teacher asks students to assess the validity of their solutions by asking representatives from each group to report the results in front of the class.

The four phases allow the Problem Based Learning strategy to influence students' Fiqh learning outcomes because, in the Problem Based Learning strategy, students gain knowledge from the problem-solving process that has been carried out [20]. This condition is in line with what was stated by [20] that the Problem Based Learning strategy can affect students' knowledge in solving social problems that exist in society [12]. Because applying those strategies can help students understand the Fiqh concepts, they are learning and help them find links between ideas.

This is in line with the results of research by [13], that the Problem Based learning strategy affects students' cognitive abilities because it is one of the student-centred learning strategies that begin with presenting real-world problems and then solved by students [7]. This condition allows Fiqh subjects to become a preferred field of study so that, in the end, it can affect students' Fiqh learning outcomes. Problem Based Learning strategy can solve Fiqh learning problems at MA Palapa Nusantara by looking for issues experienced by students in studying Fiqh subjects, then influencing overcoming problems encountered in learning. However, from the beginning of 2020 to 2022, all countries worldwide, especially Indonesia, are still hit by the disaster, namely the COVID-19 outbreak. The COVID-19 pandemic is a health crisis that has hit almost all corners of the world [1]. This pandemic impacts various fields, one of which is the field of education. To overcome the COVID-19 pandemic, all countries in the world, especially Indonesia, have implemented social distancing, namely social distancing designed to reduce the interaction of people in the broader community [1]. With social distancing, learning in schools is hindered, so the government urges the government to carry out online learning for areas exposed to COVID-19 and face-to-face for areas not exposed to COVID-19.

Based on the description above, it is necessary to research the effect of problem-based and direct learning strategies on the fiqh learning outcomes of MA Palapa Nusantara East Lombok students in the 2021/2022 academic year.

METHODS

The type of research used in this research is quantitative with an experimental research approach with Quasi-Experimental Design research methods. The population in this study were MA Palapa Nusantara students as a whole, with the number of classes consisting of 8 and the total number of students being 210. The sampling technique used in this research is group sampling (Cluster Random Sampling). So that the section or class used to represent the population consists of two classes, namely the experimental class, which is taught by problem-based learning strategies and the control class, which is taught by direct learning strategies.

This research was conducted in MA Palapa Nusantara Selebung, Keruak District, East Lombok Regency. The analysis is carried out in the even semester of the 2021/2022 academic year. The research variables used in this study are:

- 1) The dependent variable measured in this study is the student's Fiqh learning outcomes in Fiqh subjects;
- 2) The independent variables used in this study are problem-based learning strategies and direct learning strategies – the research design used in this study is a nonequivalent control group design (Table 1).

Table 1 – Research design nonequivalent control group design

Group	Pre-Test	Treatment	Post Test
Experiment	O1	X	O2
Control	O3		O4

Notes: O1 – Initial ability test results in the experimental class (pre-test); O2 – Final ability test results in the experimental class (post-test); O3 – Initial ability test results in the control class (pre-test); O4 – Final ability test results in control class (post-test); X – Treatment with problem-based learning strategies

The data collection techniques used in this study were the test, observation, and documentation to

obtain relevant results. The data analysis techniques for this research are prerequisite, normality, homogeneity, and hypothesis testing. After the prerequisite test is met, the research hypothesis test is carried out by the Independent Samples T Test. This test is conducted to test the subject before and after a process. The criteria used to test the hypothesis are: If the probability value ($\text{sig} > 0.05$), H_0 is accepted.

RESULTS AND DISCUSSION

The Effect of Problem-Based Learning Strategies on Students' Fiqh Learning Outcomes. The data collected in this study came from the results of students' Fiqh tests which consisted of students' pre-test and post-test scores, teacher teaching activities, student learning activities, discriminating power of questions, and level of difficulty. The data that has been collected is then analyzed carefully. So the analysis results will be a strong basis for making decisions or conclusions in this study.

After taking action using the Problem Based Learning strategy, it can be seen that the changes in the scores or scores obtained by the students, namely the average value of 67 in the pre-test, increased to 85.7 in the post-test. And the highest score on the pre-test, 80, rose to 95 on the post-test. And the lowest score of 50 on the pre-test increased to 77.5 on the post-test.

Data on teaching activities during the teaching and learning process takes place using a problem-based learning approach. It can be seen that teacher teaching activities using a Problem Based Learning approach are in the Good and Very Good categories. For teacher teaching activities for eighteen, the number of very good predicates is 13 times, and for suitable predicates, five times.

Data on student learning activities during the study showed that student learning activities using a learning approach using Problem Based Learning had a value of 90.2% with the percentage of student learning activities in each face-to-face meeting, which varied considerably.

For the difficulty level, the questions are at the Easy and Medium levels, consisting of 9 items having a moderate level of difficulty and 31 questions having an Easy level of difficulty. After conducting the test of the discriminatory power of

the items, it is known that for each item, there is "an excellent distinguishing power of the items".

Before testing the hypothesis of each problem formulation, what must be done first is to determine the Normality and Homogeneity test. The results of the calculation show $t_{\text{count}} > t_{\text{table}}$, it can be concluded that the application of Problem Based Learning strategies can improve learning outcomes or student achievement. Decision: Because $t_{\text{arithmetic}} (5.84) > t_{\text{table}} (1.69)$, with degrees of freedom $(dk) = n - 1 = 32 - 1 = 31$, $\alpha = 0.05$, then there is a significant difference. Thus, it can be concluded that applying Problem Based Learning (PBL) Learning Strategies can significantly improve achievement or learning outcomes.

In research activities on Problem Based Learning strategies, it is clearly seen that learning achievement has increased significantly. The significance of this learning achievement is influenced by the learning strategies used so that the value of students has a significant difference after experiencing the action in the classroom.

The Influence of Direct Learning Strategies on Students' Fiqh Learning Outcomes. After taking action using the Direct Learning strategy, it can be seen that the changes in the scores or scores obtained by the students, namely the average value of 67 in the pre-test, increased to 79 in the post-test. And the highest score on the pre-test, 77.5, increased to 85 on the post-test. And the lowest score of 57.6 on the pre-test increased to 72.5 on the post-test. The teacher's activities for eighteen meetings revolved around the predicates of Good and Very Good, where the number of very good predicates is five times and of suitable predicates 13 times.

Data on student learning activities during the study showed that learning activities using a learning approach using Direct Learning had a value of 80.8%. The percentage of student learning activities in each face-to-face meeting varied considerably.

The questions are at the Easy and Medium levels for the difficulty level. Which consists of 10 items having a moderate level of difficulty level and 30 questions having an Easy level of difficulty level. As for the differentiating power of the items in this research, the different ability of the questions is good, and the extra power of the questions is excellent, which consists of 2 questions

that have good discriminatory power and 38 questions with superior discriminating power.

After analyzing the data, it is known that $t_{\text{count}} (-12.63) < t_{\text{table}} (1.69)$, with degrees of freedom $(dk) = n - 1 = 32 - 1 = 31$, $\alpha = 0.05$, then there is no significant difference. So the conclusion is that implementing Direct Learning (DL) learning strategies cannot significantly improve achievement or learning outcomes.

Differences in Fiqh Learning Outcomes by MA Palapa Nusantara Students who were taught with Problem Based Learning Strategies with Direct Learning Strategies on Fiqh Learning Outcomes of MA Palapa Nusantara Students. In the Experimental class that uses Problem Based Learning strategies after the post-test activity, the student's average score is 85.7. The highest value is 95, and the lowest value is 77.5. The teacher's teaching activities revolve around Good and Very Good predicates, where the number of very good predicates is 13 times and of suitable predicates five times. At the same time, the average percentage of student learning activities contributed to 90.2%. The item discrepancy is very good for the discriminatory power of the items; as for the difficulty level, the questions are at the Easy and Medium levels. Which consists of 9 items having a moderate level of difficulty level and 31 questions having a manageable level of difficulty level $\alpha = 0.05$, then H_0 is accepted. So based on the results of the analysis above, it can be concluded that "The application of Problem Based Learning (PBL) Learning Strategies can significantly improve achievement or learning outcomes".

Based on the calculations carried out, it was obtained that there was a sufficient or moderate correlation coefficient between the pre-test and post-test scores. It got $t_{\text{count}} (-12.63) < t_{\text{table}} (1.69)$ with the conclusion that the application of Direct Learning (DL) learning strategies did not can significantly improve achievement or learning outcomes. After conducting post-test activities in the control class using Direct Learning strategies, the student's average score was 79. The highest score was 85, and the lowest was 75 in teacher-teaching activities ranges in the predicate Good and Very Good. The average percentage for student learning activities is 80.8%. The differentiating power of the items is in the Distinctive Power of Good Questions and the Distinctive Power of Very Good Questions.

Based on the results of the analysis, it is clear that there are differences in the achievement of stu-

dent learning outcomes that are taught using Problem Based Learning and Direct Learning strategies. The two differences have a significant difference. Some tests are carried out, such as the pre-test and post-test correlation tests in the experimental class or classes taught using the Problem Based Learning strategy. The correlation value shows good quality as evidenced by the correlation value that has been fulfilled; namely t count is more significant than the t table. While in the control class or the class taught using the Direct Learning strategy. There was no significant change, as evidenced by the pre-test and post-test correlation tests results that still did not meet the calculation criteria, namely, the t-count is smaller than the t-table. In addition, the average student learning outcomes using Problem Based Learning is higher than Direct Learning with normally distributed data. Several other factors are discriminatory power and difficulty level, leading to problem-based learning strategies. It is concluded that applying Problem Based

Learning strategies is more effective than Direct Learning.

CONCLUSIONS

Based on the results of the study, it can be concluded that:

- 1) There is a positive (significantly) effect on the use of Problem Based Learning (PBL) learning strategies on Fiqh learning outcomes for MA Palapa Nusantara students;
- 2) There is no positive effect (significantly) of the use of Direct Learning strategies on Fiqh learning outcomes for MA Palapa Nusantara students;
- 3) There are differences in Fiqh learning outcomes for Palapa Nusantara MA students who are taught using Problem Based Learning (PBL) strategies with students who are taught using Direct Learning strategies.

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