SCIENTIFIC APPROACH-BASED FIKIH LEARNING MODEL

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Abstract

This study aims to find a model of Fikih learning based on a scientific approach in Islamic Senior High Schools. The methodology used is qualitative analysis supported by quantitative data. This type of research uses the Research & Development (R & D) approach. The source of the data is the Fikih learning based on the scientific approach held by MAN Insan Cendekia Serpong and MAN Insan Cendekia Gorontalo. The model that has been conceptualized is experimented on in MAN 1, South Tangerang City. The design of the scientific approach emphasizes the performance and exploration of students both independently and in groups. research results show that scientific approach based learning can encourage students to be active and creative. Students are able to produce a useful product. So it can be concluded that the application of the intended model is considered effective in achieving learning objectives through the application of flexible and conditional steps 5 M. As a recommendation, this learning model innovation based on student-centric is considered feasible to be applied at various levels of education those are equal.

Keywords: fikih learning; scientific approach; fiqh learning model

Abstrak

Penelitian ini bertujuan menemukan sebuah model pembelajaran Fikih berbasis pendekatan ilmiah di Madrasah Aliyah. Metodologi yang digunakan adalah analisis kualitatif yang didukung oleh data kuantitatif. Jenis penelitian menggunakan pendekatan penelitian Research & Development (R&D). Sumber data adalah pembelajaran Fikih berbasis pendekatan saintifik yang diselenggarakan oleh MAN Insan Cendekia Serpong dan MAN Insan Cendekia Gorontalo. Model yang telah terkonsep di eksperimenkan di MAN 1 Kota Tangerang Selatan. Desain pendekatan ilmiah ditekankan kepada kinerja dan eksplorasi siswa baik secara mandiri maupun kelompok. Diperoleh hasil penelitian, pembelajaran berbasis pendekatan ilmiah mampu mendorong siswa bersikap aktif dan kreatif. Siswa mamapu menghasilkan suatu produk yang bermanfaat. Sehingga dapat disimpulkan bahwa penerapan model dimaksud dinilai efektif untuk mencapai tujuan pembelajaran melalui penerapan langkah 5 M yang fleksibel dan kondisional. Sebagai rekumendasi, inovasi model pembelajaran yang berbasis student centris ini dinilai layak untuk diterapkan di berbagai jenjang pendidikan yang sederajat.

Kata kunci: pembelajaran fikih; pendekatan ilmiah; model pembelajaran fikih

Introduction

Contemporary Fikih Learning still dominantly uses a conventional approach by means of speech and learning by heart. Such a condition can position Fikih as a group of contents which can be understood by students, but its application is weak. As a matter of fact, Fikih themes are matters related to legal conduct and practice in various aspects of daily life together with detailed arguments from an Islamic point of view. (Zuhaily, 1999, 14). Learning approach the nature of which is *teacher-centred* in Fikih learning will result in students lose their interest in learning Fikih. This fact is strengthened by a research result which mentioned that Fikih learning quality constitutes a scope of Islamic religion education subject, which is still considered low. The learning created is monotonous and boring, both due to the factor of lack of training or additional education for Islamic religion education teachers (Jamhari, 2013, 3). The result of the findings indicates a feeling of dissatisfaction of Fikih learning at Islamic schools. This can happen because Fikih science is still deemed as theoretical knowledge which finds it difficult to change knowledge to become "meaning" and "value" or poorly encourages inspiration of religious values which should be internalized into the soul of the students. Muhaimin strengthened that Islamic religion education is not an illustration of social and cultural context, static and free from history, as such that students less instil religious values as something alive in their day-to-day activities (Muhaimin, 2007, 1). For example, the material regarding body arrangement, the call for praying (adzan and iqamah), washing for ablution (wudhu), praying (shalat), and so on need such a design development which is more interesting for its material practice implementation.

Fikih Learning should be packaged to become a knowledge which is full of meaning by means of scientific approach-based learning as defined by Darmawan Deni and Din Wahyudin (2018: 161), as an applicative learning model, which emphasizes student's activity through activities in the form of observing, questioning, associating, trying, and making a network in a learning activity (Darmawan et al., 2018, 161). This study is interesting to be researched because it potentially becomes a concept to build a new model of Fikih learning, by referring to various problems of Fikih learning. Among other things are, firstly an applicative learning model with Fikih has not yet been applied. The active *learning* approach to date is more applied in general learning. Secondly, such a weak competence of teacher in the pedagogic field so that they poorly understand and master some new method variations, learning tends to be conventional because of following their former teacher's style at Islamic school while teaching Fikih. *Thirdly*, previous researches have not yet explicitly shown regarding scientific approach-based Fikih learning, as done by Mazrur Amberi titled *Fikih Learning at Islamic School (Finding Model amidst Difference).* A research conducted by Rizqy Maulana Sahid titled the Effectiveness of *Jigsaw* Learning Method Application and *True or False in Fikih Learning (A Case Study at Junior High School Muhammadiyah 5 of Surakarta for the School Year of* 2011/2012 and the research done by Leni Fitriana titled *an Effort to Increase the Activeness and Performance of Fikih Subject by means of Cooperative Learning of Scramble Type Learning Model at the Primary Islamic School Muhammadiyah Trukan Paliyan of Gunungkidul.* Thereby this research is important because it is considered to have a newness value.

Related to research object, the eligibility of the Islamic Senior High School (Madrasah Aliyah) Insan Cendikia under the Ministry of Religion Affairs of the Republic of Indonesia has a reason which can be accountable. Among

other things are, we obtained information through an initial survey that the said Islamic school has conducted a scientific approach based K-13 curriculum learning model. Besides, the Islamic School Insan Cedikia is a Model or Superior Islamic Senior High School which is oriented to become a model for the Islamic schools under the Ministry of Religious Affairs of the Republic of Indonesia.

Starting from the focus of the problem as mentioned above, this research can answer a problem around "How is a scientific approach-based Fikih learning concept and its effectiveness to the achievement of Fikih learning?"

Learning Model

Learning model is a general plan or pattern of a series of learning activities so that the action is patterned or organized as such based on systematic and directed principle at the objective to be achieved. This is strengthened by Ella Yulaelawati who said "that a learning model offers a structure and understanding for developers in knowing the problem, detailing the problem into the units more easily to overcome and solve the learning problem. (Yulaelawati, 2007, 67). The position of the model in a learning can be used as a practical base of the learning process as the result of the derivation of educational psychology theory and learning theory which can "be made as guidance in planning learning at the classroom (Supriyono, 2010, 46)

Learning model can be positioned as a conceptual framework which describes a systematic procedure in organizing a student's learning experience to achieve a certain learning objective. Beside as guidance for teachers in planning and implementing study and learning activity. It can be understood that a learning model is a conceptual framework which describes a procedure systematically in organizing a study experience to achieve

objective and function as guidance for teachers in planning and implementing learning activity.

A learning model is always based on a sufficiently strong base, as said by Bruce Joyce & Weil (Darmawan, 2018, 1-3). The two experts said that a learning model is composed based on several theories of knowledge, such as educational theory, psychology, sociology, psychiatric, and so on. Thereby, a learning model can be regarded into four models, namely: a) Social interaction model, namely a model which emphasizes a harmonious relationship between individual and the community. This model is based on Gestalt theory; b) Information Processing Model, namely a cognitive learning model being oriented to student's ability in processing information which can improve his/her competence. This model is based on Piaget theory; c) Personal Models, namely a model which starts from humanistic theory being oriented to individual's self-development. This model emphasizes student's emotional to develop a productive relationship with their environment; and d) Behavior Modification Model, namely the giving of "reward" and "punishment" as a positive and negative reward based on student's growth and development.

Scientific Approach

The scientific approach in learning is related to the implementation of the 2013 curriculum. This can be based on an argument that the existence of said approach is positioned to become one of the main characteristics of the approach of the 2013 curriculum learning. (Permendikbud, 2013, 3). This approach can be regarded into modern pedagogic dimension emphasize in the 2013 curriculum learning. Scientist uses the scientific approach within the framework of the findings of various observation result-based natural phenomena (Trianto 2017, 194-195).

Definitively, scientific approach can be understood as a learning process designed as such that students will actively be able to construct a concept, law or principle through an observing stage, formulating the problem, putting forward or formulating a hypothesis, collecting data with various techniques, analyzing data, taking a conclusion and communicating a concept, law or principle "found". Thereby scientific learning can be defined as an applicative learning model, which emphasizes student's activity by means of activities in the form of observing, questioning, associating, trying, and making a network in a learning activity. In this case, students are always involved in the scientific process and are directed to collect and analyze data, to check hypothesis and theory as well as reflect the knowledge construction objective (Bruce Joyce, 2000, 33).

The scientific approach in learning is based on constructive psychology theory (Herlanti, 2015, 119). This theory is made as a base of the soul in relation to the newest active learning which puts forward how to think inductively. With a scientific approach, students are guided to be able to construct their own knowledge. Students have a wide opportunity in exploring and elaborating learning and are given the opportunity to actualize their competence through various learning activities designed by the educator. Whereas the philosophy which forms the basis of the scientific approach is *progressive philosophy*. Namely, a school of philosophy which focuses its study on *interest* (*muyuliyah*) aspect, needs, *attitudes* of students and social problems (Syairozi, 2007, 19).

Scientific approach based-learning model development has a measurable indicator (Darmawan, 2018, 169). Such an indicator includes: (a) based on a phenomena, obtaining new knowledge, or correcting and combining previous knowledge; (b) putting forward inductive associating; (c) based on evidence of the object which can be observed, empirical, and measurable with specific associating principles; and (d) containing a series of activities of collecting data by means of observation or experiment, processing information/data, analyzing, and then formulating, and testing hypothesis. A similar opinion is put forward by Majid in his book that the essence of a scientific approach is the golden footbridge of the growth and development of attitude, proficiency, and knowledge of the students. In its process, scientific approach in its research is started from any matters of casuistic nature or in other words according to Majid put forward such an inductive associating, which positions specific evidence into wider idea relation (Majid, 2014, 195). This is strengthened with research done by Johari Marjan et al which concluded that learning using a scientific approach can improve a study result and the proficiency of basic science process of the students (Marjan, et al., 2014, 11).

The scientific approach emphasizes a logical concept in learning. Students can implement a series of activities which are deemed to be able to complete a number of student's competence by maximizing their activities and able to disclose objectively all the phenomena occurring freely by taking into account the code of logic. The said target brings such logical consequences for the scientific approach design in learning to have some steps. Although in its implementation, by considering the aspects of the subjects, material, or certain situation this scientific approach will not always be appropriate if it is applied procedurally (Trianto, 2017, 195)

The stages of scientific approach based-learning can be seen from the following figure 1.
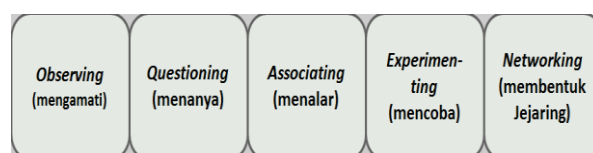

Figure 1. The Stages of Scientific Approach in Learning (Trianto, 2017, 196)

The stages of learning by using a scientific approach are actually not static consecutively from the first step to the fifth step but it can be adjusted with the situation and condition. Its stage can also be various in accordance with the strategy and method used.

Method

This research uses a qualitative approach which according to Lincoln and Guba (Lincoln, Y.S and Guba, E.G, 1985, 25) is called as "*Naturalistic Inquiry*" because the observation method and data collection method are conducted in natural background/setting, it means without manipulating the object researched. And its result is of descriptive nature and tends to use analysis with the inductive approach". This research wants to describe the condition, event or phenomena occurring in the field regarding scientific approach-based Fikih learning model at the Islamic Senior High School based on the objective condition as it is (*natural setting*) by means of written and non-written data.

Through observation, interview, and document study it is obtained the data regarding the research needed in the Fikih learning implementation at Islamic Senior High School (*Madarasah Aliyah*) with a sample of MAN IC Gorontalo Serpong dan Gorontalo. An in-depth interview and semi-structured interview were conducted with related parties, and completed with a document study namely collecting documents related to the research such as institution profile, activity profile, activity schedule, and other data in accordance with the problem to get a learning model. Scientific approach-based Fikih which was then experimented at the Islamic Senior High School (MAN) 1 of Tangerang Selatan (MAN Serpong). Whereas through literature book study, article and documents related to the

research problem, we obtained theoretical data to strengthen the field data.

After data collection stage, then analysis and testing of data validity are conducted by using two methods namely: 1) Triangulation method, namely comparing and fitting the phenomena obtained by researcher in the field (in the form of notes during observation) with the data obtained through interview and document study; and 2) Triangulation data, namely comparing the data and evidence obtained from different situation, including 3 (three) subtypes namely person, time and space. It means the researcher will take and dig information and data from the teachers and students conducting the same activity and conducting it at different time and place.

Results and Discussion

The Empowering Learning

Careful in Observation

In this carefulness, students are trying to explore learning. Its implementation can be realized in 2 ways. a). Recitation (assignment), namely the way done before learning is started by giving a task to look for and find the material from various sources the existence of which both can be found within the school environment or outside the school. The student can report the result of the searching by showing the information on the material of the said learning both through memory and learning by heart or hand notes the source of which is from teaching material such as books, module or other sources of teaching material. This method is effective to exercise self-reliance through task development the source of which is from a scientific source. In this first method, there is an observation activity of the object in-depth namely by "prioritizing the significance of the learning process (*meaningful learning*) and has several superiorities among other things is to present

object with real situation, students are happy and challenged, and its implementation is easy"(Majid, 2104, 211). b) Direct Observation. Through this method, students can conduct an observation directly to the learning material inside or outside the classroom, and it can be conducted through daring (within a network) or non-daring (Interview Result, 2018, 21-23 May). Through this observation, there are three types of student's activities. Firstly, ordinary observation. In this level, the student is positioned as the full subject. It means the existence of the subject is not involved with the actor, object or situation. Secondly controlled observation, namely, an observation which can be said as an ordinary observation but the actor or object being observed is placed at a special situation room; and (3) participative observation, namely student can be directly involved with the actor or object being observed (Trianto, 2013,197).

Observation as a process toward empowering learning can be conducted by means of various methods according to necessities which are based on the meaningful aspect for the research subject, in this case, is the student itself. This observation becomes important for modern learning because it can be made as an active facility for optimizing the empowerment of students in involving all the senses in order that the learning conducted can be understood intact.

Skilful in Questioning

A questioning skill is usually done based on a fact deemed phenomenal, scare or new. As an example, a question arising in the Fikih learning and teaching process on Khilafah, praying for 3 times a day, etc. A number of questions have arisen from student's experience, both experienced by themselves or observation to the environment. "In the questioning process, most students have a spirit to put forward a question based on a sense of curiosity or feeling to know,

to test his/her friend, or respond his/her friend's question (Experiment Result 2018, 20 July - 03 August). This is in line with the theory stating that the questioning stage is meant to obtain a verbal response from the student to increase and develop competence (Majid, 2014, 216)

Not all of the questioning model put forward by the student is regarded as a good question. This is possible because sometimes it is spontaneous, its sentence is long enough and difficult to understand. In fact, ideally, such a question is short and clear, inspires answer, has a focus of answer, of divergent nature, of validation or strengthening nature, gives an opportunity to the student to think it over and over, stimulates such an increase of cognitive competence, and stimulates interaction process.

A questioning skill in learning is proved to become a process which can generate student's activeness. This skill, in one side, can be made by the students to show their existence, in another side for the educator it can show his/her existence as a skilled facilitator in conditioning such an active class.

Analysis in Associating

In analysis activity, it seems that the student actively exercises in using reasoning with association principle to produce innovation. Such association is to collect various information, both from an external source like the internet or internal source namely their group discussion result. Whereas producing such innovation is a decision achievement process and development of what is being observed and discussed. Sources of material obtained through observation can be processed with adaptation between practice and the existing concept. In this case, the teacher plays a role as a facilitator and gives motivation to a student, for example giving motivation on future life or student's death is related to the material studied namely about body arrangement (the result of the

interview, 2018, 21-23 May). Associating activity as a scientific process in the learning is in line with the theory that associating stage in scientific approach describes a process that teacher and student are the active actors, who contain the process to think logically and systematically on the empirical facts which can be observed to obtain a knowledge conclusion (Majid, 2014, 223-224).

The associating process done by a student in Fikih learning can be grouped into two types of approach. Firstly, an approach started from special matters to general matters, which is called as inductive associating. Namely a scientific approach by taking a conclusion from phenomena of specific nature to become a general conclusion. The two approaches being started from general matters to specific matters which is usually called as deductive associating. Namely a scientific approach by analyzing general conclusion then take it as a conclusion of more special or specific matters. By using two types of approaches, students are trained to use a logical to think critically in finding the truth from the phenomena observed of the learning themes. This is in line with the learning concept in Islam the purpose of which is to train human beings through a learning and associating method which is full of activities such as observing, reading, studying and conducting a scientific observation in accordance with God's law (al-Nahlawi, 1979, 24).

Dare to Try

The process of trying done by students in the form of product serving, the making of material through *powerpoint* presentation material, direct practice inside and/or outside the classroom, in coordination with other subjects, and so on which of course by considering carefully related to time optimizing power, and fund. Fikih learning by finding a product up to its presentation starting from a product in a light category up to heavy category. For a sample of

the product in a heavy category is like an activity to make an application of inheritance calculation for inheritance material (Interview Result, 2018, 16-18 July). To reach to a product as mentioned above, the stage of trying done by students is done in several stages, among other things are: a) determining the theme which is appropriate with the basic competence; b) preparing the tools and equipment as well as material used, and learning how to use it; c) learning such a relevant theoretical base and the results of previous experiments; d) conducting and observing experiment; e) recording the phenomena occurring during the experiment, analyzing, and presenting its data; f) taking a conclusion; and g) making a report up to present the experiment result (Majid, 2014, 231). Through an attitude of daring to try as described above, it can encourage a student to behave actively and creatively, think critically and carefully through a real and authentic based-learning.

Skilful in Communicating

A communicating activity is shown in the form of conveying an idea individually or in groups being identified as an activity which can be said as a result of the process of thinking scientifically. Its realization is that the student can present in front of the classroom regarding the result of exploring and elaborating him/herself and their groups. Such phenomena can be made as an argument that through communication stage, a student is trained to be more self-confident in conveying such an idea to other people properly and rightly. Through a communicating skill, communication approach can give a broad opportunity for the student in exploring and elaborating learning, as well as give the opportunity for the students to actualize their competence through various learning activities having been designed by the teacher. Scientific learning is an applicative learning model. In another side, the teacher can conduct an evaluation of student's mastering level and

understanding related to the material and further the teacher can direct and/or strengthen the said student's idea (Interview Result 2018, 21-23 J)

It seems that such a finding as mentioned above is in line with the theory stating that the "communicating" stage is the final activity of the learning which can be done individually or in groups. Such activity can take a form of elaboration of result presentation and conclusion of the task done and discussed jointly. Meanwhile, on the other side, teachers play a role as a facilitator to confirm and clarify the answer or result of the student.

Innovation in Scientific Approach-based Fikih Learning

The Purpose of Active and Integrative Learning

The purpose of scientific approach-based Fikih learning designed by the Islamic Senior High School covers the matters of constructive and innovative nature. This can be seen from several points hereinbelow based on the result of interview and documentation. Firstly, its purpose is to build student's creativeness. Secondly, to make Fikih knowledge as a discipline of dynamic study and thirdly, contextual-based Fikih learning development and integration with science (Interview Result, 2018, 16-18 2018). In its implementation, such purpose is proved to be able to encourage students to behave actively and creatively.

The purpose of learning in its process needs various kinds of learning activities which are interesting, joyful and enlivening learning atmosphere. Thereby Fikih learning tends to be liked and understood by students and moreover, Fikih becomes something familiar in students' daily life. This is proved by research which concluded that "learning will be effective if it is conducted in a joyful situation because they can

see, hear and feel it (Dryden dan Jeannette Vos, 2001, 298).

Amongst the supporting factor of objective achievement, it needs a concept of integrating Fikih and science which can enliven Fikih as a discipline of study is logical, practical and full of meaning. This integration system can motivate students to prove Fikih theories with empirical science. Always try to find the scientific justification for several legal cases such as transplantation, body surgery, test-tube baby, and so on.

Variegated Learning Method

The method used in the scientific approach-based Fikih learning is of multi-nature with the spirit of active learning. Such a method among other things is recitation, discussion, question and answer, practice; assisting and integrating knowledge (Interview Result, 2018, 21-23 May). Speech method position is still used but not dominate as seen in conventional learning. The use of several kinds of methods is sufficiently reasonable because it is proved to be able to activate students to behave scientifically in the learning process. This is strengthened by Trianto (2014, 94) who said that learning must be able to help students in developing a skill of thinking and problem-solving.

Recitation method (assignment) is used by teachers in order that students can read on Fikih material before the learning is done. With recitation, students have a self-reliance attitude and are trained to think critically as well as cultivate bravery attitude and sense of responsibility. Whereas the discussion method as the heart of the scientific approach is sufficiently effective for the students to find the problem and its solution. Students are challenged to think creatively in knowing the sameness elements amongst different cases and can disclose its relationship. They can also organize some information and data on *Fikih*, so that they can

make a conclusion. This is strengthened by Utsman Najati who said that psychologists have concluded that thinking through discussion is the highest learning activity (Najati, 2008, 180). But we must confess that discussion method is not as easy as its application and it is strengthened by Abudin Nata (2011, 185) that such difficulty is often found at the personality of the educator and the students who frequently have no preparation in its planning and implementation. Besides this method, likewise "in the implementation of the discussion method, the forum is frequently dominated by persons who like talking (Zuhairini, 1980, 9). Another method used is question and answer. In this method, students are allowed to ask any matters which are not understood yet regarding Fikih knowledge material. Question and answer method becomes an important part in exploring the potential and horizon of the participants and then the learning atmosphere will become more lively and obtain new knowledge and experience. For example, in the praying (shalat) material the students can explore their knowledge on a rare phenomenon occurring at surroundings or phenomenon and culture at the environment of origin, for example, a phenomenon in which a praying (shalat) is only three times a day, variety of praying (shalat) movement, etc. (Interview Result, 2018, 21-23 May).

Further, practice method. Implementation of this method can be done while staying in two places. Firstly, practice in the classroom. At this location, students can practice the praying (shalat) movement at the time of the subject, for example, five-time praying practice. The practice of this model is done in order that student's competence of Fikih content is not only limited to knowledge but can also in the form of direct practice. This is strengthened by the interview result which concluded that with a practice a student can show his/her skill in this case regarding how to do a praying (shalat) (Interview Result, 2018, 21-23 May). Secondly, practice outside the classroom. At this location, the practice done by students is broader and can be done outside the learning hours. The content which becomes its object is the synergy result with the school activities. From the interview result we obtained information on the implementation of zakat material through the I-Care Program together with OSIS (Student's Internal School Organization), joint umroh activity, house renovation program as implementation of grant material and alms/ charity and becomes the steering committee of Qurban, and so on (Interview Result, 2018, 16-18 July). The speciality of practice outside the classroom can also involve stakeholder from outside as in the marriage simulation practice. Based on the experiment result, simulation is started from the Akad procession, marriage party, etc. All such simulation is performed by a student which covers the role of bride and bridegroom, the officer conducting a marriage ceremony, lecturer, etc. (Interview Result, 2018, 16-18 July). Through practice method students have also creativeness to develop a product-based Fikih teaching material although it needs such a considerable amount of funds like inheritance conclusion application and the making of a miniature of hajj procession by using used goods/waste goods, through a poster, etc. (Interview Result, 2018, 21-23 May).

The method used is assistance. Therefore, it is routinely presented some professional keynote speakers, coming from outside the school which seems to have its own meaning for the students. They can learn directly from the persons having field experience with the material being their expertise. It is seen that students are more enthusiastic because they obtain such a learning situation as they have experienced when the persons as the hajj guide present the hajj worshipping practice (Interview Result, 2018, 16-18 July).

The method which sufficiently special is knowledge integration. The purpose of this method is to state that Fikih knowledge is dynamic because it can be correlated with other related knowledge. This comprehensive study is applied by Fikih teachers at the Islamic Senior High School through coordination with the teachers of other related subjects. Such coordination is focused on the content substance related to Fikih knowledge material conformity within the determined time (Interview Result (2018, 16-18 July). As an example, from the application of the above method students can put forward a theme on the reason of the prohibition to eat pig meat, it turns out that its prohibition is not only Islamic reason but we can study the reason of its prohibition scientifically with biology-related to tapeworm which is very dangerous for body metabolism of its consumers. This method is felt sufficiently interesting, because of creativeness amongst teachers with their extra works which are structured and well-managed. The approaching model as meant in the context of the 2013 curriculum concept can be regarded as a thematic education concept. Namely, a learning theme can integrate with various disciplines of related knowledge. This is strengthened with a theory which states that an integrated thematic approach (thematic amongst subjects) in line with the scientific approach concept in the 2013 curriculum (Regulation of the Minister of Education and Culture, 2013, 3). This integration method is sufficiently proved to make students be active and creative in Fikih knowledge development through analysis of relevant and related science integration, besides openness of horizon and see Fikih knowledge as a knowledge having a correlation with other knowledge. This method can train students to be able to understand comprehensively from the content of Fikih knowledge which in the long run will more believe in the truth of Fikih knowledge as charity law.

The Learning Media

The use of media applied by the State Islamic Senior High School (MAN) Insan Cendekia is of variegated nature. Firstly, seen from its use taxonomy, the learning media consists of *daring* (within network) and non-*daring*. With the daring system, Fikih learning is conducted based on internet and supported with a Cyber Room and other facilities. With the non-daring system, the media used in the learning process is in the form of direct media namely learning tool hardware. Contoh: *Perangkat memandikan* and *mengkafani Jenazah*. Secondly, media is seen from taxonomy of involvement of the five senses comprising Audio Media, Visual Media, Audio-Visual Media, and Multimedia (Interview Result, 2018, 21-23 May).

Media differentiation as mentioned above is in line with the theory which states that media has functions among other things are for demonstration, verbal conveyance, printing media, still drawing, moving drawing, film with sounds, and learning machines. Each of the media has a consequence in case of its use. The more complicated the type of media hardware used, the more expensive the costs of its investment and the more and more difficult for its procurement but the more and more general its use and the broader and broader scope of its target. (Munadi, 2010, 49-57)

The use of media as explained above will make media urgency clearer in the learning process. Its existence function as a helping tool in order that the contents will be clearer and clearer and easily understood. Therefore, the purpose of learning can be realized more quickly. Media utilization in the learning has a sufficiently influential position for its success. The effectiveness and efficiency of learning can be supported with good and right media utilization. We can make a conclusion that such quality learning, one of which is influenced by

the procurement and utilization of supportive learning media. Such a media constitutes "all the matters which can convey and distribute messages from the source according to plan in order to create a conducive learning environment where an acceptance can conduct a learning process efficiently and effectively. Therefore the position of the media is not only complementary but also really function as source of learning, semantic, manipulative, psychology and socio-cultural (Munadi, 2010, 49-57)

The Learning Evaluation

The evaluation used at the Islamic Senior High School (Madrasah Aliyah) MAN IC sufficiently varies. Its types are in the form of assignment, daily assignment/ formative, quiz, etc. It is in the form of essay, not structured questions like Multiple Choices because the first form is considered effective to measure student's assignment in understanding the learning material. (Interview and Observation Result, 21-23 May 2018 and 16-18 July 2018). The said evaluation result will then be schemed to become two classifications, namely, the group passing the test and the one not passing the test based on the Minimum Completion Criteria Standard (KKM). For the students who have not yet achieved the minimum value standard or Minimum Completion Criteria (KKM), will be given a subject clinic program in the form of a short Semester, Enrichment and Remedial (Interview and Observation Result, 21st -23rd May 2018 and 16-18 July 2018). This is in line with the function that the learning evaluation applied can also be made as *feedback* if it turns out that the evaluation result shows shortage and badness to immediately find how to improve it (Bukhari, 1983, 25)

Scientific approach based-Fikih learning developed emphasizes on the student's competence development. Students are trained to put forward an idea openly through a series of evaluation activities done by the teacher. The

target to be achieved is not limited to cognitive measurement only but also to proficiency measurement (psychomotor). This is strengthened by Ngalim Purwanto who said that "The evaluation result can be functioned for the sake of complementary data of guidance and growth of each student individually, as a tool to diagnose weaknesses, strength and competence of the students (Purwanto, 1988, 6).

The purpose of this latest evaluation is to evaluate and measure student's skill and competence in the daily life context. In a psychomotor aspect, students do not obtain an adequate supply of knowledge in overlapping with their memory. But they should understand what is learned on Fikih knowledge and its application in daily life context. The skill achievement expected from the learning and teaching activity needs such a dominant mental, in this case, are thinking and skilful. The important thing to be taken into account by the teachers that in the evaluation done is not limited to such acquirement of declarative knowledge. Teachers can conduct an evaluation to the "*naturalizing*" attitude namely student's ability insisting a behavior being presented with the most little physical or psychist energy, its movement is done routinely. "Naturalizing is the highest level of competence in the psychomotor domain" (Purwanto, 1988, 6). Thereby evaluation of scientific approach-based Fikih knowledge is not deemed adequate only with a written test or paper and pencil tests but also to evaluate the work obtained by the students as their investigation result by observing the exhibition of the result of their findings. Psychomotor evaluation can be made as an indicator which shows that the students are capable of applying their knowledge on Fikih knowledge in the real world, thereby students are not only able to learn by heart.

Effectiveness of Scientific Approach Based-Fikih Learning

Based on the experiment, scientific approach based-Fikih learning model at the State Islamic Senior High School (MAN) Insan Cendikia has an effective impact on the objective achievement acceleration. This is based on some indicators among other things are student's learning atmosphere which are active, creative and improving and that there is an efficiency of learning material mastering by the time, burden, and achievement standard) (Experiment Result, 2018, 20 July- 03 August).

Learning effectiveness can be seen through the *pre-test* and *post-test* results obtained from Fikih learning for 2 cycles. There are two classes in each level namely: 1) Experiment Class, namely a class where learning with a concept is applied by the field research result; and 2) Control Class, namely a class made as a comparison of the Experiment Class, where the concept of field research result is not applied. Said experiment result can be seen in detail in several graphs below:
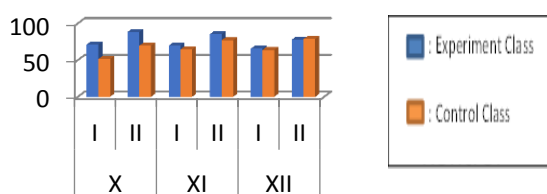

Figure 2. The Graph of Difference of Pre-Test Result (Experiment Result, 2018, 20 July - 03 August)

Based on the above figure, it can be known that in the *pre-test* result averagely the experiment class (in the table is in blue color) is higher than the average control classes (the table is in red colour) in each level of class in each cycle. Although in Grade XII in the second cycle the experiment class is not far higher than the control class. Whereas the highest difference is in Grade X, both in cycle 1 or 2. Continued at Grade XI and Grade XII in which between the experiment class and the control class they are not different significantly.
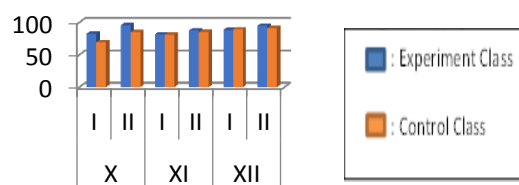

Figure 3 The Graph of Difference of Post-Test Result (Experiment Result, 2018, 20 July - 03 August)

Based on the above figure, it can be known that in the post-test result averagely the experiment class (in the table is in blue color) in Grade X has a difference significantly higher than the result of average control classes (the table is in red color) in each cycle. Whereas in Grade XI and XII its result is not so significant, especially in the first cycle.

In detail, the result obtained in the experiment stage at the two classes, namely experiment class and control class in each pre-test and post-test stage can be seen through the graph figure below. The said graph describes the success level in the learning through the pre-test and post-test result namely before the model is applied to the students and after the model is applied in each cycle. Including the comparison of the level of its acquirement result with the control class.
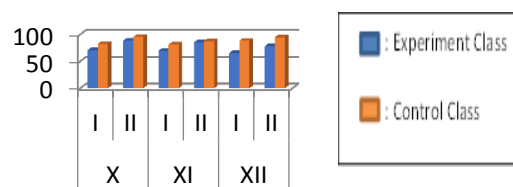

Figure 4. The Graph of Average Pre-Test and Post-Test Result of Experiment Class (Experiment Result, 2018, 20 July - 03 August)

Based on the above figure, it can be known that in the pre-test and post-test result in the experiment class it has difference and such a sufficiently significant and stable increase in each

cycle. The difference between pre-test and post-test which is not so far shows that Fikih learning by using scientific approach model will give sufficiently positive and significant impact for the students, both for the pre-test or post-test. With a reason that the students applying this model are more ready and get used to developing learning both when it is in pre, in, and post-process.
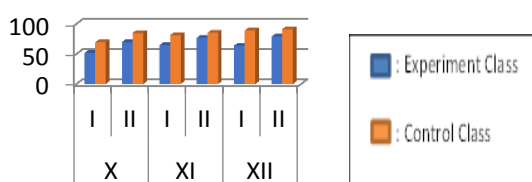

Figure 5. The Graph of Average Pre-Test and Post-Test Result of Control Class (Experiment Result, 2018, 20 July - 03 August)

Based on the above figure, it can be known that in the pre-test and post-test results in the control class it has such sufficiently significant difference between the pre-test result and the post-test result done by the students, both in each level and cycle. This difference shows that the students conduct a learning as in general, namely do not yet understand before the learning is conducted, and to become understand after the learning is given. Although the learning implemented is more conventional, but there is still an increase of result between the pre-test and post-test done by the students.

CONCLUSION

Scientific approach based-Fikih learning developed by the State Islamic Senior High School (MAN) Insan Cendikia is already in line with the concept of the 2013 Curriculum prevailing nationally. Its development model is dynamic so that it's learning systemic covering the process of observing, questioning, assisting, trying and establishing a network is flexible adjusted with the objective condition in the learning process.

Scientific approach based-Fikih learning is proved to be effective in building student's creativeness so that Fikih knowledge can be understood as a practical and dynamic knowledge which validity can be learned through a scientific approach which is rational, contextual, integrative, and multi-interpretation. Experiment testing shows that scientific approach based-Fikih learning, its effectiveness is sufficiently significant compared to a conventional learning. But its effectiveness is considered inadequate in content/material enrichment and its organization is less practical because it needs such a complex preparation.

Based on qualitative analysis with quantitative support then the scientific approach based-Fikih learning model with its various limitation can be made as an innovation model in Fikih learning because it is proved to be more effective in the efforts to achieve the objective of Fikih knowledge which is applicative and integrative. Based on the said findings, the existence of a scientific approach, based-Fikih learning can be made as a model which can complement the conventional model.

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