

Management of Active Learning Strategies in Learning Fiqh in General Department Students

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ABSTRACT: *The success of learning in an educational institution depends on creativity in learning from the teacher's business. Because he is a teacher, he must bring the learner towards the goals he has set. This study describes how the planning, implementation, evaluation of active learning strategies in learning jurisprudence (Islamic law) in students majoring in Mathematics and Natural Sciences (MIPA) in Madrasah Aliyah Nahdlatul 'Ulama (MA-NU) Mojosari, Loceret, Nganjuk, East Java, Indonesia. This study uses an interpretive paradigm through a qualitative approach, a type of case study research. The results of the study found several related to the planning, implementation, and evaluation of active learning in fiqh learning carried out at the study site, all by the concept of the theory although there are still improvements in terms of implementation that will automatically affect the results, so the teacher must work extra hard to perfection through continuous evaluation.*

Keberhasilan pembelajaran pada suatu lembaga pendidikan tergantung pada kreatifitas dalam pembelajarannya dari usaha guru. Karena dia sebagai Guru, maka ia harus membawa pembelajarannya kearah tujuan yang telah ditetapkan. Penelitian ini mendeskripsikan bagaimana perencanaan, pelaksanaan, evaluasi strategi *active learning* dalam pembelajaran fiqh (hukum Islam) pada peserta didik jurusan Matematika dan Ilmu Pengetahuan Alam (MIPA) di Madrasah Aliyah Nahdlatul 'Ulama (MA-NU) Mojosari, Loceret, Nganjuk, Jawa Timur, Indonesia. Penelitian ini menggunakan paradigma interpretif melalui pendekatan kualitatif, jenis penelitian studi kasus. Hasil penelitian ditemukan beberapa terkait perencanaan, pelaksanaan, dan evaluasi *active learning* dalam pembelajaran fiqh yang dilaksanakan di lokasi penelitian, semua telah sesuai dengan konsep teori walaupun masih ada penyempurnaan dalam hal implementasi yang otomatis akan mempengaruhi hasilnya, sehingga guru harus ekstra bekerja keras untuk kesempurnaan tersebut melalui evaluasi terus menerus.

Keywords: *Strategy Active Learning, Fiqh Learning, General Majors.*

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I. INTRODUCTION

Education in the history of human civilization is one of the essential components of life. Even if we go further back, we will find that education always proceeds in every age. If we observe education in Indonesia, we will find that knowledge is a tool to memorize, the class still focuses on the teacher as a source of knowledge. For this reason, new learning is needed that empowers students to support fluency in the teaching and learning process (Hamdani, 2012).

As a follow up to the implementation of the Minister of Education and Culture Regulation of the Republic of Indonesia number: 160 of 2014, a Regulation of the Minister of Religion of the Republic of Indonesia was issued, Regarding Madrasa Curriculum. Based on these regulations, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah outside the target mentoring (240 institutions), must re-implement the 2006 curriculum (KTSP) for general subjects and continue to apply the 2013 Madrasah Curriculum (KURMA 13) for PAI and Arabic themes. Adjustments to Curriculum Structure, Process Standards and Assessment Standards To Be Explained More detailed in specific guidelines (Kementrian Agama, 2014).

In the environment of the Madrasah Aliyah Nahdlatul Ulama 'Mojosari Ngepeh Loceret Nganjuk, those who attend school are not only children from the village but also from the city. So that the converging culture of towns and cities so that here can arise individual differences and intelligence actions, as well as lack of passion for learning (Huda & Afiful Ikhwan, 2019). So in the Aliyah Nahdlatul Ulama Madrasah Environment Mojosari Ngepep Loceret Nganjuk, it is necessary to arouse students' enthusiasm for learning and conditioning of village and city culture. Therefore, the institutions in education, especially Fiqh, need to use Active Learning Strategies, Teacher Strategies that are used to increase students' learning enthusiasm, so that in daily learning, Students are asked to be active in listening (Sri Wahyuni, Nuraini Nuraini, 2018), Practicing knowledge which needs to be practised, which are usually divided into groups, where one group looks. The other group listens, at the end of the lesson, concludes the knowledge that has been practised, and if anyone who does not understand can ask questions. Besides completing learning, Students are asked to observe the school environment and the environment in which they live in related material that has been taught by their teacher. So they all know directly what content has been shown (Afiful Ikhwan, Ju'subaidi, Ali Rohmad, 2019).

Given the importance of learning that uses Active Learning Strategies that aim to increase the passion of students in education and can instil students' understanding of positive values to appreciate individual differences and intelligence of each other (Maisaroh & Rostrieningsih, 2012); (Ikhwan, Oktio Frenki, & Rohmad, 2019). To encourage researchers to research Madrasah Aliyah Nahdlatul Ulama 'Mojosari Ngepep Loceret Nganjuk, which is an educational institution that is in the process of progressing and developing. Where the management feels the need to improve the quality of their graduates, if they compete with the Institute of Science and Technology, they will experience difficulties, because of the high learning burden for children under the Ministry of Religion.

Manager of Madrasah Aliyah Nahdlatul Ulama 'Mojosari Ngepeh Loceret Nganjuk, emphasizes on their graduates to be right Islamic individuals, both in general or general subjects and broad religion, as a characteristic of their graduate criteria,

especially in the Fiqh which is expected by students to have good grades in the world of education (Nasution, 2007).

This research focuses on the MIPA Department Students who are known to be polite, disciplined, and creative. In the Department of Mathematics and Natural Sciences, the students are a combination of Pondok (city) children and village Children, each afternoon they get lessons in a boarding school. Also, the quality of graduates from the Department of Mathematics and Natural Sciences is well known for their tenacity in learning, some even continue to go abroad, and some of them study at well-known universities in Indonesia, both public and private.

II. LITERATURE REVIEW

1. Strategy and evaluation of Active Learning in Fiqh Learning

Active Learning Strategies in Fiqh Learning, teachers must conduct regulating skills or techniques in learning that aim to create involvement or participation of students to be effective and efficient in learning, it takes a variety of supporters in the teaching and learning process, namely from students, teachers, learning situations, programs learning, and from learning tools as well as providing opportunities for students to get to know and understand Islamic Law both in the Study of Worship and in Muamalah (or fellow humans), as a manifestation in the formation of a right Muslim person (Ferry Irawan Febriansyah, Daroini, & Widawat, 2019).

Learning methods on active learning strategies that are suitable in Fiqh lessons, according to Dr Mel Silberman entitled "Active Learning (101 Ways to Study Active Students)" (Melvin L. Silberman, 2016). As follows:

- 1) Targeted Teaching Method: Teachers Ask questions to students, to find out what students already know and understand before explaining what is taught.
- 2) Practising the material being taught (Role Playing): The teacher asks some students to practice and can apply the procedure that has been explained, and other students must pay attention and match it with the material that has been taught.
- 3) Be a critic of the video show: The teacher asks students to watch the video show according to the material, then tries together to assess how the results of the video
- 4) Arguments and Competing Arguments: The teacher allows each student to make an argument, and then the teacher draws an outline of the case that has been raised.
- 5) The question reverses the role: The teacher gives questions at the end of the lesson to students, where learning activities have taken place.
- 6) Information Search: The teacher prepares several questions, and students are asked to find answers to questions, through textbooks, documents, etc.
- 7) Study groups: Teachers give assignments to students to create a group and study material, discuss in groups. Here the content must be explicit, and each participant must understand the material the teacher asks to learn.
- 8) Card Sorting: The technique where the teacher tries to instil the concept of teaching materials, to find information and facts in the article.

- 9) Jigsaw learning: This technique asks each student to teach material that has been assigned to students. The material learned in each student is different according to the group, so if combined, they will become full knowledge.
- 10) Anyone can be a teacher: The teacher allows students to become the front teacher, and explain the material in front of their classmates (Melvin L. Silberman, 2016).

2. Planning for Active Learning in Fiqh Learning

Planning is the stage of selecting and connecting facts, knowledge, imagination for the future, to get the desired results. While Learning Planning is the activity of choosing, establishing, developing methods to achieve the desired teaching outcomes (Hamzah, 2012).

In making an Active Learning Strategy, learning planning must be carried out, which will not be separated from the so-called learning theory, learning theory is a step to determine and use the principles carried out by educators and developers to achieve learning goals (Muhammad Yaumi, 2012). Besides learning theory is an integrated set of principles from learning theory, other relevant approaches, and research results that make a person capable of predicting the impact of learning conditions, students' cognitive processes and the resulting abilities.

Learning activities that are used to grow and develop students' intelligence in learning theory, which can be used in fiqh learning that uses Active learning strategies include critical thinking, analyzing, making abstract symbols, making sequences, using questions, conducting experiments, solving problems, thinking be scientific, play logic games, set deadlines, do statistical analysis, write problems and numbers (Muhammad Yaumi, 2012).

In Active Learning Strategies, students cannot be separated from the name of critical thinking, and critical thinking is a cognitive ability to say something confidently because based on reason and substantial evidence, critical thinking can also be adjusted to the skills of students. Therefore, before educators enter the classroom need to plan to learn to achieve learning objectives, the following steps are suitable in learning Fiqh (Nurhadi, 2018).

- 1) Determine the objectives achieved, taken from the syllabus, which then determines the essential and core competencies, and then makes a Learning Implementation Plan (RPP).
- 2) Prepare materials or tools or media (can be projectors, task books, folio paper, etc.) as needed in the theme.
- 3) Perform existing procedures, including the sequence of steps in learning, from opening to closing.
- 4) I am evaluating the learning that has been done.

3. Evaluation of Active Learning Strategies in Fiqh Learning

In the Active Learning Strategy on Fiqh learning will not be separated with the name Evaluation, assessment is an activity or process that is systematic, ongoing, and comprehensive to control various components of education based on specific considerations and criteria (Munjin, 2017). The evaluation here emphasizes the learning outcomes of students covering all learning, assessing

the characteristics of students, achieving curriculum and administration (Ida Farida, 2017).

In evaluating fiqh learning or knowing what is lacking and needing to be improved in fiqh learning, then what needs to be prepared include the assessment instrument, which is a tool used to see and analyze whether students have achieved the expected learning outcomes and know whether they are following the objectives or still need development and repair (Ismail, Anita W, Sunardi, & Rochsantiningsih, 2017). Measuring instruments that can be used include test equipment (written test, oral test), non-test (work assessment, alternative assessment, authentic assessment, portfolio, inventory, questionnaire and performance observation format. In evaluating instructional learning, educators must determine the type of assessment instrument what will be used (Ida Farida, 2017). As follows:

- 1) Written assessment, assessment using measurement techniques in the form of written tests. Such as multiple-choice, description, etc.
- 2) Verbal assessment, assessment using direct questioning techniques or direct communication to students.
- 3) Performance or skills assessment, the teacher asks students to take action or display specific skills based on the tasks given.
- 4) Project appraisal, the assessment of the assignment is given to students in a certain period.
- 5) Product assessment, the teacher asks students to produce work from the material being taught.
- 6) Portfolio assessment, assessment of documents and work of students in specific fields organized to determine interest, achievement development, and activeness of students.
- 7) Attitude assessment, assessment of the attitude of students in the learning process and after learning takes place.
- 8) Self-assessment, asking students to assess themselves about several things. Can assess aspects of attitude, knowledge and skills
- 9) Assessment between friends, asking students to express the strengths and weaknesses of the theme in various matters honestly.

III. METHOD

This type of research used in this research is qualitative research. Research whose research procedures produce descriptive data in the form of written or oral words and people and behaviours that can be observed, without doing statistical calculations. Data collection techniques were carried out by triangulation, data analysis was inductive, and the results of qualitative research emphasized the meaning rather than generalization (Sugiyono, 2012). Taking the location of this study according to the authors is very unique from other sites because of the implementation of strategy management with active learning methods in learning fiqh (Islamic law) but in the general department, if in the department of religion it is usually the case (Che Noh, Kasan, Yusak, & Yusuf, 2019). Data obtained from the Head Madrasah, Teachers, Students, and other parties involved, with data collection techniques using in-depth interviews, observation and documentation. The analytical tool used is the qualitative analysis model of Miles and Huberman data reduction, data display and verification.

Checking the validity of the data using triangulation; credibility, transferability, dependability and confirmability (Sembodo, 2008). The focus of this study is to explore how the planning, implementation, evaluation of active learning strategies in learning jurisprudence (Islamic law) in students majoring in Mathematics and Natural Sciences (MIPA) in Madrasah Aliyah Nahdlatul 'Ulama (MA-NU) Mojosari, Loceret, Nganjuk, East Java – Indonesia (Agianto, 2018).

IV. FINDINGS AND DISCUSSION

KH founded madrasah Aliyah Nahdlatul 'Ulama (MA-NU) Mojosari, Loceret, Nganjuk, East Java. Ahmad Basthomi Zaini (has died) in 1998, as a provision for children after the junior secondary level (MTs) to continue to a higher level. Before establishing Madrasah 'Aliyah (upper secondary level), he first created the Nahdlatul 'Ulama Mojosari Education Foundation, then pioneered MTs NU Mojosari in 1997. In the beginning, there were 15 teachers, having 60 students from two majors in Natural Sciences (IPA) and Social Sciences (IPS). In addition, the curriculum used was the first time KBK (Competency-Based Curriculum). For now, in 2019, MA NU Mojosari has 35 teachers, 290 students (divided into 11 classes (from classes 10 to 12), and within MA NU Mojosari there are three majors in Natural Sciences, Social Sciences and Religion. The curriculum in use now Curriculum based in 2013 (Waka Kurikulum MANU, 2019).

Students of MA NU Mojosari were formed based on the belief of Ahlussunnah Waljama'ah Annahdliyah, Nationality, Sincerity, and a Sense of Ownership. From this, the alumni were formed who had morality and had competence in their fields. With thousands of alumni scattered in various regions, up to now MA NU Mojosari still exists in empowering the community. MANU Mojosari has also set goals, has advantages in academic and non-academic fields, provides students with faith to have faith, loyalty and morality, and equips students with science and technology and can use it in highly competitive global relationships, educate participants students to be able to respond to various natural phenomena and be able to solve scientifically, to provide customer satisfaction to meet customer needs and expectations by customer requirements. School Management is responsible for communicating this quality Management system to teachers and employees who also influence the quality so that it can be understood to be applied effectively and efficiently.

1. Planning active learning strategies in jurisprudence learning

Planning is the stage of selecting and connecting facts, knowledge, imagination for the future, to get the desired results. While Learning Planning is the activity of choosing, establishing, developing methods to achieve the desired teaching outcomes (Hamzah, 2012).

In general, learning planning is the initial activity of teachers in realizing the success of learning; teachers are asked to be selective in choosing materials to be carried out in the implementation of knowledge. Here the teacher is asked to design learning as attractive as possible to attract the attention of students.

In making an Active Learning Strategy, learning planning must be carried out, which will not be separated from the so-called learning theory, learning theory is a step to determine and use the principles carried out by educators and developers to achieve learning goals. Besides learning theory are an integrated

set of principles from learning theory, other relevant methods, and research results that make a person able to predict the impact of learning conditions, students' cognitive processes and the resulting abilities (Muhammad Yaumi, 2012).

Meanwhile, in broad outline, Active Learning Strategy is the teacher's skills in teaching. Where the teacher teaches in learning, teachers must have their appropriate methods, including role-playing, group work, discussion, etc., which is suitable according to the education carried out. The school must pay special attention to the Active Learning Strategy, especially in Fiqh learning, so that the knowledge applied to students can be useful and become a provision in the next life and make students more interested in learning (Latif & Nurainiah, 2018). However, if it is not absorbing it will change education, by always evaluating knowledge.

Found about learning planning Active Learning Strategies in Fiqh learning at MA NU Mojosari Ngepeh Loceret Nganjuk: (a) preparing syllabus can be downloaded online, teachers must be careful in choosing essential competencies and core competencies in learning if one wants it will have an impact on learning that done. (b) make a Learning Implementation Plan (RPP) itself, in this process, depends on the quality of the teacher, so that if the teacher is less able to compile the RPP, then the Implementation will be monotonous and fail to attract the interests of students. (c) choosing their method, as well as making their lesson plans, here depends on the ability of the teacher.

From these data, there is still a lack of planning in learning, and it is not by the theory of knowledge. So it is necessary to find solutions and can improve the quality of education. Also, in the research findings, there are still deficiencies in determining learning methods, teachers must try to choose the right way or enrich the technique, as the teacher's style of teaching later,

To succeed in Active Learning Strategies, especially in Fiqh Learning. There are several solutions to learning planning (Athoillah, 2015). As follows:

- 1) Teachers must be more selective in preparing learning plans appropriately, starting from the teacher making lesson plans (RPP), making research instruments namely activity observation sheets, teacher observation sheets on learning, interview guidelines for teachers and students, making worksheets for each meeting and test questions.
- 2) the school must also do a workshop to the teacher, in preparing the lesson plan
- 3) Learning Implementation Plan (RPP) is made and discussed with the teachers to develop the lesson plan following the curriculum set at the school
- 4) The teacher changes the method of learning so that students are interested in following the learning process.
- 5) Learners understand the steps in implementing Active Learning Strategies in learning

It is hoped that from this step, the same synergy will be formed in education. Besides the teacher must further enhance understanding of existing learning theories, and those that are compatible with general environmental conditions,

following learning theory which is the learning planning stage, in the Active Learning Strategy. Steps are as follows:

- 1) Determine the objectives achieved, taken from the syllabus, which then determines the essential and core competencies, and then makes a Learning Implementation Plan (RPP).
- 2) Prepare materials or tools or media (can be projectors, task books, folio paper, etc.) or appropriate learning resources needed in the theme.
- 3) Perform existing procedures, including the sequence of steps in learning, from opening to closing
- 4) Evaluating the teaching that has been done

In addition to preparing lesson plans, in the lesson plans, teachers are asked to choose the right method, as a support in education and so that the teacher is not monotonous in teaching. Before selecting a process, the teacher must consider several aspects, so that later there will be no obstacles in learning, according to existing theories. As follows:

- 1) Seeing the Characteristics of students, determine the character of students following existing conditions in the class. Students who tend to think critically will enjoy using methods related to Active Learning strategies and vice versa.
- 2) Material / essential potential, meaning that each method presented must think first about the content that is suitable or not if applied in class.
- 3) Supporting facilities, determining the supporting facilities is suitable for learning; besides that, there are supporting facilities before entering the classroom.

The more methods that are tried, the teacher will be more natural to determine how the right method of teaching — especially the study of jurisprudence in the students of the Department of Mathematics and Natural Sciences.

2. Implementation of Active Learning Strategies in Fiqh Learning

In the application of Fiqh learning conducted by teachers not yet in line with Active Learning Strategies in Fiqh learning for students of the Department of Mathematics and Natural Sciences at MA NU Mojosari Ngepeh Loceret Nganjuk, several Research findings were found. Among them are as follows: (a) Less learning methods, must try other means, the teacher uses the lecture method, questions and answers, and discussion (b) The ability of the teacher to apply the technique, (c) the student's lack of active learning.

In learning conducted by the Fiqh teacher, the Fiqh teacher uses the lecture, discussion, and question and answer method.

In choosing a learning method in an active learning strategy, the teacher can choose the following method that is suitable for Fiqh lessons, in Dr Mel Silberman entitled "Active Learning (101 Ways to learn Active Learners)". (Melvin L. Silberman, 2016). As follows:

- 1) Targeted Teaching Method, Teachers Ask questions to students, to find out what students already know and understand before describing what is taught.

- 2) Practising the material being taught (Role Playing), the teacher asks some students to practice and be able to apply the procedures that have been explained. Other students must pay attention and match with the material that has been taught.
- 3) Being a critic of the video show, the teacher asks students to watch the video show according to the material, then tries together to assess how the results of the video
- 4) Arguments and Competing Arguments, The teacher allows each student to make arguments, and then the teacher outlines the cases that have been voiced.
- 5) Questions reversing the role, the teacher gives questions at the end of the lesson to students, where learning activities have taken place.
- 6) Information Search, the teacher, prepares several questions, and students are asked to find answers to questions, through textbooks, documents, etc.
- 7) Group study, the teacher gives assignments to students to create a group and study material, discuss in groups. Here the article must be explicit, and each participant must understand the content the teacher asks to learn.
- 8) Card Sorting. The technique where the teacher tries to instil the concept of teaching materials, to find information and facts in the article.
- 9) Learning in Jigsaw style, this technique asks each student to teach material that has been assigned to students. The material learned in each student is different according to the group, so if combined, they will become complete knowledge.
- 10) Everyone can be a teacher; the teacher provides an opportunity for students to become the first teachers, and explain the material in front of their classmates.

It is expected that from the Implementation of Active Learning Strategies in Fiqh learning In MIPA students in MA NU Mojosari, more methods will be carried out, aiming at nothing to increase students 'learning interest, and so that students are not comfortable to bore in learning, increase students' enthusiasm in education, so learning is more active and fun. Which in the end can be applied by students in daily life in today's modern environment.

3. Evaluation of Active Learning Strategies in Fiqh Learning

In the Active Learning Strategy in Fiqh learning will not be separated with the name evaluation, assessment is an activity or process that is systematic, ongoing, and comprehensive to control various learning components based on specific considerations and criteria. The evaluation here emphasizes the learning outcomes of students covering all learning, assessing the characteristics of students, achieving curriculum and administration (Ida Farida, 2017).

Evaluation of Active Learning Strategies is a teacher's activity or process that is systematic, ongoing, and comprehensive to control various learning components based on specific considerations and criteria. The evaluation here emphasizes the learning outcomes of students covering all learning, assessing the characteristics of students, achieving curriculum and administration, as well as measuring how Understanding Students in Knowing Learning. In this discussion in the department of Mathematics and Natural Sciences.

Research Findings in evaluating active learning strategies include: (a) preparing an instrument, in choosing aspects depending on the ability of the teacher. (b) the teacher must choose what characters to be assessed, without guidance.

It can be concluded that in the Evaluation of Active Learning Strategies, which are carried out at MA NU Mojokari, there are still shortcomings, so there is a need for improvement, as well as appropriate solutions so that it is expected to facilitate teachers in carrying out their tasks, and success in subsequent learning.

In Fiqh learning, after carrying out Learning, the teacher must do what is called Evaluation must prepare an assessment instrument in education. In the Instrument itself, Assessment includes the assessment of attitudes, cognition, skills, and psychomotor. To succeed in the evaluation stage, there are several ways to conduct evaluations. Okay so that later solutions can be found that occur in the field: (a) the school must do training, (b) the teacher assesses the form of a checklist, rating scales, and performance to measure the potential of students to overcome problems and to measure group work, (c) teachers use test assessments and assessments, not tests, authentic assessment and portfolios. This aims to enable teachers to see how students plan problem-solving, see how improvements in students demonstrate knowledge and skills, (d) teachers can create new learning methods. , ag arable to attract students to participate in learning actively, (e) increase learning activities of all subjects, especially jurisprudence.

V. CONCLUSION

Planning Active Learning Strategies in fiqh learning: teachers must be more selective in preparing learning plans starting from making Learning Implementation Plans (RPP), making research instruments namely activity observation sheets, teacher observation sheets on learning, making worksheets for each meeting and test questions, making workshops for teachers, in preparing lesson plans, there is a forum for Subject Teachers' Consultation (MGMP), changing learning methods, so that students are interested in participating in the learning process, understanding the steps in applying Active Learning Strategies in learning.

Implementation of Active Learning Strategies in Fiqh learning: Improving learning methods, can be in addition to using lecture, question and answer, and discussion methods, increasing the ability of teachers to apply techniques, making students more active in learning, can be done by doing motion creations and others.

Evaluation of Active Learning Strategies in Fiqh learning: schools must hold regular and scheduled training, make assessments in the form of checklists, rating scales, and performance to be able to measure the potential of students to overcome problems and to measure group work, using test assessments and assessments not by Tests, authentic assessments and portfolios are aimed at enabling teachers to see how students plan problem-solving, see how improvements in students demonstrate knowledge and skills, create new learning methods, to attract students to actively participate in learning, increase learning activities for all subjects, especially Fiqh.

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