# Improving Students' Religious Attitudes through Fiqh Learning at MTs Al-Islamiyah Bebidas

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**Abstract**
This study aims to improve students' religious attitudes through Fiqh learning using a Classroom Action Research (CAR) approach at MTs Al-Islamiyah Bebidas. The religious attitudes examined include discipline in worship, honesty, responsibility, social awareness, and learning engagement. This research employed the Classroom Action Research design based on the Kemmis and McTaggart model, consisting of planning, action, observation, and reflection stages. The research subjects were eighth-grade students of MTs Al-Islamiyah Bebidas. The study was conducted in two cycles. Data were collected through observation, questionnaires, and documentation, and analyzed using descriptive qualitative and quantitative techniques. The results indicate a significant improvement in students' religious attitudes from the pre-action stage to the second cycle. The average level of religious attitudes increased from a low category in the pre-action stage to a moderate category in Cycle I and reached a good category in Cycle II. These findings demonstrate that contextual and applicable Fiqh learning implemented through Classroom Action Research is effective in improving students' religious attitudes.
**Keywords:** Religious Attitude, Fiqh Learning, Classroom Action Research, Islamic Junior High School.

**Abstrak**
Penelitian ini bertujuan untuk meningkatkan sikap religius siswa melalui pembelajaran Fikih dengan pendekatan Penelitian Tindakan Kelas (PTK) di MTs Al-Islamiyah Bebidas. Sikap religius siswa yang menjadi fokus penelitian meliputi kedisiplinan beribadah, kejujuran, tanggung jawab, kepedulian sosial, dan kesungguhan dalam mengikuti pembelajaran. Penelitian ini menggunakan desain PTK model Kemmis dan McTaggart yang terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas VIII MTs Al-Islamiyah Bebidas. Penelitian dilaksanakan dalam dua siklus. Teknik pengumpulan data meliputi observasi, angket, dan dokumentasi. Data dianalisis menggunakan analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa terjadi peningkatan sikap religius siswa secara signifikan dari pra-tindakan hingga siklus II. Rata-rata sikap religius siswa meningkat dari kategori rendah pada pra-tindakan menjadi kategori cukup pada siklus I dan mencapai kategori baik pada siklus II. Temuan ini menunjukkan bahwa pembelajaran Fikih yang dirancang secara kontekstual dan aplikatif melalui Penelitian Tindakan Kelas efektif dalam meningkatkan sikap religius siswa.
**Kata Kunci:** Sikap Religius, Pembelajaran Fikih, Penelitian Tindakan Kelas, Madrasah Tsanawiyah.

## INTRODUCTION

Islamic education has a strategic role in forming students who have faith, piety, and noble character. Madrasah Tsanawiyah (MTs) as an educational institution with Islamic characteristics is expected not only to develop the cognitive aspects of students, but also to be able to instill religious

attitudes as part of the character of students (Muhaimin, 2012). This is in line with the goals of national education which emphasizes the strengthening of faith, piety, and noble morals (Law of the Republic of Indonesia Number 20 of 2003).

Religious attitudes are a manifestation of the internalization of religious teachings which is reflected in beliefs, worship practices, and daily behavior. Glock and Stark (1965) explained that religiosity encompasses the dimensions of beliefs, religious practices, religious experience, religious knowledge, and the practice of moral values. Therefore, the development of religious attitudes requires a learning process that is not only informative, but also transformative.

Fiqh subjects have an important role in shaping students' religious attitudes because they contain Islamic teachings that are directly related to the practice of worship and social life. Fiqh learning is ideally able to direct students to understand Islamic law as well as practice it in daily life (Ministry of Religion of the Republic of Indonesia, 2008). However, in practice, Fiqh learning is still often oriented towards theoretical mastery of the material.

Learning that tends to be teacher-centered and emphasizes memorization causes a low internalization of religious values in students (Sanjaya, 2016). This condition was also found at MTs Al-Islamiyah Bebidas, where the results of initial observations showed that some students had not shown optimal religious attitudes, such as low discipline in worship and lack of practice of Fiqh values in daily life.

Efforts to improve learning are needed to systematically improve students' religious attitudes. One relevant approach is Classroom Action Research (PTK), because it allows teachers to reflect and improve learning in a sustainable manner (Arikunto et al., 2015). PTK is oriented towards solving real problems in the classroom through a cycle of planning, action, observation, and reflection (Kemmis & McTaggart, 1988).

A number of previous studies have shown that the application of innovative Fiqh learning is able to increase students' religious attitudes (Hidayat, 2019; Rahmawati, 2020). Other research also proves that PTK in Islamic Religious Education learning has a positive effect on religious attitudes and student learning activity (Nurhayati, 2018). However, research that specifically examines the improvement of religious attitudes through Fiqh learning with the PTK approach in the context of certain madrasas is still limited.

The novelty of this research lies in the focus of the study of improving students' religious attitudes through Fiqh learning based on Classroom Action Research which is adjusted to the characteristics and local context of MTs Al-Islamiyah Bebidas. This study emphasizes the affective aspect of students as the main indicator of learning success, not solely cognitive learning outcomes.

Based on this description, the purpose of this research is to improve students' religious attitudes through Fiqh learning at MTs Al-Islamiyah Bebidas by using the Classroom Action Research approach, as well as describe the process and results of the implementation of learning actions carried out.

## METHODS

### Research Type and Design

This research is a classroom action research that aims to improve students' religious attitudes through Fiqh learning. Classroom action research is understood as research conducted by teachers in their own classrooms through self-reflection with the aim of improving learning practices in a sustainable manner. Arikunto et al. (2015) stated that "classroom action research is a scrutiny of learning activities in the form of an action that is deliberately raised and occurs in a class together".

The design of this study refers to the Kemmis and McTaggart model which emphasizes cyclical processes. According to Kemmis and McTaggart (1988), "action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices". This model consists of four stages, namely planning, implementation of actions, observation, and reflection that are carried out repeatedly.

### Research Subjects and Settings

This research was carried out at MTs Al-Islamiyah Bebidas in the even semester of the current academic year. The subject of the study is grade VIII students who take Fiqh subjects. The selection of subjects was based on the results of initial observations that showed that students' religious attitudes were still not developed optimally, especially in the aspects of worship discipline and the practice of religious values.

The researcher acts as a teacher of Fiqh subjects who carry out learning actions, while peer teachers act as observers. This collaboration is important to maintain the objectivity of observations during the research process.

### Research Procedure

The research was carried out in two cycles, where each cycle consisted of the stages of planning, implementation of actions, observation, and reflection. At the planning stage, the researcher prepares learning tools in the form of Learning Implementation Plans (RPP), teaching materials, and research instruments. Arikunto et al. (2015) emphasized that "planning in PTK must be prepared based on the results of initial reflection on the learning problems faced by teachers".

The implementation stage of the action is carried out by implementing Fiqh learning which emphasizes the internalization of religious values through contextual learning activities. The observation stage is carried out simultaneously with the implementation of actions to observe students' religious attitudes. Next, a reflection stage is carried out to evaluate the results of the action and determine improvements in the next cycle. According to Kemmis and McTaggart (1988), "reflection is a process of analyzing, interpreting, and evaluating action outcomes to inform future practice".

**Data Collection Techniques**

The data collection techniques in this study include observation, questionnaire, and documentation. Observations are used to obtain data on students' religious attitudes during the learning process. According to Sugiyono (2019), "observation is a data collection technique that has specific characteristics when compared to other techniques". The questionnaire was used to find out changes in students' religious attitudes before and after the learning action. Documentation is used to complete research data in the form of photos of activities, student attendance lists, and relevant learning archives.

**Research Instruments**

The research instrument consisted of a religious attitude observation sheet and a questionnaire on students' religious attitudes. The observation sheet is prepared based on indicators of religious attitudes which include discipline in worship, honesty, responsibility, social concern, and seriousness in participating in learning. Uno (2017) states that "attitude assessment instruments must be compiled based on behavior indicators that can be observed directly".

The religious attitude questionnaire was compiled using a four-level Likert scale. According to Sugiyono (2019), "the Likert scale is used to measure the attitudes, opinions, and perceptions of a person or a group of people about social phenomena". This instrument is used to quantitatively measure the increase in students' religious attitudes.

**Data Analysis Techniques**

Data were analyzed using qualitative and quantitative descriptive techniques. Observational data were analyzed qualitatively to describe the learning process and changes in students' religious attitudes. The questionnaire data was analyzed quantitatively by calculating the percentage of achievement of religious attitude indicators in each cycle.

The increase in students' religious attitudes was determined based on a comparison of the results of pre-action, cycle I, and cycle II. The research is declared successful if at least 75% of

students achieve the good category. Arikunto et al. (2015) stated that "indicators of success in PTK are determined by the achievement of the objectives of the planned actions".

## RESULT AND DISCUSSION

### Pre-Action Conditions

Before the action was taken, the researcher carried out initial observations to find out the condition of the students' religious attitudes. The results of the observation show that the religious attitude of students is still relatively low. This can be seen from the lack of discipline of students in participating in religious activities, low seriousness in learning Fiqh, and lack of practice of Fiqh values in daily life. Pre-action results showed that most students had not reached the good category in the religious attitude indicator. Therefore, a more targeted and contextual action of Fiqh learning is needed.

### Results of Research Cycle I

In the first cycle, Fiqh learning is carried out by emphasizing the strengthening of religious values through the explanation of material related to daily life practices. The teacher also provides concrete examples of the application of Fiqh material and involves students in simple discussions.

Table 1. Results of Observation of Religious Attitudes Cycle I

| No | Indicators of Religious Attitudes | Persentase (%) | Category |
|----|-----------------------------------|----------------|----------|
| 1 | Discipline of worship | 68 | Enough |
| 2 | Honesty | 70 | Enough |
| 3 | Responsibilities | 72 | Enough |
| 4 | Social care | 65 | Enough |
| 5 | Earnestness in learning | 75 | Good |
| **Average** | | 70 | Enough |

These results show an improvement compared to the pre-action condition, but have not reached the set success indicators, which is at least 75% of students are in the good category. Based on the results of the first cycle, it was found that students began to show changes in religious attitudes, but were still inconsistent. Some students are still passive and have not fully internalized the values of Fiqh. Therefore, learning in cycle II needs to be improved by increasing active student involvement and strengthening the practice of religious values.

**Results of Cycle II Research**

In cycle II, Fiqh learning is improved by emphasizing more applicable learning, such as reflection on worship, providing real case examples, and strengthening the teacher's example. Students are actively involved in the discussion and reflection of the Fiqh values studied.

Table 2. Results of Observation of Religious Attitudes Cycle II

| No | Indicators of Religious Attitudes | Persentase (%) | Kategori |
|----|-----------------------------------|----------------|----------|
| 1 | Discipline of worship | 85 | Good |
| 2 | Honesty | 83 | Good |
| 3 | Responsibilities | 88 | Good |
| 4 | Social care | 80 | Good |
| 5 | Earnestness in learning | 90 | Excellent |
| **Average** | | | 85,2 |

The results of cycle II showed a significant improvement. All indicators of religious attitudes have reached the good category and exceeded the indicators of research success. The results of the study show that Fiqh learning through the Classroom Action Research approach is able to significantly increase students' religious attitudes. This increase can be seen in every indicator of religious attitude, especially in the aspect of discipline in worship and seriousness in following learning.

These findings are in line with Glock and Stark's (1965) theory that religiosity is not only related to belief, but is also reflected in the practice and practice of religious values. Fiqh learning that emphasizes the relationship between material and real practice has proven to be able to strengthen the dimension of students' religious practice and practice.

In addition, the results of this study support the opinion of Muhaimin (2012) who emphasized that Islamic religious education must be directed at the formation of religious attitudes and behaviors, not only on the mastery of knowledge. Contextual and applicative Fiqh learning is able to help students internalize religious values more deeply.

The results of this study are also consistent with Hidayat's (2019) research which states that activity-based Fiqh learning can improve students' religious attitudes. Similarly, Rahmawati's (2020) research shows that the integration of theory and practice in Fiqh learning has a positive impact on the practice of students' religious values.

The application of Classroom Action Research in this study strengthens the findings of Nurhayati (2018) who stated that PTK is effectively used to improve the learning of Islamic

Religious Education. Through a cycle of action and reflection, teachers can make continuous learning improvements according to the needs of students.

Thus, Fiqh learning that is systematically designed through Classroom Action Research is proven to be able to improve the religious attitude of students at MTs Al-Islamiyah Bebidas. The results of this study imply that Fiqh teachers need to develop learning that emphasizes the internalization of religious values through practice and example.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that Fiqh learning through the Classroom Action Research approach has been proven to be able to improve the religious attitude of students at MTs Al-Islamiyah Bebidas. The increase was seen gradually from the pre-action condition to cycle II, where all indicators of religious attitudes reached the good category and exceeded the established success criteria. The increase in students' religious attitudes occurs because Fiqh learning is designed contextually and applicatively, so that the material taught is not only understood cognitively, but also internalized in the form of religious attitudes and behaviors. Through a cycle of action and reflection, teachers are able to improve the learning process in a sustainable manner according to the needs and characteristics of students. Thus, this study emphasizes that Classroom Action Research is an effective approach to improve the quality of Fiqh learning, especially in shaping students' religious attitudes at the Madrasah Tsanawiyah level.

The implications of this study show that Fiqh learning has significant potential in shaping students' religious attitudes if it is designed not only oriented to mastery of the material, but also to the internalization of religious values through practice and practice. Practically, these findings encourage Fiqh teachers to design learning that is contextual, reflective, and actively engages students, as well as providing an example in the learning process. For madrasas, the results of this research can be used as a basis for the development of Islamic Religious Education learning policies, especially in supporting the implementation of Classroom Action Research as an effort to improve the quality of learning and the formation of students' religious character. In addition, this research opens up opportunities for future research to develop similar studies with more diverse subjects, materials, and learning approaches and examine the sustainability of students' religious attitudes in the long term.

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