

# Fiqh Learning at Madrasah Ibtidaiyah: Enhancing Students' Academic Performance through a Collaborative Learning Model

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## ABSTRACT

In the context of Madrasah Ibtidaiyah, Fiqh is a mandatory subject facing challenges due to ineffective teaching methodologies, leading to suboptimal learning outcomes. This study explores the potential of collaborative learning models to enhance these outcomes, hypothesizing that such methods could improve student engagement and comprehension. Utilizing a quantitative approach, data were collected through a structured questionnaire administered to Fiqh teachers via Google Forms, focusing on the effectiveness of current teaching methods and their impact on student performance. The analysis indicated that collaborative learning significantly improves learning outcomes by fostering greater student cooperation in understanding Fiqh concepts. This enhancement in learning is evident in both the quality of student engagement and academic achievements. While the findings affirm the benefits of collaborative methods, the study is limited to these strategies and suggests further research into a variety of instructional techniques to broaden educational effectiveness in religious studies. The success of collaborative models in this setting supports their potential utility in similar educational contexts, recommending an expansion of research to include diverse pedagogical approaches.

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## 1. INTRODUCTION

The learning process aims to achieve effective and efficient learning, which can be seen in the learning outcomes (Kim et al., 2019; Sandler et al., 2018). Learning outcomes are the results given to students in the form of assessments after following the learning process by assessing knowledge, attitudes, and skills through changes in behavior (Théry et al., 2018). Learning outcomes will not be perfect if, in the learning process, teachers only deliver material monotonously, this can result in students getting bored easily (Katzman et al., 2018; Radianti et al., 2020; Ryan & Deci, 2020). With the times, learning processes have become more advanced, and many technologies support improving abilities (Cai et al., 2018; Hu et al., 2018; X. Li et al., 2018). In the learning process, teachers play a very important role in explaining the material given to students. Teachers must be clever in delivering

learning materials to students. Teachers must also be able to understand the comprehension level of students so that good outcomes can be achieved.

The use of technology can be developed in the form of learning models (Wang et al., 2020; Yoo et al., 2021). The learning model aims to develop attitudes, knowledge, and skills in the form of illustrated learning from start to finish which is presented typically by teachers (Eslam et al., 2020; Huang & Zhao, 2020; Munn et al., 2018). One example that can be used is the collaborative learning model. The collaborative learning model is a model that increases student cooperation, where small groups work together to achieve certain goals (Chen et al., 2020; Stuart et al., 2019; Zhang et al., 2018). Collaborative learning is largely centered on students so the role and activity of students greatly influences the smooth learning process (Barua, 2019; Martí et al., 2019; Watson et al., 2019). Participation is an important thing. For example, students can control the situation in the classroom, and can lead their groups better, and have great leadership qualities (Jin et al., 2020; Wang et al., 2020; Zhang et al., 2018). Thus, learning objectives are achieved well and effectively.

The aim of learning fiqh is to equip students to know and understand the principles of Islam in detail, making it easier for students to understand material that previously felt unfamiliar (Corcoran et al., 2018; Low et al., 2020). Fiqh is an important part of Islamic law because in fiqh there are rules and procedures for how students can carry out what Allah commands so that it is by Allah's will (Coudray et al., 2018; Ziegler et al., 2020). In learning fiqh, students are also provided with material to make it easier to carry out daily life such as women's fiqh, sunnah fiqh, and muamalah fiqh (Chen et al., 2020; Wang et al., 2020). Without studying fiqh, students will experience difficulties in carrying out Allah's commands, because fiqh is a basic science that students must learn (Jin et al., 2020; You et al., 2018). However, learning fiqh takes a limited amount of time, but it has a lot of learning material.

With the collaborative learning model, students can work together (Adadi & Berrada, 2018; Gu et al., 2018). Learning will be successful and effective depending on how teachers can master learning materials and strategies. Globalization requires the need to improve the quality of education to create students who can compete and adapt to changes in their times (Yuan et al., 2019; Zhu et al., 2018). Education aims to brighten the life of the nation and create a just and prosperous society so that it will produce students who have an intelligent mindset, are independent in living their lives, are devoted to Allah, and are responsible (Ge et al., 2020; Thakur et al., 2018). Education brings benefits to the increasingly advanced development of science and technology, realizing quality education and an effective and efficient learning process.

The learning management process using the collaborative learning model appropriately will provide good social skills and high motivation for students (Bray et al., 2018; Guan et al., 2020). To improve the quality of the learning process, students must be creative and actively participate in the learning process (Gao et al., 2020; Lai et al., 2020). In the learning process, the classroom atmosphere needs to be paid attention to and built in such a way that students are comfortable and have the opportunity to interact between students to increase enthusiasm and care for each other in the learning process and enjoy the learning process which is full of challenges and competition between students (Sung et al., 2021; Ziegler et al., 2020). A teacher must be able to break the ice for active knowledge formation so that students can work together in a positive collaboration. Participation in the learning process is one form of effective learning.

The learning model has a broader meaning than strategy where the learning model is a frame for the learning process approach (Munn et al., 2018; Virani et al., 2020). Collaborative learning is part of the student-centered learning model by doing the best way to improve and achieve a more active learning process with one group (Po et al., 2018; Zhu et al., 2018). Combining two or more abilities and skills where each group consists of each individual to complement each other with different learning outcomes (Baltz et al., 2018; Xu et al., 2020). This model is carried out so that students have synergy with each other. Collaborative learning models emphasize understanding social processes or learning contexts and can increase activeness in the learning process, where students understand more easily when working together with peers.

Learning does not only involve students as the main source of knowledge, but students must also take an active role and participate in learning activities (Guo et al., 2020; T. Li et al., 2020). In Government Regulation No. 19 of 2005 on National Education Standards, it is stated that educators must have academic qualifications and competence as learning agents, be physically and spiritually healthy, and have the ability to realize national education goals (Lodigiani et al., 2020; Petrilli et al., 2020). Educators as learning agents, have a role as facilitators, motivators, boosters, and providers of learning inspiration for students (Presiden RI, 2005). This provides special motivation for students to adapt so that changing times can be fair and they don't miss out on information to compete in the world of learning.

Given these challenges, it becomes evident that conventional teaching methods are falling short in engaging students effectively, as evidenced by students' frequent inattention and preoccupation with unrelated activities during lessons (Benjamin et al., 2018; Katoh et al., 2019). Furthermore, the lack of proactive facilitation by teachers in promoting group discussions and interactive learning sessions has hindered proper student interactions, limiting the potential for collaborative learning (Shang et al., 2020; Wishart et al., 2018). Motivated by these observations, this study aims to explore the "Improving Learning Outcomes Using Collaborative Learning Model for Fiqh Learners in Madrasah Ibtidaiyah". This research is prompted by the critical need for a more engaging and interactive approach that involves students more directly in the learning process, ensuring active participation and enhanced educational outcomes.

## 2. METHODS

This study used quantitative methods in the form of surveys and questionnaires (Hoffmann et al., 2020; Vosoughi et al., 2018). Researchers collected data in the form of several questions and measured it with numbers to find out the factors that caused it to become the object of study. Quantitative methods are efforts to find out by providing data in the form of questionnaires (Huang & Zhao, 2020). Questionnaires are used to analyze information and develop collaborative learning models. A questionnaire is a collection of questions for respondents (Will, 2018). Questionnaires are used to find out the responses of students in the learning process to examine every question and answer from students regarding the collaborative learning model.

This study emphasized analysis to collect data and process it using the quantitative method (Levine et al., 2018). This technique was chosen because it manages data into valid information that is easy to understand when presented to find solutions to problems. The survey was conducted in Madrasah Ibtidaiyah. Diagrams are a simple form of data presentation for readers to understand well without misunderstandings (Lindegren et al., 2018). The questionnaires are in the form of multiple choice questions and short answers which will provide information about the influence of implementing the collaborative learning model on fiqh learners.

This study required observations made by researchers to get a realistic picture of the influence of this collaborative model on learning outcomes and cooperation between students in understanding learning, where students must be able to develop knowledge from the learning outcomes of implementing the collaborative model. This study was conducted in mid-October in Madrasah Ibtidaiyah regarding the application of learning models. Researchers needed 30 respondents from teachers and students in Madrasah Ibtidaiyah by using collaborative methods for fiqh learners. In this case, researchers could obtain data from these answers so that it can become a way to carry out learning outcomes.

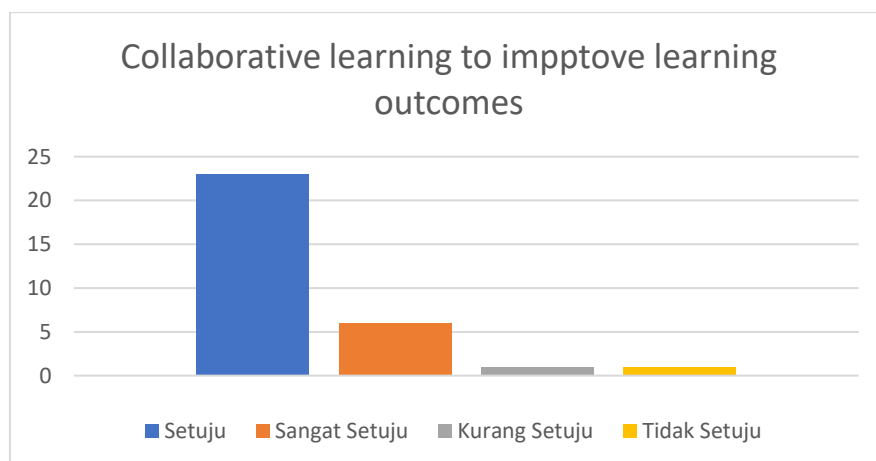
## 3. FINDINGS AND DISCUSSION

The application of collaborative learning methods to fiqh learners has an influence on the learning process in education. In general, this method can increase enthusiasm for learning because it can assess

and consider things so that you can gain knowledge effectively and efficiently. However, this method also has a negative side that can hinder the achievement of learning goals, but this is not a big problem in the learning process because it can still be handled carefully so that teachers can pay attention to the development of learning and knowledge. This collaborative learning method can improve learning outcomes because students can more easily obtain information and can develop future skills.

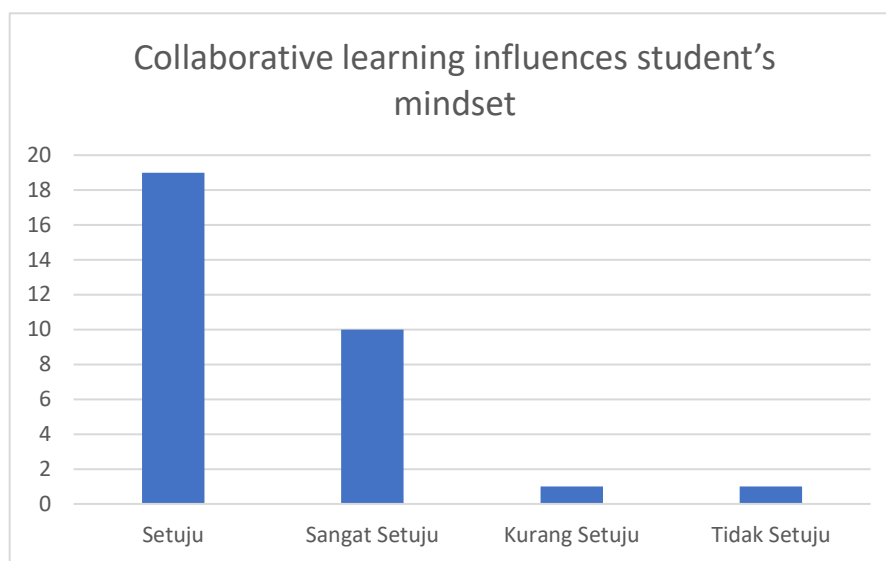
In the collaborative method, students are required to work together, respect other people's opinions, have self-control, patience, and emotional intelligence, and be able to become leaders in good discussions. This is because if students study independently with effort and sincerity, students will experience a strong memory period in understanding the material so that learning outcomes are achieved to the maximum. Collaborative learning eliminates the perception that there is no focus on group learning, even though collaborative methods can provide effective benefits for the learning process and also train mindsets in analyzing material well and become a benchmark for determining student participation. The collaborative method in Madrasah Ibtidaiyah is an alternative for students who tend to learn while playing and are interested in participating in learning using the collaborative method.

The success or failure of a student in achieving learning goals depends on the learning goals and comprehension of students. Learning is a way for students to find out about unknown things and the freedom to know what is good and bad and to know what to do and carry it out with full responsibility. Learning models have a broader meaning than learning strategies because learning models are a frame for a learning approach that determines the stages in learning activities.



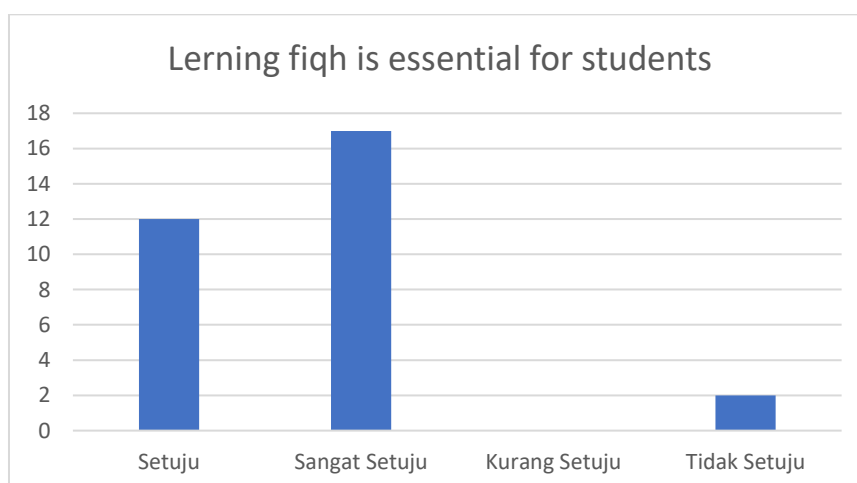
**Figure 1.** Collaborative learning model can improve learning outcomes

Based on a survey conducted with 31 participants, including students and teachers from Madrasah Ibtidaiyah, 23 respondents affirmed that the collaborative learning model enhances both understanding of the material and overall learning outcomes. This model fosters effective and efficient teamwork towards achieving educational goals, as highlighted by the 6 respondents who strongly agreed, noting significant impacts on student engagement and comprehension. However, the responses were not unanimously positive; 1 respondent disagreed and another was neutral, indicating some reservations about the model's efficacy. Overall, the majority consensus supports the effectiveness of collaborative learning, as illustrated in the accompanying diagram, which reflects a strong agreement among the participants.



**Figure 2.** Collaborative learning model influences student's mindset

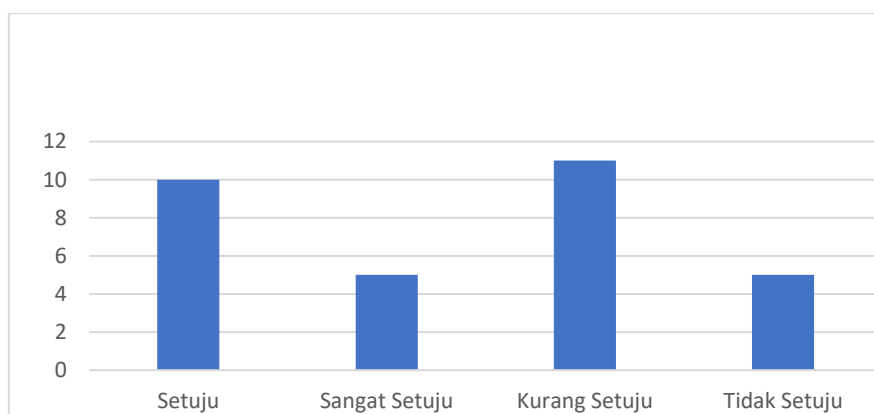
Based on the results of the questionnaires, 10 respondents strongly agreed with the statement because students who were able to understand the material through the collaborative learning method had better learning outcomes due to a change in mindset. Then, 19 respondents strongly agreed with the statement because if students understand then learning outcomes will be good. This is different from the 9 respondents who fairly disagreed with the statement because if seen from the other side, it is possible that students studying independently through books or modules do not understand the material well, but in terms of independent learning it is good because not all students can study using methods like that. Apart from that, students' comprehension abilities also vary. This can be stated that using books and modules is felt to be less effective, especially with 1 respondent who strongly disagreed with this method because some students also have difficulty understanding, especially if they understand it themselves without guidance and explanation from teachers..



**Figure 3.** Learning fiqh is essential for students

Based on the results of the questionnaires, 17 respondents strongly agreed with the statement. Students who are able to understand the material from books or modules independently well and seriously will logically have improved learning outcomes. There were no respondents who stated that they fairly disagreed, 2 respondents disagreed, and 12 respondents agreed with the statement. If

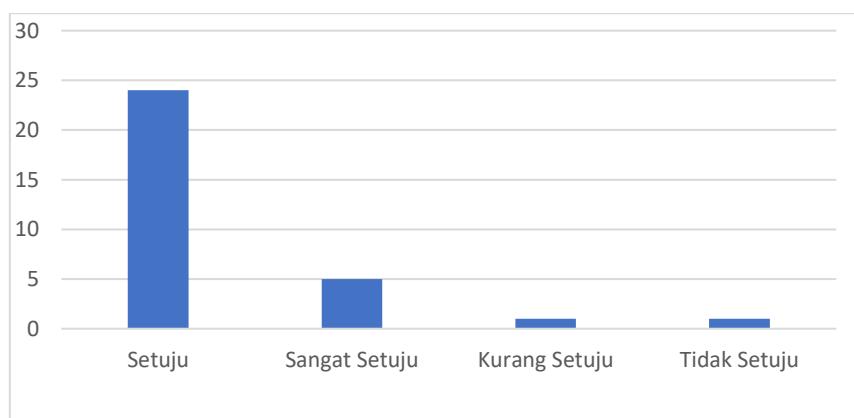
students understand the material well, learning outcomes will definitely be better. On the other hand, it is possible that students studying independently through books or modules do not understand the material well, but in terms of independent learning it is good because not all students can study using that kind of method. Apart from that, students' comprehension abilities also vary. It can be stated that learning fiqh is essential for students because it can have a positive impact on them. In other cases, studying fiqh can also deepen understanding of religious knowledge.



**Figure 4.** Challenges in Understanding Material Through Collaborative Learning Method

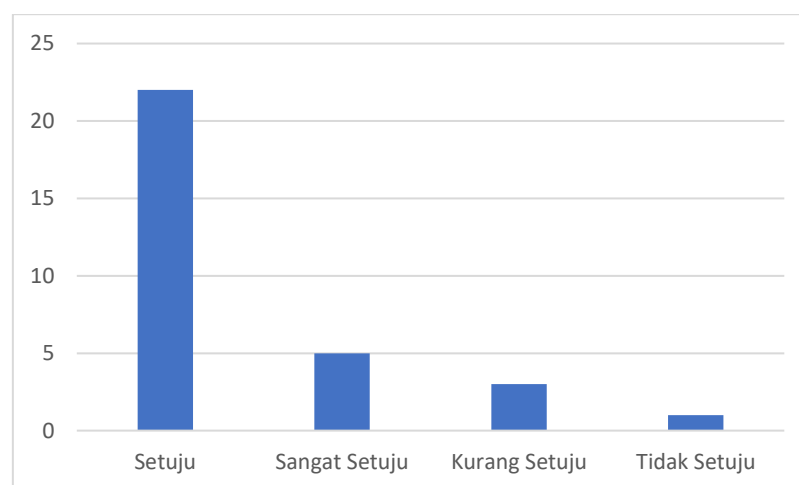
The questionnaire results reveal a varied perspective on the effectiveness of independent learning from books or modules. Five respondents strongly agreed that students who engage deeply and effectively with these materials are likely to see improved learning outcomes. An additional 10 respondents agreed, supporting the notion that diligent, independent study is beneficial. However, 11 respondents were somewhat skeptical, suggesting that not all students thrive under this model. They pointed out that while independent study fosters a dynamic and possibly more enthusiastic approach to learning, it does not suit every student's needs, as some may struggle to grasp the material without direct teacher guidance and explanation.

This mixed response underscores the need for more effective implementation of collaborative learning methods. Notably, 5 respondents disagreed with the current application of these methods, highlighting a significant challenge: some students find it difficult to understand material solely through independent or collaborative efforts without adequate instructional support. This feedback suggests a critical review and potential adjustment of teaching strategies to better accommodate diverse learning preferences and needs.



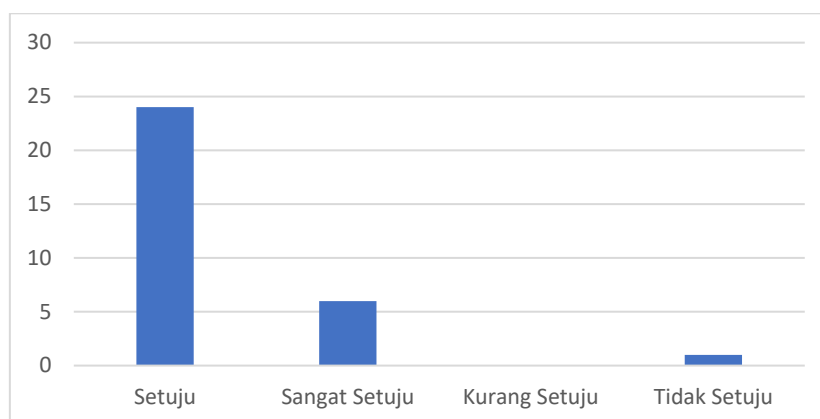
**Figure 5.** Collaborative learning should be done together

Based on the diagram above, 24 respondents agreed with the statement. However, there were 4 students who disagreed. Collaborative learning is directly proportional to learning outcomes because the higher the learning independence, the easier it will be for students to understand the material. If students still don't understand, then students will continue to try to learn until they really understand. Therefore, the potential for getting high learning outcomes will be very large. Furthermore, 6 respondents strongly agreed with the statement. Good learning outcomes are definitely the result of good learning independence. If students do not have the desire to learn, this will indirectly affect their understanding of the material, which will definitely affect learning outcomes. This is different from the other 2 respondents who fairly disagreed. This can be caused by differences between each individual, where there are students who have good learning outcomes but do not have the desire to learn. The cause may be due to cheating by these students. Therefore, actually the desire to learn and learning outcomes are directly proportional but can differ due to external factors.



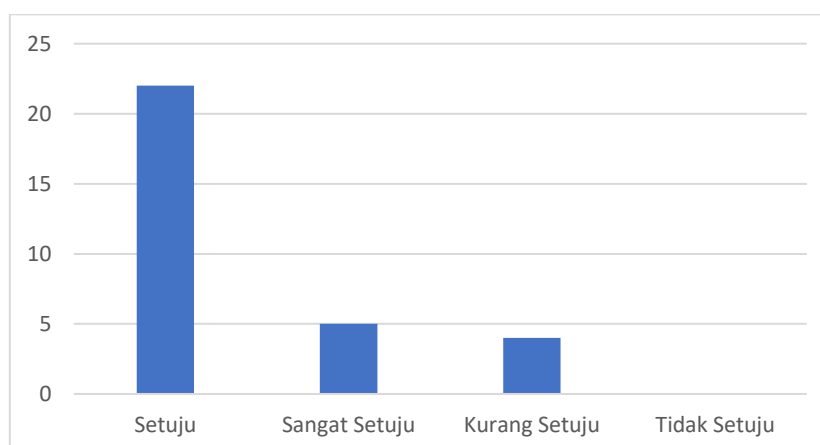
**Figure 6.** Collaborative learning has been implemented by teachers and students

Based on the results of questionnaire, 22 respondents agreed. In this case, the six respondents thought that the purpose of this method was how students organize their own learning and have high initiative to learn independently. Thus, this could make students successful in understanding the material if they have a high desire or initiative in learning. Apart from that, 10 respondents strongly agreed that with the implementation of collaborative methods in religious lessons, students will definitely succeed in understanding the material. This opinion is indeed the majority among other opinions. This means that there is a very high certainty that students will succeed in understanding the material. Thus, with the collaborative method, students inevitably have to be able to understand the material that should be achieved. The differences were found in 3 respondents who fairly disagreed with the statement. This refers to the failure to increase students' understanding with this implementation. At the time of implementation, students were not more diligent in understanding the material but instead became lazy because there was no more detailed explanation from the teacher. Apart from that, students easily feel bored and careless in studying because they feel they are not being supervised. Thus, this can make students not understand the material or not want to understand the material and teaching materials that have been determined. Therefore, with the implementation of the collaborative method, students cannot be guaranteed to be able to understand and master the material, because not all students are able to use this method to understand the material and students' intelligence levels also vary.



**Figure 7.** Student Cooperation in the Collaborative Learning Method

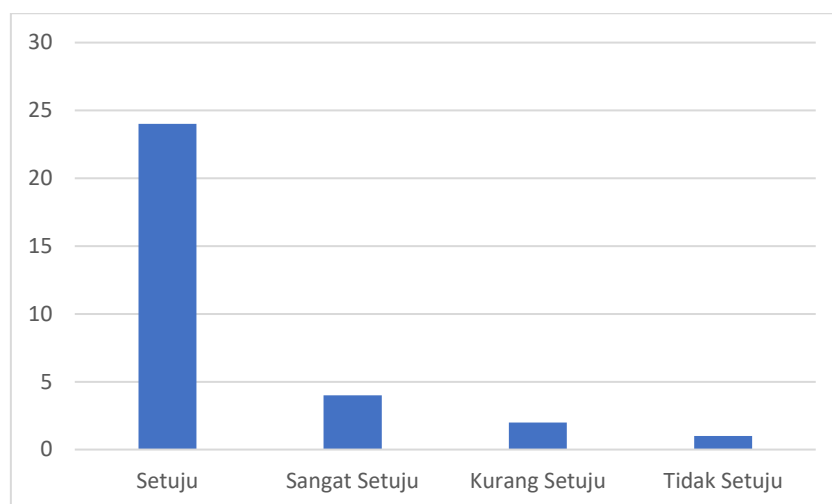
Seven out of 31 respondents strongly endorsed online learning media such as YouTube and ebooks, noting a positive impact on learning engagement and outcomes. These platforms are particularly appealing to contemporary students; YouTube, for example, offers a diverse range of educational videos that allow students to tailor their learning experiences to their individual understanding levels, thereby enhancing their comprehension of the material. Similarly, ebooks are valued for their convenience and ease of access, making them a practical choice for online independent learning. A further 23 respondents concurred, supporting the view that digital resources like YouTube and ebooks significantly bolster both learning initiatives and outcomes. However, there were four dissenting voices, highlighting a potential drawback: the distracting nature of digital environments, which can lead students to engage in non-educational activities such as gaming. This underscores the need for a balanced approach to using digital media in education, ensuring that it enhances rather than detracts from student learning.



**Figure 8.** Effectiveness of the Collaborative Learning Model as a Teaching Strategy

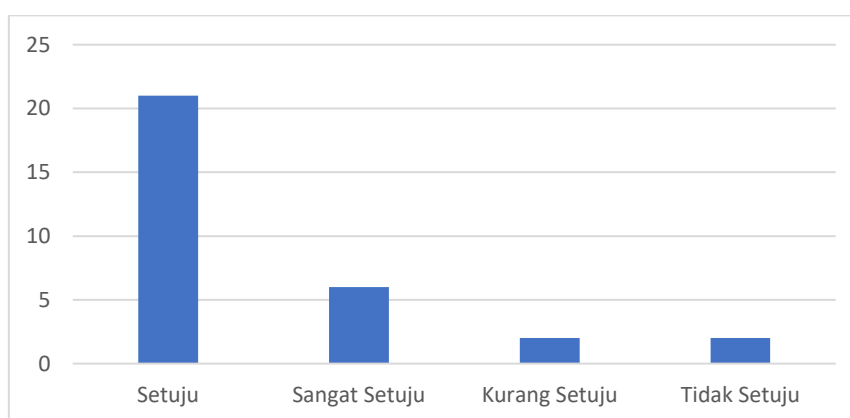
Based on the results of the questionnaire, 5 out of 25 respondents strongly agreed with the statement and 23 out of 31 agreed. This statement can be said to be in line and this means that 4/5 respondents agreed with the effectiveness of the collaborative method in creating independence and learning outcomes. Respondents who strongly agreed showed that books and modules are learning media in the form of print media which are usually used in face-to-face learning. The effectiveness of this media can be seen from the attractiveness of the module. Usually a module contains learning goals in a structured, interesting and systematic manner. Apart from that, the use of this media can minimize dependence on teachers in accordance with the objectives of the collaborative learning method. The advantage of books and modules is that they are very easy to get, especially in schools that already

have libraries. However, 4 respondents fairly disagreed because this learning media is often used so it is likely that students will feel bored with the same learning media during face-to-face learning. However, the number of respondents who fairly disagreed was less than a quarter of the total respondents. Therefore, the use of these two media can still be said to have an influence on learning initiatives and learning outcomes during face-to-face learning.



**Figure 9.** Impact of Collaborative Learning on Student Abilities

Based on the results of questionnaire, 23 respondents agreed with the statement. This means that most schools have implemented this method and seen its effect on students. However, a small number of others have not implemented this method. This can happen because there are obstacles in its implementation or it is felt that this method is less effective. Usually schools that have not implemented this method are schools that have just been established or small schools that still need teachers to explain the material specifically and in detail so that the material can be understood well by students. For schools that have not yet implemented it, it is possible that they will still need a little time to see the progress of students and whether they can apply this method or not, of course with good consideration in order to still meet learning goals.



**Figure 10.** Influence of Collaborative Learning on Educational Outcomes

Based on the results of questionnaire, 23 respondents agreed with the statement. This means that most schools have implemented this method and seen its effect on students. However, a small number of others have not implemented this method. This can happen because there are obstacles in its implementation or it is felt that this method is less effective. Usually schools that have not implemented this method are schools that have just been established or small schools that still need teachers to

explain the material specifically and in detail so that the material can be understood well by students. For schools that have not yet implemented it, it is possible that they will still need a little time to see the progress of students and whether they can apply this method or not, of course with good consideration in order to still meet learning goals.

### **Discussion**

The implementation of collaborative learning methods in teaching fiqh has demonstrated significant benefits for the learning process, as indicated by the majority of survey respondents. Collaborative learning fosters a more engaging and dynamic educational environment, encouraging students to work together, respect differing opinions, and develop essential skills such as patience, emotional intelligence, and leadership. These outcomes align with findings in educational research that emphasize the value of collaborative methods in enhancing student engagement and comprehension (Johnson & Johnson, 2009). By allowing students to learn from one another, collaborative learning not only improves material retention but also cultivates critical thinking and problem-solving abilities, essential for future academic and professional success (Gillies, 2016).

Despite its benefits, collaborative learning does present certain challenges that may hinder the achievement of learning objectives. Some respondents expressed concerns regarding the potential drawbacks, such as the difficulty in ensuring that all students participate equally and the possibility of group dynamics negatively impacting individual learning outcomes. This concern is supported by prior studies, which indicate that while collaborative learning can be highly effective, it requires careful planning and facilitation by educators to address the diverse needs and abilities of students (Slavin, 2014). Ensuring that all group members contribute meaningfully and that the collaborative process remains focused on the learning objectives are critical factors in the successful implementation of this method.

Furthermore, the research highlights the importance of a balanced approach in applying collaborative learning, particularly in contexts where students' comprehension abilities vary widely. While the majority of respondents acknowledged the positive impact of collaborative learning on student outcomes, a notable minority suggested that it might not be suitable for all students, particularly those who struggle with independent learning or require more direct instruction from teachers. This finding underscores the necessity of adopting flexible teaching strategies that can be tailored to accommodate different learning styles and needs. Educators should consider integrating collaborative learning with other instructional approaches, such as direct teaching or individualized support, to maximize its effectiveness (Vygotsky, 1978). This balanced approach can help mitigate the limitations of collaborative learning while ensuring that it remains a valuable tool for enhancing student learning in fiqh education.

### **4. CONCLUSION**

The application of collaborative learning methods in fiqh subjects plays an important role in learning in the world of education. The presence of this method is an agent of change in today's learning. In the past, learning still used the lecture method which often made students bored. Thus, the collaborative learning method is here to change the boring perception of learning. The application of this method in fiqh lessons at school can more or less influence students' initiative and also learning outcomes. The higher the learning initiative, the more students will be able to understand the material perfectly so that good learning outcomes can be created. Through the collaborative learning method, students have the freedom to choose appropriate learning media according to their level of understanding of the material. The implementation of this learning method should provide assistance to students because it is not uncommon for students to not focus on learning independently, and they need to take their own initiative or the ability to organize and understand their own learning. Seen from another point of view, this learning method also has weaknesses.

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