Simulation-Based Learning Innovation To Create Effective Learning In Fiqh Subjects

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Abstract

Simulation-based learning helps students improve their interaction and communication skills in groups. The simulation method also gives them the opportunity to behave, which is considered in accordance with the learning objectives. the purpose of writing this journal article is to understand the importance of simulation learning to create effective learning in fiqh subjects. The research method used in this study is a library method with books, journals, articles and web pages about simulation-based learning, learning effectiveness and fiqh learning as the main sources of information. The results of this study are simulations in fiqh learning have many good impacts, including students being able to understand and practice the material learned into everyday life and educators can identify which students already understand and students who still need guidance, there are 3 types of simulation-based learning including 1) role playing, 2) socio drama and 3) playing simulations.

Keywords: Simulation-Based Learning, Learning Effectiveness, Fiqh learning.

Abstrak

Pembelajaran berbasis simulasi membantu siswa meningkatkan keterampilan berinteraksi dan berkomunikasi dalam kelompok. Metode simulasi juga memberi mereka kesempatan untuk berperilaku, yang dianggap seolasuai dengan tujuan pembelajaran. tujuan dari penulisan artikel jurnal ini adalah untuk memahami pentingnya pembelajaran simulasi untuk menciptakan pembelajaran yang efektif pada mata pelajaran fiqih. Metode penelitian yang digunakan dalam penelitian ini merupakan metode kepustakaan dengan buku, jurnal, artikel dan laman web tentang pembelajaran berbasis simulasi, efektifitas pembelajaran dan pembelajaran fiqih sebagai sumber ifnormasi utama. Hasil dari penelitian ini adalah simulasi dalam pembelajaran fiqih memberikan banyak dampak yang baik, diantaranya adalah peserta didik mampu mengerti dan mempraktekkan materi yang dipelajarai kedalam kehidupan sehari-hari serta pendidik dapat mengidentifikasi mana pesera didik yang sudah mengerti dan peserta didik yang masih memerlukan bimbinga, ada 3 jenis pembelajaran berbasis simulasi diantaranya 1) role playing, 2) sosio drama dan 3) bermain simulasi.

Kata Kunci: Pembelajaran Berbasis Simulasi, Efektifitas Pembelajaran, Pembelajaran Fiqih.

Introduction

According to Djamarah and Aswan Zain, the usefulness of learning methods is one of the most important aspects of learning. There is no learning activity where methods are not used. Therefore, it is clear that the method is very effective in conveying educational material. because using an educator's method will make students' understanding easier (Ilyas & Syahid, 2018). There are several reasons why learning media are very important, including: a) effective learning media helps achieve learning goals more easily, b) learning media can

provide useful information for students, c) variations in learning media can encourage students to learn , prevent boredom, and influence students' interest and desire to learn. d) It is very important to create various learning methods because each student has different characteristics, personalities and learning habits, e) teachers and lecturers have the ability to use various learning methods and are not limited to one method, and f) demands for teachers and professional lecturers to have motivation and a spirit of renewal in carrying out their duties and profession (Asyafah, 2019).

Using methods that are not in accordance with learning objectives will hinder the achievement of learning objectives. A lot of learning material is wasted simply because of using methods that are not in accordance with the teacher's wishes, ignoring facilities and unsupportive classroom conditions (Bararah, 2022). There are many obstacles that are often experienced in the learning process, one of which is the lack of knowledge of educators regarding technology and media, while education needs to move along with developments in time and technology (Adi & Martono, 2021), because even though teaching theory and technology is very good and sophisticated, the results are poor. desired cannot be achieved if the teacher does not have the ability and understanding to implement it. Furthermore, the lack of facilities to support the learning process is also one of the obstacles in the teaching and learning process, this often happens in rural areas (Marzuki & Febrianto, 2024). In addition, the material is quite long and the long learning duration often makes students feeling bored (Klara, 2021). Therefore, it is very important for an educator to have creativity in using learning methods.

Innovative approaches are needed in Islamic education, especially in the field of jurisprudence, to improve understanding and application of the concepts taught. Traditional fiqh lessons are often theoretical and ignore practical aspects. Fiqh education, is one of the important components in Islamic education, which has the aim of instilling students' understanding of how Islamic law is applied in everyday life. However, conventional teaching approaches often face difficulties in encouraging students to understand Fiqh concepts thoroughly. real and use it in real life. It is hoped that the simulation can play a role in increasing students' understanding of the application of Islamic law in various contexts of daily life.

The simulation method helps students improve social skills in a heterogeneous environment. This method also gives them the opportunity to behave, based on the learning objectives that have been designed (Hasbullah, 2021). By implementing simulation-based learning strategies, it is hoped that students will be able to understand sciences that require practical application in everyday life so as to minimize misperceptions. and errors in the practical implementation of the material. So that making it easier for students to understand the learning material, and making it easier for educators to identify the abilities of each student will influence the learning environment to be more effective.

To create effective learning, procedural criteria are needed which are included in one of the criteria that must be made in accordance with National Education Criteria Number 19 of 2005. Procedural criteria are national educational criteria which regulate how learning is carried out in an educational institution to achieve graduate competency. The procedural criteria refer to the minimum criteria for academic subjects at the primary and secondary

education levels which still cover the territory of Indonesia. These procedural criteria rules are used in elementary school, middle school/vocational school and equivalent in formal channels under the financial and credit system for 1 quarter (Setyosari, 2014). In the learning process, choosing an educator's strategy in teaching is very necessary, because if the strategy used is not appropriate, it is feared that students will not understand or feel uninterested in the subject being taught.

The use of simulations in Fiqh learning is very necessary as an effort to instill students' understanding of the practical application of Fiqh materials to students' actual life processes. Unfortunately, in this country, for a long time, not everyone applied simulations in Fiqh learning, even though the fiqh learning material really requires direct practice so that students understand it completely, but in reality there are still many high school level students and even university students who only apply the simplest of fiqh. still don't understand, for example, the procedure for washing hands during ablution which is still wrong because it was never practiced by the teacher in elementary or middle school.

Several previous studies that discussed the use of simulation as a learning method include: 1) Then A. Hery Qusyairi in 2020 entitled Utilization of Media in Simulation Methods in PAI Learning (Qusyairi, 2020). 2). Daru Wahyuni and Kiromim Baroroh in 2012 entitled Application of Simulation Learning Methods to Increase Microeconomics Learning Activities and Achievement (Wahyuni & Baroroh, 2012). 3). Nurmidayanti, et al. in 2023 entitled Application of Simulation Learning Methods in Improving Class V Student Learning Outcomes in Social Studies Learning at SDI Bontoloe, Gowa Regency (Babo et al., 2023). 4) Maulana Yusuf, et al in 2018 entitled Application of Simulation Methods to Improve Students' Social Skills in Social Studies Learning (Maulana & Tarjiah Indina, 2018). 5) Anita Rahmaniar, et al in 2021 entitled Implications of Information and Communication Technology-based Simulation Models for Student Learning Activeness in Elementary Schools (Rahmaniar & Prastowo, 2021). 6). Olga Chernikova, et al in 2020 entitled Simulation-Based Learning in Higher Education: A Meta-Analysis (Chernikova et al., 2020). 7). Tri Handayani in 2017 entitled Application of Simulation Methods in Press Conference Learning Materials to Improve Soft Skills and Quality of Learning at SMKN 3 Bandung Level 11 (Ap4) (Handayani, 2017).

The difference between the author's research and the previous research mentioned above is that this research discusses the use of simulations in subjects that very rarely use simulation learning methods, even though Fiqh subjects really need to use simulation learning methods as an effort to provide real experience to participants. students regarding the procedures for learning materials which will definitely be used in students' daily lives. Therefore, this article was written with the intention of understanding the importance of simulation learning to create effective learning in fiqh subjects, so that it is hoped that in the future there will be no more senior level students or students or even adults who still do not understand the simplest Islamic jurisprudence. for reasons that have never been put into practice.

Research methods

The research method used in writing this journal article is library research, because the author only uses written sources as a source of information. The sources that the author uses include books, journals, articles, web pages and other writings relating to simulation-based learning, learning effectiveness and Islamic jurisprudence learning. The authors access these sources via the internet or online libraries.

Results and Discussion

A. Simulation Based Learning (Simulation Based Learning)

Simulation is a word that originates from the word simulate which means "a way of acting, which resembles a real event". According to the English-Indonesian dictionary, simulation "means following an action; Simulation means following, seeing, acting like a real event.", Udin Syaefudin Sa'ud explained that, simulation is an imitation or depiction of an activity, such as an educational plan, over a certain period of time (Ikhwan, 2017). Simulation strategies are learning strategies that allow students to learn through stimulated experiences. This experience is designed as a game rather than a lesson or lecture from a teacher (Rahayu, 2017). Simulation is an approach to teaching children by showing them stages, situations and exploration materials. This is generally done by means of verbal description. Utilizing simulation methods is able to provide repetition that provides something close to the original. Thus, the simulation method is a method designed to follow something that is appropriate or presents something that is close to or the same as what you want to emulate. By using the simulation method, learning is designed to provide students with knowledge about various types of things they experience based on the reality of life around them, so that they are able to see what kind of response they should give (Rahmaniar & Prastowo, 2021).

By explaining the various definitions of simulation above, it can be concluded that simulation in learning is a learning process that is designed by practicing, demonstrating and imitating actual events from learning material.

Among the existing teaching methods, simulation can be a method applied for group teaching. The teaching mechanism in the simulation method usually uses teaching mechanisms that are acting rather than actual objects or activities. This activity is appropriate when applied to elementary school and middle school students. This method allows students to play skits about science which is basically one part of the learning objectives that have been designed. Apart from that, the simulation method allows students to improve their abilities in interacting and communicating in groups (Hasbullah, 2021). Through simulation learning, educators can optimize students' understanding of learning material. Simulation learning is usually identical to the demonstration method.

With this method, students have the opportunity to experience and contribute to themselves and others. This experience can be used in everyday life (contextual), with the assumption that teaching can be equated or carried out in situations that are actually only certain sciences, which can then be applied using simulation methods. An example of a simulation is Gladiresik, which shows how a conversation occurs in order to practice real conversations so that they don't fail in the future (Rosal Yosma Oktapyanto, 2016). So

simulations in learning or simulation-based learning can be a learning strategy in subjects that require a lot of practice in the process of understanding the material.

B. Learning Effectiveness

Learning, according to Smith & Ragan, is the provision of explanations and activities in order to facilitate and facilitate students in achieving certain learning goals. Learning is also an important part of the classroom experience in primary and secondary schools (Setyosari, 2014). Gagne said that there are learning events in the educational process. These learning events include attracting attention, conveying specific learning objectives (telling the purpose of learning), reviving something that already exists in students (triggering memories of things needed for learning), presenting learning materials or materials (providing materials or material stimulating learning), and displaying performance (providing direction for learning) (Setyosari, 2018).

Based on the theory above, it can be seen that in the learning process, teachers are not tasked with teaching students only about subject matter, but need to do things that can provide stimulation in learning for students, educators are also required to pay attention to all aspects that needed in the teaching and learning process, the aim is to carry out effective and quality teaching.

Effective means that what is aimed can be achieved according to expectations. Or it could also be said, the goals and hopes have been achieved in learning. For any learning, a component known as learning effectiveness is an important standard. When a lesson has achieved its objectives, the learning is considered effective. The aim of learning science and technology (Science, Technology and Arts) is to learn and master one's attitudes, abilities, skills and personality development (Jais, 2019).

Wotruba and Wright explain that there are seven metrics as criteria for achieving effective teaching, including: 1) Arrangement of lesson subjects including details of the material, its relationship to objectives, and the ordering of the easiest to the most complex teaching subjects so that the relationship between the sub-matters is clear when presenting. Arranging teaching subjects also includes arranging teaching subjects in a reasonable and sequential manner so that their relationship to each other can be known during the presentation, 2) the influence of correspondence, including display quality, interaction quality, listening quality. Interpersonal correspondence is also part of the importance of interaction quality. It is very important for teachers to create positive relationships between students and each other, 3) Ability to master and be enthusiastic in delivering teaching subjects: teachers must have good mastery, and be able to organize teaching subjects in a reasonable and structured manner, 4) Teacher positivism towards students: this positivism is known in small and large classes, by giving special attention to each student, 5) assessment based on the "capable" level of each student, 6) Flexibility of Learning Approach: can be seen from how the teacher approaches students with diverse abilities, and 7) good achievements achieved by students (Fitriani, 2019).

Effective learning can also be marked by achieving the educational goals of the following 4 pillars of education: 1) learning to know 2) learning to be, 3) learning to do

and 4) learning to live together which is realized by teaching that applies effective teaching strategies in order to achieve abilities according to expectations (Jais, 2019).

In the learning process, teachers are not only educators, but teachers are required to be substitute parents who are full of love, become friends, and become students' learning partners, so that students do not feel great pressure when dealing with educators and students. will feel safe and comfortable so that the material presented will be more easily accepted.

C. Fiqh Learning

Fiqh is a field of science that discusses Islamic law according to the provisions of Allah SWT. It is very important that students learn and apply this knowledge, especially in formal institutions, such as schools and madrasas. Substantially, fiqh lessons aim to encourage students to develop faith and piety. Students' understanding is the general goal of learning fiqh, in addition to students' ability to apply the material taught. In addition, fiqh subjects help students understand Islamic law so they can use it in everyday life (Nadhir et al., 2024). In teaching fiqh at school, each level will study different materials on the implementation of worship and Islamic law.

The subject of teaching Fiqh at the MI, MTs and MA levels is a unit of related teaching subjects and is arranged in stages with the aim of improving students' attitudes, knowledge and skills. In each level, fiqh lessons are taught in the following way:

1. The subject of teaching Fiqh at MI consists of two groups: a. the jurisprudence of worship and the jurisprudence of muamalah. Material on the jurisprudence of worship includes rules for purification, prayer, fasting, zakat and pilgrimage, b. Mu'amalah fiqhh material includes matters relating to the halal and haram of something consumed, circumcision, sacrifice, and how to trade and make debts.

2. Fiqhh religious teaching subjects are studied at MTs, including a. provisions and procedures for purification, fardhu prayers, sunnah prayers, and emergency prayers, prostration, adhan and iqomah, dhikr and prayer after prayer, fasting, zakat provisions, hajj and umrah, sacrifice and aqiqah, food, care for corpses, and grave visits, b. part of your fiqh; amalah includes rules and regulations regarding trade, qirwi, usury', debt, pawnshops and wages.

3. MA Fiqh teaching subjects include the study of rules and beliefs in worship as well as Islamic teachings; Islamic norms and laws regarding zakat and hajj, mu'malah, jinayyah, and had; heritage and other ushul fiqh themes (Rahmatullah et al., 2014).

In studying fiqh, schools should look for educators whose knowledge is truly qualified, because fiqh is the study of Islamic law, where if an error occurs in its delivery, it will have fatal consequences, because in fiqh itself, sometimes different scholars will have different views on the law, Sometimes, the same case can have different solutions in different situations and locations. For example, because that year was a year of famine, the poor Faqir resorted to theft to survive rather than making themselves rich, Caliph Umar bin Khattab did not impose a severe penalty on the matter of theft even though it was proven and had complete witnesses. In addition, the amount of theft was less than the provisions stipulated in Islamic law for the punishment of cutting off one's hand. On the contrary, he

gave a warning to the group that was the victim, because rich people like them should give away a little of their wealth to poor people (Rahmatullah et al., 2014).

According to the Republic of Indonesia Minister of Religion Regulation Number 2 of 2008, the mapping of Fiqh teaching subjects must be taught in a systematic learning environment, which includes: a. Faith, to motivate students to understand and believe that Allah SWT is the source of livelihood. b. Application, which encourages students to implement and understand the benefits of implementing fiqh knowledge in their lives. c. Habituation, which encourages students to develop good habits. d. Rational, efforts to achieve quality fiqh teaching procedures and results through approaches that utilize student ratios, so that the content and values can be understood through reason, e. Feelings, efforts to encourage students' emotions in appreciating worship, so that their souls are able to feel more at peace. f. Has a function, explaining fiqh teaching subjects that are useful for students' lives g. Exemplary, is a teaching process where educators and schools become role models; as an example for those who implement the results of Fiqh lessons (Amin, 2020). Therefore, educators need a deep understanding of teaching strategies to be implemented in the subject of teaching fiqh, so that lessons can be carried out well and effectively.

D. Simulation Based Learning to Create Effective Learning in Fiqh Subjects

Effective learning is learning that is not easy to obtain, in theory sometimes effective learning is something that can only be achieved by achieving all specific learning objectives, even though in fact effective learning is a complex process that needs to pay attention to many aspects (Setyosari, 2014), one of which is learning strategies. In a broad sense, learning strategies are procedures including processes of planning, implementation, assessment, enrichment and repetition. This is a procedure for selecting and guaranteeing behavior change, approach processes, steps, methods and standards of success (Hasriadi, 2022).

In learning Fiqh which is studied and required to explain, understand and be able to make students carry out procedures in carrying out worship, as well as the sharia laws that exist in the Islamic religion, it requires a strategy that is able to describe and exemplify the learning material clearly, so as not to cause confusion. misperceptions and confusion among students. Simulation in teaching is one of the many teaching methods that can be applied in fiqh learning, because simulation-based learning tends to direct educators to guide students to be able to directly carry out what is explained in the learning material.

In order to improve students' skills and imagination, simulations must be applied more frequently in the learning process in schools. This method brings students into a very fun game so that they do not get bored with the lesson (Syahrir, 2018). Juniar Siregar, is a simulation, which asks the person who uses it to feel and behave as if they are not who they really are. This actually plays into learning. Students becoming more creative and more active during learning is the goal of this simulation method. Along with students' needs, there are many methods that can help learning success (Erlinda, 2019).

Simulation is a suitable strategy to use in increasing the effectiveness of Fiqh learning because with simulation, teachers can see which students do not understand the

material being presented. Simulations in Fiqh learning are used to carry out or demonstrate material that requires real examples, for example in the material. thaharah, if a simulation is not carried out then the possibility of students misunderstanding the correct movements in ablution is greater, therefore educators need to simulate the correct movements for ablution, from washing the palms of the hands to washing both feet, in this way, students can see and imitate these movements and educators can see clearly which students should receive more guidance.

Achievements that need to be pursued in Fiqh learning are in accordance with the objectives in the simulation learning strategy, including: Learning professionalism and generalism skills, broadening the interpretation of definitions and rules, training in problem solving, fostering tenacity in learning, increasing learning motivation, training group cooperation, increasing creative power, and building an attitude of tolerance. Apart from that, the aim of using the simulation method, according to Mulyani Sumantri and Johar Permana, is as follows: a. Improve skills relevant to everyday life; b. Increasing students' self-confidence; c. Improve interaction and invitation skills; d. Increase understanding of concepts and principles in problem solving; and e. Increase understanding of concepts and principles (Hasbullah, 2021).

Chernikova, et al., explain the reasons why simulation-based learning is so useful in making learning more effective, according to Chernikova it is because What makes simulation an educational tool is the opportunity to change and adapt some aspect of reality in a way that facilitates learning and practice (e.g. , simulation handles less frequent events, shortens response time, provides immediate feedback to the learner, etc.). Although feedback, such as providing information about the difference between the current state (or behavior) and the desired goal state plays an important role in designing simulations, there are more opportunities for instructional support. This research aims to explore opportunities to provide additional information and scaffolding to learners in detail (Chernikova et al., 2020). Another reason was also put forward by Vasuki Rajaguru and Jung Min Park why simulations are very good for use in learning, according to them this is because simulations

Conclusion

Simulation-based learning is learning that requires teachers to require students to carry out or imitate material as in everyday life with the aim that students understand the learning material not only in theory but also in practice, so that by implementing the simulation, teachers can You can freely differentiate between students who have understood the material and practice and which students still need further guidance, so that in this way it is hoped that effective learning will be created. In simulation-based learning, students can apply 3 methods, including 1) role playing method, 2) socio drama method and 3) simulation play.

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