

Improvement of Fiqh Learning Outcomes Through the Singing Method in Grade 1 Students of MI Darussalam II Papring Kalipuro

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Abstract: The purpose of this research is: to improve learning outcomes in grade I students of Fiqh Subject Sentence Material Shahadatain through the Singing Method at MI. Darussalam II Papring Academic Year 2024/2025. The subject of this class action research is the subject of Fiqh, Syahadatain Sentence material by applying the Singing Method, to the first grade students of MI. Darussalam II Papring, Banyuwangi Regency, with a total of 12 students. The place of research on learning improvement is at MI. Darussalam II Papring, Banyuwangi Regency. The time of this research was carried out through two cycles, cycle I on November 20 – November 25, 2024, cycle II on November 27 – December 2, 2024. The result of this study is that learning with a singing strategy has a positive impact on improving Fiqh learning outcomes about Shahadatain Sentences in Grade I Students of MI. Darussalam II Papring, Banyuwangi Regency. This can be seen in Cycle I, of the 12 students who completed as many as 9 students (64%) and those who did not complete as many as 3 students (36%). Meanwhile, in Cycle II, 13 students (92%) completed and 1 student (7%) did not complete. So, after the second cycle was held, student learning outcomes increased by 28%.

Keywords : Learning Outcomes, Fiqh, Shahadatain Sentences, Singing Strategies

INTRODUCTION

Islamic religious education at Madrasah Ibtidaiyah (MI) has a very important role, because education at the MI level will be the basis for further education. Therefore, every learning provided at MI needs to be directed to form a strong foundation so that students have a deep understanding of the basic concepts of education.

Fiqh is one of the subjects at MI that needs more serious attention, because Fiqh can

prepare students to be able to use the legal basis and procedures for carrying out worship in daily life. In addition, in learning various sciences, students need to be equipped with logical, analytical, systematic, critical, and creative thinking skills, as well as the ability to work together. These competencies are needed so that students can have the ability to acquire, manage, and utilize information to survive in an ever-changing, uncertain, and competitive situation (Ministry of Education and Culture, 2006:416).

The learning process of Fiqh in class I of MI Darussalam II Papring, Kalipuro, Banyuwangi Regency has a deductive nature and the object of study is abstract. Based on the Minimum Completeness Criteria (KKM) standard that has been determined by teachers and the madrasah, which is 70, the results of the analysis show that out of 12 students in grade I of MI Darussalam II Papring, Kalipuro, Banyuwangi Regency, as many as 9 students (64%) obtained a score between 20-69 and were declared incomplete because their scores were below the KKM. Meanwhile, 3 students (36%) obtained a score between 70-100 and were declared complete because their scores were above the KKM.

These problems are caused by several factors, including teachers who are still too contextual in textbooks, lack of preparation of learning strategies, lack of optimization of the use of information technology, and lack of conducive classroom arrangements. In addition, the student factor also influences, considering that most of the first grade students of MI are 6 years old, where at that age they are more likely to like to play and enjoy fun things. This is the description of the learning situation that is happening in the field today.

Fiqh learning not only contains material that must be memorized, but the understanding of Fiqh at the age of MI grade I children must start from memorization first. One of the efforts to realize the learning goals of Fiqh is to develop an effective, creative, and innovative learning model, so that Fiqh does not seem to be a rigid and formal subject. Therefore, the singing method is the right solution for the material. By applying the singing method, students can indirectly remember the material without having to bother memorizing it, because material such as Syahadatain which is made into song lyrics will be easier and faster to remember. The learning media used to support this singing method is visual-based media in the form of pictures or PowerPoint (PPT), so that learning will feel more interesting and memorable for students.

Music (singing) has a strong relationship with emotions. Music in the classroom can help create a positive mood and is conducive to education (Campbell, Linda, 2006:145). Singing is a way of verbal communication that helps children develop vocabulary and learn new ways to express themselves (Ortiz, 2024:92). Various studies show that music can do more than just change our mood, it can even change the way our brain works (Ismail, 2011:7). Singing can affect memory located in the right hemisphere of the brain, so the use of the singing method in learning Fiqh in grade I MI Darussalam II Papring, Kalipuro, Banyuwangi is estimated to be in accordance with the Syahadatain material taught.

METHODS

This study uses the action research method. Classroom Action Research (PTK) is a form of problem solving that starts from the stage of planning improvements, implementing actions, observing, and reflecting (Zainal Aqib, 2009:7). PTK is a process that aims to improve, improve, and change learning so that learning goals can be achieved optimally. By conducting PTK, teachers can conduct research on the learning process that has been implemented in the classroom and improve learning to be more effective.

The location of this learning improvement research is MI Darussalam II Papring, Banyuwangi Regency. This research was conducted in the Odd semester of the 2024/2025 academic year in two cycles. The first cycle will be held on November 20 – November 25, 2024, while the second cycle will be held on November 27 – December 2, 2024. This research is in accordance with the schedule of activities in schools. The perpetrators of class action in this study are class I teachers, with the help of the head of the madrasah (as Supervisor 1) and peers (as Supervisor 2) during the implementation of the research.

The subject of this research is the subject of Fiqh, with the subject matter of Syahadatain Sentences taught through the singing method to students of grade I MI Darussalam II Papring, Banyuwangi Regency, totaling 12 students. The data collection techniques used in this study are observation and formative tests. Observation is used to measure individual behavior or processes that can be observed in a learning situation, be it natural or artificial (Nana Sudjana, 1989:109). Observation sheets are used to observe learning improvement activities using the singing method.

Formative tests are tests that are conducted during the ongoing learning process to provide information about the progress that has been made by students and teachers. To determine the effectiveness of the application of the singing method, data analysis was carried out after each cycle by providing an evaluation in the form of written test questions at the end of each round of learning. The results of this analysis are calculated using simple statistics.

To assess the test or test, the researcher calculates the sum of the scores obtained by the students, then divides it by the number of students to obtain the average test or test score. In addition, the completeness of learning is measured individually and classically. A student is declared complete if he or she achieves a minimum score of 70, and a class is said to be complete if 85% of students in the class achieve absorption greater than or equal to 65%. Learning completeness is calculated using a certain formula that has been determined.

The procedures or steps in this study include several stages. At the planning stage, the first step is to determine the learning objectives, namely so that students are able to understand the material of shahadatain sentences through the singing method. Second, prepare a Learning Implementation Plan approved by the head of the madrasah. Third, making props in the form of PPTs and a song entitled "Kalimat Shahadat". The evaluation tool used is a test question given at the end of the learning action.

At the implementation stage, the steps taken are to follow the classroom action research procedure which includes planning, implementation, observation, and reflection. During the implementation of the action, the researcher acts as a teacher, assisted by the head of the madrasah as Supervisor 1, and colleagues as Supervisor 2. Supervisor 1 serves as the director of the preparation of the research report, while Supervisor 2 acts as an observer who monitors the learning process. In addition, learning steps are carried out in accordance with the material to be taught, namely Syahadatain through the singing method.

At the observation stage, the implementation of actions is observed using the observation sheet that has been prepared. The assessment was carried out to determine the thinking ability of students and observation of students' attitudes in following the teaching and learning process. The results of these observations will be used as a basis for planning the next action.

The last stage is reflection. After the observation results were obtained, an analysis of the actions that had been carried out in the first cycle was carried out, then continued with reflection to find out the advantages and disadvantages in the application of the singing method. Based on this reflection, it is determined whether it is necessary to take further action to improve the quality of learning.

RESULTS

Based on the results of research that has been carried out in cycle I and cycle II, overall student learning outcomes in fiqh subjects with using the Singing Method in grade 1 of MI. Darussalam II Papring Kalipuro Banyuwangi Regency has increased significantly. The following is a presentation of the results of the research on the initial data, cycle 1 and cycle II.

After the research was held, the following data were obtained:

It	Student Name	Without Action	Through Action		Information
			Cycle I	Cycle II	
1	ABDUL FAQIH AL PHARISEE	55	65	70	Increase
2	Anindita Nirmala Salsabila	70	85	90	Increase
3	Diana Auriatul Janna	65	75	85	Increase
4	DZAKIRA SALSABILA AFTANI	60	70	80	Increase
5	FIRLI MAULANA	70	80	90	Increase
6	MOH. NIZAR HAFIZH	70	80	90	Increase
7	MUFIDA NASHIRA SHILABAH	70	80	90	Increase
8	MUHAMMAD MUHLISIN	60	80	90	Increase
9	NOVITA SARI	65	65	75	Increase
10	SAIDATUL MUKARROMA	60	60	75	Increase

11	YASMIN SOFI INDRIYANI	55	75	80	Increase
12	MUKARROMAH FINE	55	65	80	Increase
Writing-Writing Individu		64,85	71,78	92,85	Increase
Classical Average		45,00%	70,00%	85,00 %	Increase

Based on the data analysis in the table of student learning outcomes above without classically average action is 45.00%, while in the first cycle 70.00% means there is an increase from no action to cycle I by 25%, followed by cycle II 85.00% means there is an increase from cycle I to cycle II of 15.00%. So it can be explained that two meetings or two cycles show an increase in learning outcomes when compared to the learning outcomes of fiqh subjects before using the Singing Strategy.

Category	Cycle I/Percentage	Cycle II/Percentage
Complete	9 students / 71%	13 students / 92%
Not Finished	5 students / 20%	1 student / 8%

DISCUSSION

The discussion in this study aims to analyze and evaluate the effectiveness of the application of the singing method in learning Fiqh, especially in the material of Syahadatain Sentences in class I of MI Darussalam II Papring, Banyuwangi Regency. Based on the results obtained from observations and formative tests conducted in cycle I and cycle II, it can be known to what extent this method has succeeded in improving student learning outcomes in understanding subject matter.

In the first cycle, the use of the singing method has shown a significant change in the learning process. Students are more enthusiastic about participating in lessons and seem easier to remember the material taught. This is in accordance with the theory that music and singing can improve memory skills and strengthen memory (Ismail, 2011). In this context, singing as a learning method has a positive influence on students' ability to memorize shahadatain sentences without feeling burdened, because this method presents the material in a fun and non-monotonous form. The results of the formative test that showed an increase in scores at the end of the first cycle indicated that most students began to master the material well.

However, despite the improvement, not all students immediately achieve learning completeness in accordance with the Minimum Completeness Criteria (KKM) standards. There are some students who are still unable to achieve a minimum score of 70, which shows that the

singing method, although effective, is not fully optimal for all students. This may be due to individual factors, such as differences in memory skills or a lack of attention from students in participating in learning activities. Therefore, the second cycle is carried out with the aim of correcting the shortcomings that existed in the first cycle.

In the second cycle, researchers improved several aspects that were considered less effective, such as interaction with students and the use of more interesting media. The use of more interesting PPTs and song variations in singing methods is expected to increase students' attention and engagement. The results obtained from the formative test in the second cycle showed a significant increase in learning completeness. Most students managed to achieve a score of 70 or above, and the class as a whole achieved learning completeness above 85%. This shows that with the improvements made in the second cycle, the singing method has succeeded in having a more positive impact on student learning outcomes.

In addition, observation of students also shows positive changes in their attitudes and behaviors during the learning process. Students become more active in asking questions and expressing their opinions, as well as more confident in following the learning process. This shows that the singing method is not only effective in helping students remember the material, but it can also increase student engagement in the learning process.

However, there are several challenges in the implementation of this research. One of the main challenges is the diversity of students' levels of understanding, which requires teachers to be more creative and adaptive in using this method. Some students understand the material faster and some take longer. Therefore, more intensive assistance is needed for students who are still having difficulty following the material.

Overall, the results of this study show that the singing method can be an effective alternative in improving Fiqh learning outcomes, especially in the material of Syahadatain Sentences in class I of MI Darussalam II Papring. However, it is important for teachers to continue to develop a variety of learning methods and media in order to meet the needs and characteristics of each student. With continuous improvement and evaluation, it is hoped that student learning outcomes can continue to improve, and Fiqh learning will not only become more fun, but also more effective.

CONCLUSION

From the results of learning activities that have been carried out for two cycles, and based on all the discussions and analyses that have been carried out, it can be concluded that learning with the learning media of the Singing Method has a positive impact on improving the learning outcomes of Fiqh about Shahadatain Sentences in Grade I students of MI. Darussalam II Papring, Banyuwangi Regency. This can be seen in the first cycle of 12 students who completed 9 students (64%) and 5 students (36%) who did not complete. Meanwhile, in the second cycle, 13 students (92%) completed and 1 student (8%) did not complete. So, after the second cycle was held, student learning outcomes increased by 28%.

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