

EVALUATION OF IMPLEMENTING COMBINED LECTURE, DEMONSTRATION, AND QUESTION-ANSWER METHODS IN THE FIQH LESSON

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Abstract

The purpose of this research was to find out how the planning, implementation, and evaluation of the combination of lecture, demonstration, and question and answer methods in Fiqh lessons on obligatory prayers material class VII (seventh grade) at State Islamic Junior High School of 1 Padang. The research type was qualitative field research. The instruments of this research were interviews and observation. There were two respondents in this research. They are Primary and secondary respondents. The primary respondents were 2 Fiqh teachers and ten students. Meanwhile, the principal and deputy curriculum as secondary respondents in strengthening the results of this research. The results of this research are (1) the teacher of Fiqh's lesson was well organized in the planning of the lecture, demonstration, and question and answer methods, (2) the implementation of the lecture, demonstration, and question and answer methods is not fully by the lesson plan, especially in applying technology as a learning media in Fiqh lessons. Therefore, it was focused on the teacher's explanation in front of the class. (3) Teachers carried out their roles well as facilitators for students who had not understood the learning material and provided a material review to strengthen students' understanding of learning. However, the evaluation did not measure the achievement of students' learning objectives.

Keywords: The Combination of Lecture Demonstration and Question-Answer Method; Fiqh Lesson

INTRODUCTION

Learning is essential in enhancing knowledge, and skills, and opening the gateway to success. Learning is a process of human activity in gaining knowledge from humans who do not know to know, (Azimah & Hakim, 2020). This activity not only influences human knowledge but also implements the knowledge in real life, (Syam & Kristianto, 2022). Fiqh learning is a crucial lesson that must be learned. This is because Fiqh is a lesson that discusses Islamic law that must be carried out by Muslims. Fiqh science organizes all the laws of Allah S.W.T (God) contained in the Qur'an and Hadith, (Izali, 2022). It is important for junior high school students because they are categorized as “Mukallaḥ” because students have reached maturity age or level where they are considered to have an obligation to understand and carry out religious, moral, and social duties, (Heryanto et al., 2020). In the Islamic context, the term “Mukallaḥ” refers to individuals who have reached puberty age and they have to be responsible for their actions to Allah. It means that the students have reached the age of puberty, they have to understand and obey the moral and social norms in the religious rulings. Therefore, they have moral and legal responsibility for their actions and behavior, (Zafi, 2020).

In both Islamic and general educational institutions, Fiqh learning is the primary learning to provide knowledge to students about actions that they should and should not do as Muslims. Thus, students understand and they can implement it in their daily lives. The student's attitude and abilities in religion are a reflection of the success of a religious education teacher at school in transferring religious teachings through their educational efforts, (Khadziq & Achadi, 2023)

Achieving learning objectives can influence students in applying learning materials in their daily lives, it depends on the learning methods used by teachers in the classroom to build a deep understanding for students. Methods are important for the achievement of education. Hence, teachers are demanded to be professional in choosing methods and organizing the teaching and learning process, so therefore the learning objectives can be achieved effectively, (Latifah et al., 2023).

Student-Center Learning (SCL) is the main point of the 2013 curriculum. the students must be active in the learning process in the class, (Nurhasnah et al., 2022). It means that the students should be productive in asking questions, demonstrating, and listening. It cannot be separated from the role of the teacher to know the students'

characteristics in choosing the suitable learning method. It was expressed by (Devanti et al., 2023), All aspects related to education can be understood from choosing and using teaching methods. because it is a teacher's skill based on their knowledge and teaching experience. Therefore, combining various teaching methods based on the student's needs and the subjects' characteristics, (Riki Refanda, 2023)

Encouraging students to be active in learning, the teacher conducts question-and-answer activities, lectures to strengthen the learning material, (Putri et al., 2019). Demonstration to attract students' attention in the learning process, (Nusriati, 2021; Thosin Waskita et al., 2022). However, the combination of lecture, demonstration, and question-and-answer methods can encourage building students' motivation in understanding Fiqh lessons. In the lecture method, the teacher is the main source of learning material and students listen to the material delivered by the teacher, (Pabesak et al., 2023). It is almost the same as the teacher giving stories to students related to the lessons. The question-answer method is a way to deliver lessons, with the teacher asking questions and students giving answers, or students asking questions and the teacher giving answers. Furthermore, the demonstration method is a way of delivering lesson material by showing students a specific process or object that is being taught, either real or artificial objects followed by a verbal explanation, (Hidayat et al., 2022).

Based on previous observations at State Islamic Junior High School of 1 Padang, Fiqh learning teachers used the combination of lecture, demonstration, and question-answer methods in the learning process. It aimed to make students more active in the classroom but in reality, students were not active and enthusiastic to participate in learning activities. It could be seen when the teacher explained the lesson and a lot of students were busy with their activities, such as talking to friends, laughing, and being sleepy. Hence, the learning objectives are not achieved by the learners. At the end of the lesson, the teacher gave reinforcement lesson and asked questions to them, most students were just silent and unable to answer the questions given by the teacher.

From these problems, the researcher was interested in evaluating the implementation of the lecture, demonstration, and question-answer methods at the State Islamic Junior High School of 1 Padang. This research investigated the suitability of lesson plans and the implementation of learning carried out by teachers in the classroom. Therefore, the research found the cause of the lack of students' motivation to engage in

learning. In addition, this research analyzed lesson plans related to obligatory prayer material. This material is very important for students in carrying out and implementing correct obligatory prayer in the Islamic religion. In addition, this research coincides with the first meeting of obligatory prayer learning using the methods of lecture, demonstration, and question-answer. Thus, this research was more insightful in investigating between learners, teachers, and the implementation of that method in the learning process. In this research, there were three aspects in evaluating the implementation of the combination method of lecture, demonstration, and question-answer in Fiqh lessons on Obligatory prayer material at State Islamic Junior High School of 1 Padang, namely: (1) The planning of combination lecture, demonstration, and question-answer methods in Fiqh lessons on obligatory prayer material. (2) Observation of the implementation of the combination lecture, demonstration, and question-answer methods in Fiqh lessons on obligatory prayer material. (3) Evaluation of the combination lecture, demonstration, and question-answer methods in Fiqh lessons on obligatory prayer material.

METHODS

The type of this research was Field Research using Qualitative Descriptive. The qualitative descriptive method is a problem-solving procedure investigated by drawing or describing the object of research based on the facts that appear without intending to compare, (Purwanto, 2021).

This research was conducted from April 23rd until May 31st, 2023 at State Islamic Junior High School of 1 Padang. Respondents in this research were Fiqh teachers and students as participants for primary data and principals and deputy curricula sources as secondary data participants to complement primary data. The instruments used in collecting data were classroom observation and interview. Observation was used to find out how the implementation of the combination of lecture, demonstration, and question-answer methods in the learning process in the classroom by the teacher, and this research also looked at students' responses to learning. The interview was used to better understand the understanding and opinions of teachers and students about the implementation of the lecture, demonstration, and question-answer methods. That method is carried out in the classroom during the learning process.

In data analysis, there were three data used, first, reducing data means summarizing, selecting key things, focusing on important things, and looking for themes and patterns. Second, Data Display (Data Presentation), after the data is reduced, the next step is to display the data. In qualitative research, data presentation is shown by brief descriptions, charts, relationships between categories, flowcharts, and others. Third, Conclusion Drawing / Verification The Conclusion drawing was a discussion to find relationships and get to the core of the problem. According (Assyakurrohim et al., 2022; Waruwu, 2023), qualitative research, the data processing was compared with a standard or criteria that had been made by the researcher.

RESULTS

1. Planning the Implementation of a combination of Lecture, Demonstration, Question and Answer Methods in Fiqh Lesson on the Obligatory Prayers Material in Class VII (seventh Grade) at State Islamic Junior High School of 1 Padang.

Based on the results of interviews with Fiqh teachers, principals, and curriculum deputy, teachers are required to prepare lesson plans before teaching and learning activities in the classroom. The lesson plan is a crucial document that must be planned by the teacher to determine the direction of learning to achieve learning objectives. The lesson plans were prepared based on the latest curriculum used by the school, and the Fiqh teacher had full rights in designing learning activities for students in the classroom.

In the Fiqh lesson plan, the teacher presented learning activities, learning media, student assignments, and assessment. Furthermore, the Curriculum deputy checked to ensure the format of the lesson plan accordance with the 2013 Curriculum before the principal approved it. Then, the lesson Plan was collected to be important school documents. When the teachers made an error format of the lesson plan, the curriculum deputy asked the teacher to make a small meeting to fix it together.

The lesson plan designed by the Fiqh teacher for class VII (seventh grade) at State Islamic Junior High School of 1 Padang in Obligatory Prayer material has presented learning objectives, learning materials, media, methods, and learning resources, as well as assessment. In addition, the lesson plan also includes other supporting components, such as determining basic competency standards, indicators, and learning activities.

2. Implementation of the Combination of Lecture, Demonstration, Question - Answer Methods in Fiqh Lesson on the Material of Obligatory Prayers in Class VII (Seventh grade) at State Islamic Junior High School of 1 Padang.

In the classroom observation and interviews with students, it was found that the implementation of the combination of lecture, demonstration, and question-answer was not by lesson plan. In the learning media section, the teacher mentioned that they would integrate technology such as the Projector, laptops, and other media. Meanwhile, they did not use the media during the learning process activities. Teachers only focus on handbooks or package books and still use traditional media such as whiteboards and markers in delivering learning materials. In addition, learning focused on the teacher (teacher-centered learning) and did not invite students. In other words, the school had provided complete facilities and infrastructure to use technology in learning, but teachers did not utilize it.

The learning activities prepared, starting from the opening, core, and closing activities, did not show a combination of lecture, demonstration, and question-answer methods. The core activities only focus on the lecture method, where the teacher provides material without any demonstration related to obligatory prayer material. Teachers did not implement the demonstration method, even though it was the activities that could attract students' attention. Therefore, the learning activities were boring. As a result, learners feel sleepy and tired. They did not pay attention to the teacher in the classroom. It caused the students not to understand the material

In addition, the teacher only gives questions to the students suddenly after the lecture method is finished to return their focus. It made students feel shocked and had to look for answers in a panic or ask friends for help, so that, the teacher did not know whether students understood the learning material or not. The teacher also only asked the students material that they had not understood without inviting students to repeat the learning with various questions.

A boring learning situation, dominated by teacher activities without involving students, and a rigid and stressful learning situation make students lose motivation. Most of the students were silent without asking questions during the learning process. A few students asked questions related to the material.

3. Evaluation of the combination of Lecture, Demonstration, Question and answer Methods in Fiqh Lesson on the Material of Obligatory Prayers in Class VII (Seventh grade) at State Islamic Junior High School of 1 Padang.

Based on interviews and observations conducted in class VII at State Islamic Junior High School of 1 Padang, Evaluation of the combination of lecture, demonstration, and question-answer method, the teacher evaluated the students' understanding in the question-answer session which was conducted at the end of the lesson. The students asked questions related to the Obligatory prayer material that they did not understand.

The Fiqh teachers argued that re-explanation of the material was the best way for students to improve understanding and mastery by students. In addition, re-explanation of material becomes an evaluation activity to determine the learning objectives achieved by the students. However, in evaluation activities contained in the 2013 curriculum, teachers should provide evaluations based on tasks or give quizzes to students to find out the parts of the material that students did not understand. The evaluation was intended to review the material by inviting students to answer questions from the teacher. So that students can contribute and avoid having dominant students in the class.

From this result, it can be concluded that the teacher only provides a re-explanation at the end of the lesson orally without engaging students to repeat together. The evaluation did not show concrete assessments mentioned in the lesson plan. Therefore, it could not measure the achievement of learning objectives. The evaluation of learning in State Islamic Junior High School of 1 Padang had not fulfilled the criteria for evaluating the implementation of the 2013 curriculum and the evaluation was not by the lesson plan and curriculum. The teacher needed more training to enhance their skill in understanding the 2013 curriculum in this school.

DISCUSSION

Based on research conducted in evaluating the methods of lecture, demonstration, and question-answer in the Obligatory prayer material in class VII (seventh grade) at State Islamic Junior High School of 1 Padang has not been fully effective in improving the effectiveness of the teaching and learning process in the classroom. The evaluation of lecture, demonstration, and question-answer methods carried out involves three aspects of learning, namely: (1) Planning, (2) Implementation, and (3) evaluation.

1. Planning the Implementation of a combination of Lecture, Demonstration, Question and Answer Methods in Fiqh Lesson on the Obligatory Prayers Material in Class VII (seventh Grade) at State Islamic Junior High School of 1 Padang.

The Fiqh teachers have an in-depth understanding of the lesson plan elements in the 2013 Curriculum. These elements include learning objectives, learning materials, media, methods, learning resources, and assessment. In addition, lesson plans also include other supporting components, such as determining basic competency standards, indicators, and learning activities. Thus, lesson plans become effective for carrying out learning activities in the classroom with students.

An effective lesson plan is a lesson plan that is prepared either for each meeting or several meetings, where there are competency standards, basic competencies, indicators, subject matter, time allocation, and other essential components to be understood by a teacher, (Salsabilla Sulistiyani et al., 2021). The lesson plan functions as a learning tool to create a more directed, interactive learning process, and facilitate the achievement of expected competencies, (Mukarramah et al., 2021).

It concluded that Fiqh teachers at State Islamic Junior High School of 1 Padang had a strong ability to design effective learning for students by including lectures, demonstrations, and question-answer methods in every aspect of their learning activities.

2. Implementation of the Combination of Lecture, Demonstration, Question - Answer Methods in Fiqh Lesson on the Material of Obligatory Prayers in Class VII (Seventh grade) at State Islamic Junior High School of 1 Padang.

Based on the findings in the classroom and analysis of lesson plans made by Fiqh teachers at State Islamic Junior High School of 1 Padang, the learning activities did not match the lesson plans. The problem was that the teacher did not integrate technology as a learning medium but only focused on providing material directly in front of the class. In addition, the teacher also ignored the demonstration method. It should show the correct and incorrect prayer postures, hence students could not understand and apply it in their daily lives.

In reality, the integration of technology and demonstration practices in the classroom can increase the effectiveness of the teaching and learning process and attract students' attention to the material being discussed, (Mariana, 2020). The teacher-centered

learning (TCL) approach is an old paradigm. it is not suitable for the development of Industry 4.0. Nowadays, teachers are not the primary source of information, as learners can get information from books, magazines, television, radio, and the Internet. Students generally show higher engagement and enthusiasm when technology is integrated into the learning process, especially when interactive elements and multimedia are incorporated, (Endrawati Subroto et al., 2023).

In addition, the use of the demonstration method allows teachers to utilize the students' sensory organs and results in a more effective and efficient learning system in facilitating the achievement of learning objectives, (Dewanti et al., 2020).

The Fiqh teachers at State Islamic Junior High School of 1 Padang used teacher-centered learning, the teacher is the main source of information for students and students were receivers of knowledge from the teacher, so the students had minimal contribution to the learning process. It caused the learning process to be less effective. The students did not pay attention to the teacher and they were busy with their activities in the classroom. The graduates had less competence, especially in mastering the latest knowledge and technology. Therefore, conventional learning patterns carried out by teachers are not effective for students, (Berata, 2022).

3. Evaluation of the combination of Lecture, Demonstration, Question and answer Methods in Fiqh Lesson on the Material of Obligatory Prayers in Class VII (Seventh grade) at State Islamic Junior High School of 1 Padang.

The evaluation listed in the 2013 Curriculum is an evaluation that can be assessed and accurate in achieving student learning objectives. However, Fiqh teachers only use the question-answer method to measure students' understanding of the material and estimate the achievement of learning objectives. As a result, learning evaluation activities are not effective for measuring students' goals and achievements.

Evaluation is a systematic process to determine the value of something (regulations, activities, decisions, performances, processes, people, objects) based on criteria through assessment. To determine the value of something by comparing it with criteria, evaluators can directly compare it with general criteria or take measurements of something that is evaluated and then compare it with criteria, (Idrus, 2020).

CONCLUSION

Based on the previous discussion and research results, several conclusions were obtained. First, the planning of a combination of lecture, demonstration, and question and answer methods in Fiqh lessons on Obligatory prayer material for class VII (seventh grade) at State Islamic Junior High School of 1 Padang was by the 2013 Curriculum. The planning prepared by the Fiqh teacher was complete, as seen from the existence of a Learning Implementation Plan prepared before the learning activities. Second, the implementation of the combination of lecture, demonstration, and question-and-answer methods in Fiqh lessons on Obligatory prayer material was not optimal, because the implementation was not fully by the lesson plans, especially in integrating technology. The teacher had not utilized, although the introduction, core, and closing activities. In addition, teachers only focus on the lecture method in explaining the material and ignore demonstration activities on the material of Obligatory prayer. Third, the evaluation of the Fiqh learning process showed that teachers provided help to students in overcoming learning difficulties and improving their learning, such as providing opportunities to ask questions about material that the students did not understand. The teacher was going to explain it again to strengthen understanding, both for students who understood and those who still did not understand. However, the evaluation

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