Students' Learning Motivation Analysis in Contextual Learning on Faraidh Fiqh Material

Askhabul Kahfi[1], Dandi Yansyah[2], Ida Farida[3]

kahfi.ashab@gmail.com[1], dandiyansyah205@gmail.com[2], farchemia65@uinsgd.ac.id[3]

Universitas Islam Negeri Sunan Gunung Djati Bandung[1, 2, 3]

Abstract

This research aims to assess students' motivation in contextual learning on Faraidh material. The research subjects were the twelfth-grade students of SMK Kumala Lestari Cianjur. This research is a descriptive analysis. The motivational aspects of attention, self-confidence, satisfaction, and relevance were used to construct motivational instruments, which consisted of twenty-six statement items. The statement items had been validated. The reliability test showed that the dependability criterion was very high. The percentages for each aspect of motivation showed high motivation criteria. So it can be concluded lest implied that contextual learning motivated students to learn faraidh material. Therefore, teachers are essential in creating a positive and conducive learning environment during the contextual learning process.

Keywords*: Learning motivation, fiqih faraidh, contextual learning*

Abstrak

Penelitian ini bertujuan untuk menganalisis tingkat motivasi siswa dalam pembelajaran kontekstual pada materi fiqih faraidh. Penelitian ini merupakan penelitian deskriptif, sampel penelitian ini adalah siswa kelas XII SMK Kumala Lestari Cianjur. Instrumen motivasi disusun berdasarkan aspek motivasi perhatian, percaya diri, kepuasan dan keterkaitan. Instrument terdiri dari dua puluh enam butir pernyataan. Hasil uji validitas butir pernyataan menunjukkan hasil valid semua butir. Perolehan uji reliabilitas menunjukkan kriteria reliabilitas sangat tinggi. Hasil presentase dari setiap aspek motivasi menunjukkan kriteria motivasi tinggi. Sehingga disimpulkan bahwa penerapan pembelajaran kontekstual pada materi fiqih faraid memotivasi siswa untuk belajar fiqih faraidh. Oleh karena itu, peran pendidik juga sangat menentukan untuk terciptanya lingkungan belajar yang baik dan kondusif selama proses pembelajaran kontekstual.

Kata Kunci: Motivasi belajar, fiqih faraidh, pembelajaran kontekstual

INTRODUCTION

Fiqh is one of the essential materials in learning Islamic Religious Education. Fiqh is a science that discusses the sharia laws related to the actions of the *mukalaf* based on their detailed arguments (Djazuli, 2021). Fiqh also discusses the procedures for how a person worships Allah the almighty and regulates the law in human life, both personally and in society.

Faraidh is a branch of Fiqh studies that every Muslim must understand and study in Islamic Religious Education (Darmawiya, 2017). Due to the privilege of Faraidh science, scholars created a separate discussion, resulting in several specific publications that discussed faraid Fiqh. Faraidh Fiqh is also known as Fiqh Mawaris, which is Fiqh that examines the portion of inheritance rights each successor will receive based on the provisions of the Qur'an.

Faraidh Fiqh intimately tied to a Muslim's life because everyone will undoubtedly be related to inheritance in the event of death. Many Muslims fail to implement sharia inheritance in the distribution of inheritance. According to (Juhdi, Khaerul Iqbal., Nursuprianah, Indah., Misri, Muhamad Ali, 2017), due to a lack of education regarding Faraidh Fiqh, many family disagreements arise as a result of battling over an inheritance.

This is consistent with the Hadith of Imam Ahmad, at-Tirmidhi, and Hakim from the Prophet of Allah, "Study the Qur'an and teach it to the people." And learn faraid jurisprudence and teach people, for I shall be snatched away (killed), while the Fiqh will be increased and slander will occur so that two individuals fighting over inheritance distribution will both find no one who can separate them (resolving disputes over the distribution of their inheritance rights). Faraidh is essential for students in Islamic religious education classes. Most students, however, struggle to understand the calculation of the heirs' share. As a result, excellent motivation and an attractive learning model are required for studying Faraidh material. The function of motivation in learning activities is critical for creating a conducive learning environment, as motivation is an impetus for students to perform well in learning activities.

Learning motivation plays an essential part in helping students achieve their learning objectives. The teacher is the most significant factor in learning activities that are responsible for building and instilling student motivation. A teacher can instil genuine optimism in children and guide them to achieve the predetermined learning objectives. Students highly motivated to study will be more engaged in the learning process, even if the content being studied is tough. Students will feel challenged as they progress through the learning process (Arianti, 2018).

The learning method of Faraidh at SMK (Vocational High School) Kumala Lestari employs a contextual learning model based on the outcomes of field observations. Faraidh learning will be more fascinating and meaningful if students' experiences in the community are linked to learning materials. However, the assessment mainly focuses on learning outcomes and does not involve assessing students' learning motivation. Motivation can be measured by paying attention to the students' behaviour (Yuniarto, 2017).

Reveal that a good instrument is required to test the motivation to learn science so that the data acquired can be measured with precise results. Researchers discovered many studies on motivational evaluation instruments on science content, but no research on motivational assessment on Faraidh material in contextual learning was discovered (Mudanta et al., 2020). Developed a student learning motivation instrument in science subjects for the fifth-graders (Krismony et al.,2020). Furthermore, focused on increasing motivation through advanced organizers in science subjects (Tasiwan et al.,2014). Researched the student learning motivation assessment in the mathematics course material (Yuniarto, 2017). Discussed motivation and student learning outcomes in physics material through the application of Nazham al-Mabadi al-'Ashrah (Setiawan, 2020). Lastly, The research about increasing motivation in mathematics (Deli, 2015).

Sholehah (2022) also researched increasing motivation (Sholehah et al., 2022)(Sholehah, 2022)in learning Fiqh through the jigsaw method. Yuniarno (2016) explained that there was an increase in students' learning motivation in Fiqh subjects through the STAD-type cooperative learning model. Further research by

Fauzi et al. (2020) explained the correlation between classroom management by the teacher and student motivation in Fiqh subjects.

However in previous research, only discussed about motivational evaluation instruments on science content, but no research on motivational assessment on Faraidh material in contextual learning, how is the motivation of students in learning fiqh, problems and strategies in increasing motivation in learning fiqh, especially for vocational high school. Therefore this research discussed the analysis of the student learning motivation assessment in contextual learning on Faraidh Fiqh material.

METHOD

This research was descriptive research, where the researcher wanted to describe the findings obtained in the field without giving certain treatments to the variables. Descriptive research aims to describe a condition of research variables. Researchers do not stop collecting and interpreting field data but continue with analysis and relationships (Tapestry, 2020).

The research sample was the twelfth-grade students of SMK Kumala Lestari Cianjur. The researchers distributed a questionnaire instrument on the motivation to learn Faraidh material after implementing contextual learning. The instrument served as a tool to determine student motivation in contextual learning on Faraidh material. The instruments used in this study were arranged based on the motivational aspects by John Keller, which include the aspects of attention, relevance, confidence, and satisfaction (Azizah and Sudibyo, 2018). The researchers developed several indicators, which consisted of 26 statements.

The instrument's data was then examined using descriptive statistics in three stages: 1. data reduction, 2. data presentation, 3. conclusion and verification. The statement items were tested for their validity and reliability. The item statement of the instrument is said to be valid if $r_{observed}$ is greater than $r_{critical}$. Then after the statement items were declared valid, a reliability test was carried out using Cronbach's alpha formula. According to (Muhidin and Abdurahman, 2017), an

instrument can be called reliable if the measurement results are accurate and consistent. The following table displays the classification of reliability coefficients (Arikunto, 2016).

Table 1.
Classification of Reliability Coefficients

Reliability Value	Description
0.80 - 1.00	Excellent
0.60 - 0.80	High
0.40 - 0.60	Moderate
0.20 - 0.40	Low
0.0 - 0.20	Poor

The students' responses in each aspect were analyzed and calculated using percentages. The average of all aspects was searched and converted into qualitative data based on the table of learning motivation criteria.

Table 2.
Learning Motivation Criteria

Percentage	Description
85 q 100	Excellent
70 q < 85	High
55 q < 70	Moderate
40 q < 55	Low
0 q < 40	Poor

RESEARCH RESULTS AND DISCUSSION

The SPSS v26 program was used to process data on learning motivation in contextual learning on Fiqh Faraidh material. The instrument comprised 26 statement items that have been examined for validity. The obtained $r_{observed}$ of each statement item were greater than the $r_{critical}$ (0.374), with a significant level of 5%. As a result, each statement item was considered valid. Based on Table 2, the

reliability test analysis utilizing Cronbach's alpha formula yielded a result of 0.907, showing very high dependability. Based on the validity and reliability tests, the data obtained was accurate (Hayati and Lailatussaadah, 2016). Table 3 shows the percentage of each facet of students' learning motivation in contextual learning on Faraidh material.

Table 3.

The Percentage of Students' Learning Motivation

Aspect	Indicator	Percentage
Attention	1. Students' interest in learning Faraid Fiqh material	77.23%
	2. Student involvement in learning Faraid Fiqh material	
	3. Diligent and tenacious in doing the task	
Self-confident	1. Be confident in studying Faraid Fiqh material	76.66%
	2. Confidence in understanding Faraid Fiqh's material	
	3. Confident in discussions	
Satisfaction	1.Feeling satisfied with Faraidh Fiqh's learning material	81.40%
	2.Feel satisfied and pleased to solve problems	
	3.Feeling satisfied with the success of learning Faraidh Fiqh's material.	
Relationship	1.The relevance of the material theme to the learning process	81.38%
	2.The relationship of benefits to student needs	
	3.The relationship of the method with learning materials	

Table 3 shows that the percentage of each aspect of learning motivation is 1) 77.23% (attention) with the high criteria, 2) 76.66% (confidence) within the high criteria, 3) 81.40% (satisfaction) within the high criteria, 4) 81.38% (relationship) within the high criteria. If we look at table 3, some comparisons are not far adrift between the four aspects of motivation. Aspects of attention and confidence have a

difference of 0.57%. Furthermore, the aspects of satisfaction and relationship have a difference of 0.02%.

Referring to the four components listed above, the motivation aspect had a greater percentage than the others, namely satisfaction (81.40%) and relationship (81.38%). It demonstrated that students were satisfied with Faraidh's learning material. This claim was directly observed when students felt pleased and satisfied after successfully solving Faraidh problems in the classroom. Despite the fact that the Faraidh content is extremely challenging for students, they feel challenged and patient. They were capable of overcoming challenges in solving Faraidh problems.

After satisfaction, the relationship factor has the highest percentage (81.38%). The correctness and suitability of the learning model's application significantly impact learning motivation and success, evidenced by a joyful learning atmosphere and mutual opinion among students. The atmosphere indicated that the learning environment was active. According to Deli, (2015), the right learning model can increase students' attention to the material and motivate the student. Arief & Sudin, (2016) add that the right learning approach can activate students' learning motivation.

Research conducted by Oktaviansa and Yunus strengthens the research findings (2013) in their article entitled "The Influence of the CTL (Contextual Teaching and Learning) Learning Model on Student Motivation and Learning Outcomes at SMKN 1 Sidoarjo." The research found that the students feel enthusiastic and motivated to learn. Furthermore, San S. et al., (2013) wrote an article entitled "The Influence of Peer Tutor-Assisted Contextual Learning Model on Biology Learning Outcomes in Terms of Learning Motivation." The research results explain that students have better motivation in learning by applying the peer tutor-assisted contextual learning model.

Discovers that one of the ways to increase students' learning motivation is to link the learning materials with students' daily lives. In line with the research results above, the application of contextual learning can make students' learning

motivation higher in various subject matter, including Fiqh Faraidh material (Ariati, 2017).

Conversely, research by Makmur, (2020) entitled "Improving Student Learning Outcomes in Mawaris through Contextual Learning Model with Projects in the Twelfth-Grade of Science Class at SMA Negeri 1 Kecepatan." Contextual learning can improve learning activities and learning outcomes of Faraidh material. Even though the study focuses on learning outcomes, a rise in learning process activities suggests increasing students' learning motivation. As a result, learning motivation appears to have a favourable link with student learning results (Saputra and Ismet, 2018).

Muhammad and Bambang (2019) claim that Contextual learning on the Faraidh material can assist students in relating the resolution of inheritance issues to their daily lives. Thus, contextual learning can promote the connection between acquired knowledge and its application in the real world. Educators' roles as facilitators in contextual learning enable students to identify the relationship between knwledge and appslication in real life. So that pupils can build a new understanding and concept based on prior knowledge that they already have.

Contextual learning encourages students to learn naturally in real-world situations. Students are given the option to execute activities more meaningfully as a result of this learning. Assignments, including inheritance issues in each student's family, are completed in groups. So that discussions occur and friends provide feedback to one another. This fosters a sense of belonging, mutual understanding, and collaboration. Learning is done actively, creatively, and productively to create a good learning environment.

Submission of each group's task based on the results obtained is a type of modelling component of contextual learning. The teacher then reflected on the experiences gained and implemented during the learning process. According to Hamruni, (2015), a teacher must recognize that learning activities are comprehensive since they combine educational, psychological, and didactic

aspects. As a result, teachers must always establish dynamic relationships with students in contextual learning.

CONCLUSIONS AND SUGGESTIONS

The 26 statements assessing the Faraidh material had a $r_{observed}$ value greater than $r_{critical}$ (0.374). The reliability test was 0.907 within the very high category. The assessment results on each aspect of motivation show that the application of contextual learning motivated students in learning Faraidh material. The percentage was 77.23% in the attention aspect, 76.66% in the self-confidence aspect, 81.40% in the satisfaction aspect, and 81.38% in the relationship aspect. All aspects are included in the high motivation category.

According to the motivation analysis findings, applying contextual learning to Faraidh content has a positive impact on students' learning motivation. However, educators play a critical role in creating a healthy and conducive learning environment during the contextual learning process. As a result, teachers' abilities to create a positive and enjoyable learning environment are required in contextual learning.

This research results from an investigation of student motivation assessment on Faraidh material using contextual learning. To boost student learning motivation, instructors who teach Islamic religious subjects should use a contextual learning strategy. Educators and other researchers might utilize the findings of this study to assess the level of student motivation in Faraidh content using more diversified learning strategies.

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