Media Demonstration of Fiqh Learning on Unclean Material in Schools

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Abstract

The goals of this research are to provide a historical context for the evolution of the teaching profession, to characterize This study aims to develop a teaching aid media that is effective in helping students understand the concept of unclean in the school environment. This material is an important part of Islamic religious lessons, and the use of teaching aids is expected to improve students' understanding more interactively and interestingly. This study uses a qualitative approach and the type of Library Research (Library Research). Primary data sources were obtained through reference books that have been processed from books on visual media as well as journals, articles, and some references to the Fiqh unclean. Secondary data sources are obtained through Journal books, articles, and websites that support the discussion under study. The results showed that the use of teaching aids contributed to the development of fish learning methods that are more interactive and oriented to understanding concepts, especially in dealing with complex materials such as unclean ones.

Keywords: *Teaching Media, Fiqh Learning, Unclean material*

Introduction

In the era of globalization, humans are faced with uncertain changes in various fields, including education. Facing this, it is necessary to organize the education system as a whole, which is related to the quality of education and its relevance to society and the world of work (Asiyah, 2017). Education is basically a conscious effort to develop the human resource potential of students by encouraging and facilitating their teaching and learning activities (Arianti, 2019; Made Astiti, 2019). Law of the Republic of Indonesia. No. 20 of 2003 concerning the National Education System in article 1 states that the goal of education is to help each student reach his or her full potential in all areas of life: spirituality, personality, intellect, integrity, and the ability to contribute to one's community, country, and state. (Ministry of Education, 2003).

Teachers are implementers of education and teaching who formally transfer various knowledge to students and also determine the success of the learning process (Alfiyanto, 2022; Alfiyanto et al., 2021; Alfiyanto & Hidayati, 2022; Sopian, 2016). Effective topic delivery relies heavily on instructors and students being able to communicate effectively (Haqi, 2015). Misunderstandings are common in communication and information reception, which hinders efficient and effective learning. This could be because to things like overuse of words and boring lessons, students' and teachers' lack of preparation, inadequate media, and many other factor (Wahdatul, 2020).

Teachers may employ learning media as one strategy to help students overcome challenges presented by course content. In a nutshell, learning media may make it easier to explain concepts during instruction (Jagat et al., 2022). On top of that, media may spice up lessons and improve students' overall learning experience (Nurrita, 2018). The primary role of educational media is to supplement the pedagogical practices already in place in the classroom (Nurfadhillah, 2021).

Teachers hope that students would learn more effectively when they utilise various forms of educational media in the classroom. However, this expectation is not without its potential repercussions (Sudjana & Rifai, 1991).

According to Hamalik and M. Basyiruddin Usman, learning media may have a profound impact on students' motivation, interests, and wants, as well as their psychological well-being. It can also inspire them to engage in more learning activities. At the learning orientation stage, learning media may significantly improve the efficiency of the learning process and the transmission of messages and course material. Learning media may do more than just pique students' interests; they can also assist them in comprehending the material, presenting it in a credible and engaging way, interpreting it, and gathering information (Kisworo, 2017).

Properly incorporating learning media into the classroom experience will increase student comprehension and retention of course material. The use of media or assistance in the classroom has been shown to be successful, according to Denim Mohammad Fadil, particularly in raising student performance standards. One of the reasons students don't learn much is because teachers don't utilise enough media in the classroom (Aswan, 2016).

Media used in the learning process, including written and visual materials, may facilitate students' comprehension of course material. By using well-prepared learning media, PAI teachers, especially fiqh teachers, have helped their students activate psychological elements that exist within them, such as observation, memory, interest, attention, thinking, fantasies, emotions, and personality development. Their calm mental attitude with great interest in learning has the potential to be developed as a basis for faith, worship, social attitudes, moral formation, and so on (Sapriyah, 2019). Religious teachings, when accompanied with learning media, have the potential to inspire students to study.

As a teacher of fiqh education, it seems that influencing students to be able to learn and understand Islamic teachings in accordance with the ability of human reason towards the revelation of Allah and His Messenger needs to be assisted by learning media. Traditional ways of teaching fiqh material with an emphasis on the lecture method seem inadequate because students have begun to be critical. The pure lecture method is only effective for the first 15 minutes or so. Furthermore, students' absorption of lectures began to decline. To involve as many sensory tools as possible in the learning process, the lecture method needs to be varied with the media so that the purpose of Islamic religious education, especially Fiqh, is really applicable to the surface in the learning atmosphere (Kumala & Hafizh, 2019).

Discussion on this theme: Several studies have been conducted, such as research conducted by Mira Sagita, the Use of Teaching Aids in Mathematics Learning in Elementary Schools. The findings demonstrated that supplemental materials may serve a purpose in mathematics education, namely, to engage students in the learning process and facilitate the formation of new connections. The use of instructional tools has many advantages, including as enhancing students' motor sensors, decreasing verbalism, enhancing teacher-student engagement, and increasing students' concentration on learning. Success in learning is very important. This success can be influenced by factors such as the school environment, family environment, and learning methods applied in mathematics learning. Also, research was conducted by Rosyidatul Afifah, Educational Props of Fiqh Snakes and Ladders (Ultafi) as a learning medium for Islamic Religious Education in Elementary Schools. The results showed that learning media innovation is needed for Fiqh subjects in the future, one of which is with educational teaching aids Snakes and Ladders Fiqh (ULTAFI). The use of these media is expected to facilitate the process of learning Fiqh on some abstract material in fiqh learning. And finally, research conducted by Nasarudin, *Media and Teaching Aids in Mathematics Learning.* The results showed that the use of teaching media in learning will reduce the abstractness of the concept so that students are able to grasp its true meaning. By seeing, touching, and manipulating objects/props, students have experiences in everyday life about the meaning of a concept.

Efforts to employ instructional media to facilitate learning in conceptually abstract Fiqh issues pertaining to impure material will be the focus of this project. The goal of incorporating media into the classroom is to assist both the instructor and the students in better grasping the subject matter via the use of pre-made visual and auditory aids.

Method

This study relies on library research as its methodology. Knowledge is examined in this research, and the results are presented in the literature to provide information relevant to the subject matter. Secondary data sources that are pertinent to the employment of instructional tools to accomplish learning goals include research findings, scholarly publications, and other similar sources.

Results and Discussion
Use of Learning Media

Ancient Latin Medius meant "middle, intermediary, or introduction." The English word "media" is derived from this Latin word. The Arabic word for "medium" is "wassail," meaning "messenger" or "intermediary" between the speaker and the listener. Newspapers, magazines, radio, TV, movies, posters, and banners are all considered media in the Indonesian Dictionary. However, media specialists like Heinich et al. argue that media serve as a go-between for information, relaying messages from sender to receiver (Arsyad, 2004). It is the belief of Gerlach and Ely that media—whether in the form of people, things, or events—create the circumstances in which pupils are able to gain information, skills, or attitudes.

Here, the media consists of educators, course materials, and the physical school setting. When we talk about media in the context of education, we're referring to everything and everything that may facilitate the transmission of messages from their originator to their intended audience. In the classroom, media may also serve as a means of facilitating two-way communication between instructors and their pupils. Learning media - what does it mean? The definition of "teaching media" as anything that may be utilized to channel messages, motivation, ideas, emotions, and students' attention in order to enhance the learning process was proposed by experts like Ali (Muhammad, 2007). According to the experts' assessments, learning media encompasses all forms of communication that may be used to convey information in line with the goals and content of efficient and successful education. Another way that learning media may help students learn better is by removing some of the communication obstacles that come with using traditional learning materials. This, in turn, can make the learning experience overall better (Nurfadhillah, 2021).

Learning media is not only a tool in teaching but also a carrier of information or learning messages that have been made known. In general, media that are often used in education are divided into three components, namely: 1) Visual media (media that can be seen) such as photos, posters, and projectors; 2) Audio media (audible media) such as radio; and 3) Audiovisual media (media that can be seen and heard). As a way, media can be used to identify and classify media. 7 (seven) types of media can be used in the learning process, namely (Miarso, 1984): 1) Motion audiovisual media, 2) Silent audiovisual media, 3) Semi-motion visual media; 4) Silent visual media, 5) Audio media, and 6) Print media.

Factors of Using Learning Media
Teacher education background

The background of teacher education certainly greatly affects the learning process because whether it is successful or not, effective or not, depends on the way the teacher teaches, the methods used, and the media used.

Teaching experience

From the results of the presentation of previous data, it is known that fiqh subject teachers who teach in class VIII have five years of experience teaching fiqh subjects. This is a supporting factor and a very good basis for becoming a professional teacher.

Education and training/training of the teaching profession

Education and professional training for teachers is an important component in ensuring the implementation of quality education. It equips teachers with the knowledge, skills, and tools necessary to engage effectively with students and create a conducive learning environment. In recent years, there has been an increased focus on the importance of continuous professional development for teachers to keep up with the changing educational landscape and meet the diverse needs of students. Therefore, various initiatives and programs have been implemented to support teachers in their professional growth and improve their teaching practice.

Adequate Learning Facilities

Adequate learning facilities refer to the environment and facilities provided by an educational institution to support an effective teaching and learning process. These facilities include a variety of things, such as comfortable classrooms, well-equipped libraries, modern laboratories, and state-of-the-art technology.

Daddy Cara Mensucikan Nakjis Mugollazoh

There are three ways to remove mugholladzoh unclean, namely 1) Remove the unclean object first, then mix the soil with water and then splash it on the affected part of the unclean as the first flush, then flush continued with the second and so on; 2) Remove the unclean object first and then pour the soil into the affected part of the unclean and then followed by water then continue with the second, third wash until the destination; 3) Remove the unclean object first, then pour water on the affected person and then followed by the soil, followed by the second, third, to seventh wash.

The Wisdom of Purifying Nakjis Mugholladzoh with Earth

In Islam, prudence in direct contact with dogs is implied in the hadith of Prophet Muhammad:

وَعَنْ أَبِيْ هُرَيْرَةَ رَضِيَ اللهُ عَنْهُ قَالَ: قَالَ رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ: طُهُوْرُ إِنَاءِ أَحَدِكُمْ إِذَا وَلَغَ فِيْهِ الْكَلْبُ أَنْ يَغْسِلَهُ سَبْعَ مَرَّاتٍ، أُوْلاَهُنَّ بِالتُّرَابِ. أَخْرَجَهُ مُسْلِمٌ

It means: "From Abu Hurairah (r.a.), he said that the Prophet (peace be upon him) said: "The holiness of the vessel among you is that when the dog licks it, it is washed seven times and first with earth." (H.R. Muslim no. 279).

Ibn Hibban and Al-Hakim punished the hadith along with other scholars, according to At-Tirmidhi in the book Al Muharram. The thing to note is the sacredness of the vessel between you. That is, if the dog licks, it is washed. "That a vessel or something that has not been washed (cleaned) is punished as "unholy" or can be called "unclean." The law of unclean dogs that has been described in the words of the Prophet Muhammad (PBUH) seems to correlate with studies of the discovery of the dangers of dog saliva. The main focus of the danger of dog saliva lies in the content of microorganisms that are pathogenic to humans. In addition to the law of unclean dog

saliva, the order to wash lick marks using clean soil is in line with Handi's research regarding the ability of sterile soil as an antimicrobial.

The results of the sterile soil inhibitory power test against the growth of Micrococcus S.P. bacteria from dog saliva have an inhibitory zone with a diameter of 11.7 mm. The study also proved that the amount of washing affected the number of colonies of 15 bacteria. The increasing frequency of water washing can reduce the number of bacterial colonies attached to the hands of licked dogs. Moreover, when using sterile soil, bacteria on the hands are not found at all. In this test, observation on hands that have been washed up to five or more times (accompanied by sterile soil rinsing) found no microorganisms. This is because the physical properties of soil in the form of coarse grains resembling scrubs are able to remove dirt in the form of microbes and reach the skin pores (Handi, 2008).

Dogs are unique mammals. This peculiarity lies in the way the dog releases heat. Dogs will pant and stick out their tongues to increase saliva evaporation ability (Sjamsiah et al., 2019). The dog's saliva is produced by major and minor salivary glands located in the oral mucosa. Saliva is divided into two types, namely glandular saliva and whole saliva. Glandular saliva is pure saliva produced by salivary glands. In contrast, whole saliva is saliva that has been mixed with other fluids from the gingival sulcus, nasal mucus, bacteria, food waste, etc. (Aldania, 2021).

Benefits of Props Users

Using teaching aids in learning Fiqh (Islamic law) regarding impurity has various benefits that can increase student understanding and make the learning process more interesting. Here are some of the benefits of using teaching aids in learning Fiqh Diris (Rahmawati et al., 2022):

1. Concept Visualization, in this case, the use of teaching aids, helps abstract concepts about un- clean so that students can more easily understand and remember the material.
2. Interactive and Engaging. This means that, in this case, props, such as illustration cards, ani- mated videos, or interactive digital whiteboards, provide an interactive element in learning, making students more engaged and interested in the material.
3. Facilitate the teacher's explanation. The use of teaching media, in this case, provides space for teachers to explain unclean Fiqh concepts using teaching aids more easily. This helps build bet- ter understanding among students.
4. They simulated Real situations. Props can be used to simulate real situations related to unclean, providing students with hands-on or close-to-real experience.
5. Motivate learning. The use of teaching aids can increase student motivation to learn, as it pro- vides variety in learning methods and makes the learning process more interesting.
6. Facilitate Assessment. Teachers can use teaching aids as an assessment tool to ensure that students have understood the concept of unclean Fiqh well.

The use of teaching media in learning unclean Fiqh, in practice, makes it easier for students and teachers to understand the material and provide explanations about the material about the process of purification. In addition, learning using teaching aids clarifies, among others, the meaning of study materials so that students will not get bored easily. It Makes students more active in learning activities such as observing, doing, demonstrating, and fostering students' interest in learning because the lessons are more interesting (Nasaruddin, 2018).

Conclusion

Based on the discussion above, in this study, it can be concluded that the use of teaching media in learning fiqh unclean material makes it easier for teachers to explain material on how to purify unclean mugholaza. This convenience is supported by visual, sound (audio), and audiovisual media. Students will find it easier to understand and remember the material taught, so they are not easily bored, are more active in learning, and increase their interest in learning during the receipt of material about unclean, which is still abstract in concept. Thus, this research suggests that learning using teaching media becomes a new way of providing teaching to students.

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