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The Development of a Fiqh Study Learning Model with a Contextual Approach in the Department of Islamic Education in Higher Education

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Abstract.

This study aims to develop a *Fiqh Study* Learning Model using a contextual approach. The research is based on the demands of the 'Merdeka Belajar Kampus Merdeka (MBKM) curriculum and the learning needs of fiqh studies to connect with everyday life. The learning development also strives to enhance the pedagogic and professional competence of prospective teachers of Islamic Education. This research follows the Research and Development model using the ADDIE analysis (Analyze, Design, Develop, Implement, and Evaluate). The researchers collected data through observation, questionnaires and expert validation methods. The sample comprised 196 students from the Department of Islamic Education at three universities: Universitas Negeri Jakarta, Universitas Pendidikan Indonesia Bandung, and Universitas Negeri Padang. The researchers selected participants using stratified and random sampling techniques. The results of the validity analysis, employing SEM, and the reliability test, using Alpha Cronbach and SPSS, showed a significant need. The use of AIKEN V in expert validation has demonstrated the reliability and validity of the data. The findings also indicate the validity of each aspect of the indicator dimension against the question item on the development model instrument. Evidently, employing contextual approaches and authentic assessments to teach fiqh studies can enhance students' ability to connect fiqh study learning with daily contexts.

Keywords: Fiqh study, contextual learning, Islamic Education (IE)

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1. Introduction

The *Fiqh Study* (some courses related to Islamic law) in all Programs at the University that graduate prospective teachers of Islam Education (IE) are compulsory [1]. The justification for learning *Fiqh Study* lies in the fact that Islamic teachers are required to possess the capability to present the practical application of Islamic rituals from a plethora of angles and perspectives to their students in school. Regarding Higher Education, Rosidin found that students still possess a pedagogical mentality. It is suggested that they adopt an andragogic mentality, which is similar to that of college academics [2]. Rosidin proposed the development of an andragogy-based learning approach that prioritizes student independence in the learning process, shifting away from a sole focus on lecturers. They are studying Fiqh Studies courses at Public Universities that have implemented this approach, such as Masail Fiqh or Contemporary Fiqh courses. Project-based learning is an example of Fiqh learning that follows the constructivism-based contextual learning model.

Prospective students of Islamic Education must possess a fundamental understanding of Fiqh, a crucial component of Islamic Studies. Additionally, students often participate in religious activities related to Fiqh practices and ritual worship. [1]. Thus, the learning outcomes of the Fiqh Study course in the IE Programme are not aimed at Islamic law scholars, as is the case with the Faculty of Islamic Law [3].

In the study of fiqh, there is also a discussion of contextual fiqh that seeks to dialogue religious texts with the dimensions of reality that are oriented towards benefits while still trying to follow formal legal provisions [4]. The characteristics of fiqh studies are not limited to understanding but also practising and linking the embodiment of values with the reality of life. For this reason, this research will map the learning models of Fiqh Science in the Islamic Education Department [4], especially in public universities. Furthermore, this research develops learning with a contextual approach that upgrades the development and dynamics of IE learning needs in schools and communities that implement the Independent Curriculum. This effort provides inspiration and ideas for the Study Program to develop curriculum and learning models that are in accordance with the demands of the world of work, schools, religious dynamics, and challenges that develop in various regions in Indonesia.

The demand for the application of contextual learning and teaching (CTL) in learning *Fiqh Study* is almost at all levels of Islamic-based education. At the secondary education level, learning Fiqh using contextual learning has succeeded in improving learning outcomes [5]. Zaenal Adibin 2019 revealed that CTL can attract and increase students'

interest in learning fiqh [6]. In other subjects, Dewi and Priyana found that the concept understanding of a group of students taught with CTL learning was higher than those taught directly and in the usual way in Physics learning [7]. Even Haryanto proved that CTL can improve students' higher order thinking skills (HOTS) and self-efficacy so that they can analyse, evaluate, create, and even solve problems in their lives [8]. In certain subjects, the application of CTL can shape the character of students [9]. Concerning research on Fiqh learning in Higher Education, Rosidin found the need for learning using CTL relevant to developing current learning demands [2]. As Maimunah explained the urgency of Fiqh studies as an effort to prepare students to know, understand, appreciate, and practice Islamic law which later became the basis of their lives [1]. By learning Fiqh through CTL, students are expected to be able to absorb the meaning and value contained in the concept so that a noble personality and self-efficacy are formed that they can apply to solve problems that occur in society.

2. Method

This study used relevant research and development models to develop innovative learning models [10]. The validity test of the required instrument was conducted on students of the Department of Islamic Education at Universitas Negeri Jakarta (UNJ), Universitas Pendidikan Indonesia (UPI) Bandung, and Universitas Negeri Padang (UNP). Empirical validity test of 196 using stratified and random sampling techniques. The validity test technique uses the Pearson Product Moment validity formula through SPSS, Structural Equation Modelling (SEM) in Confirmatory Factor Analysis. SPSS and SEM are commonly used in educational research [11], which aims to see the accuracy of the results of calculating the validity of the needs analysis instrument. The analysis of confirmatory factors with SEM illustrates how well these indicators can be used to analyse students' needs in fiqh learning. Reliability on the needs analysis instrument of fiqh learning development uses the Cronch Bach Alpha to demonstrate that tests and scales are built or adopted for the research project to fit the objectives [12].

3. Result and Discussion

3.1. Contextual teaching and learning

This research develops *Fiqh Study* learning in the Islamic Education Study Programme by referring to the CTL component, which consists of seven main components of

effective learning: (1) constructivism, (2) questioning, (3) inquiry, (4) learning communities, (5) modelling [6], (6) reflection (and) (7) authentic assessment [13]. In addition, there are several essential principles underlying CTL, such as interference, differentiation, self-regulation and authentic judgement [5]. Based on the current curriculum, Fiqh Studies in the Islamic Education Programme at UNJ, UPI, and UNP includes courses of 10-12 credits spread over several semesters through a case-based learning model and project-based learning.

Table 1: Fiqh Study Courses in the Programme of Islamic Education at the State University.

NO	Study Programme/ College	Courses	Semester	Credit
1	IE/ UNJ	Fiqh	1	3
		Ushul Fiqh	2	3
		Masail Fiqhiyah	3	2
		Practical Worship	7	2
		Quantity		**10**
2	IE/ UPI	Fiqh Ibadah	1	2
		Fiqh Muamalah	2	2
		Fiqh Munakahat	3	2
		Contemporary Fiqh	6	2
		Ushul Fiqh and Qaidah Fiqh	4	2
		Fiqh Jinayah and Siyasah	7	2
		Quantity		**12**
3	IE/ UNP	Ushul Fiqh	2	3
		Fiqh Ibadah	3	3
		Fiqh Muamalah and Munakahat	4	2
		Fiqh Mawaris, Jinayah, and Siyasah	5	2
		Contemporary Fiqh	6	2
		Quantity		**12**

The three programmes have the same content of *Fiqh Study* in terms of courses and credits, although there are slight differences in the Islamic Education Program at UNJ. However, judging by the weight of credits and sub-material of the course, Fiqh Studies at IE UNJ, with a total of 3 credits, also includes sub-discussions in the Fiqh Muamalat, Munakahat and Jinayah courses at UPI and UNP.

3.2. Needs analysis and learning development of fiqh study contextual

To determine the necessity of developing the Fiqh Study learning model, 196 students from UNJ, UPI, and UNP were surveyed via questionnaires. The questionnaires encompassed seven contextual learning elements linked to the study of Fiqh. Validity testing using Structural Equation Modeling (SEM) and reliability testing using Alpha Cron Bach were performed. The test results yielded an empirical validity and reliability score of > 0.30. The validity of Structural Equation Modelling (SEM) and SPSS calculations is overviewed below, with a focus on reliability through Alpha Cronbach.

Correlations

		x1	x2	x3	x4	x5	x6	x7	total
x1	Pearson Correlation	1	,659**	,382**	,438**	,414**	,482**	,476**	,735**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000
	N	194	194	194	194	194	194	194	194
x2	Pearson Correlation	,659**	1	,475**	,414**	,495**	,558**	,480**	,787**
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,000
	N	194	194	194	194	194	194	194	194
x3	Pearson Correlation	,382**	,475**	1	,372**	,357**	,415**	,393**	,679**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000	,000
	N	194	194	194	194	194	194	194	194
x4	Pearson Correlation	,438**	,414**	,372**	1	,601**	,401**	,420**	,718**
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,000
	N	194	194	194	194	194	194	194	194
x5	Pearson Correlation	,414**	,495**	,357**	,601**	1	,516**	,431**	,750**
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,000
	N	194	194	194	194	194	194	194	194
x6	Pearson Correlation	,482**	,558**	,415**	,401**	,516**	1	,467**	,747**
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	,000
	N	194	194	194	194	194	194	194	194
x7	Pearson Correlation	,476**	,480**	,393**	,420**	,431**	,467**	1	,708**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000		,000
	N	194	194	194	194	194	194	194	194
total	Pearson Correlation	,735**	,787**	,679**	,718**	,750**	,747**	,708**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	
	N	194	194	194	194	194	194	194	194

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 1: Results of Empirical Validity Test with SPSS.

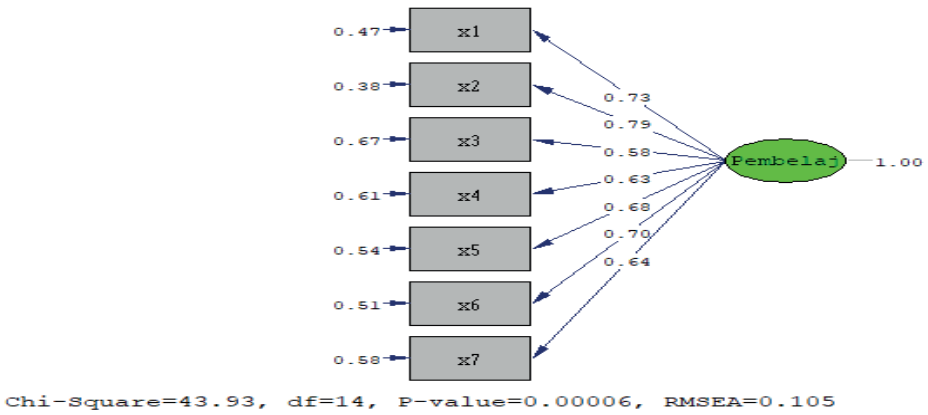

Figure 2: Validity Test Results with Structural Equation Modeling (SEM).

The validity tests conducted through Structural Equation Modeling (SEM) and reliability via Alpha Cronbach revealed that students in the IE Program of three state universities

Table 2: Results of Reliability Calculation with Cronbach Alpha.

Reliability Statistics	
Cronbach's Alpha	N of Items
,852	7

met the criteria for attending at least one Fiqh study course and strongly agreed with learning Fiqh through a contextual approach. The reliability calculations using Alpha Cronbach yielded results > 0, indicating that the need assessment tool is consistent in determining student needs and responses to contextual learning.

The Confirmatory Factor Analysis of Structural Equation Modelling (SEM) produced the highest validity score at Point 2 with a score of 0.79. Additionally, the SPSS validity test scored Point 2 at 0.78. Point indicator No. 2 indicates that Fiqh learning helps students develop intellectual abilities to understand and analyse the relationship between materials learned in class and their applicability in real-world scenarios. Thus, the research shows that students anticipate Fiqh education to prompt critical, creative, and optimistic reflections on social and religious concerns. These results comply with the features of inquiry concepts in contextual learning[14]. Contextual learning encourages students to act as motivators and facilitators of positive transformations, promoting peace and goodness in every social and religious issue or dispute, affecting themselves and others.

The Indicator No. 3 count yielded the lowest empirical validity test score, with a test result of 0.67 via SPSS. Indicator 3 suggests that Fiqh Learning ought to enable students to recognise independently the flow of legal determination that scholars employ in relation to fiqh cases in society, as the requirements of Fiqh Studies differ from the learning outcomes expected of students at the Faculty of Islamic Law, who should be able to comprehend the intricacies of Islamic law determination thoroughly [15]. The requirement for student religious literacy competence sourced from scholarly books received insufficient attention, perhaps due to various factors. These include students' educational backgrounds, which are mainly from high schools, vocational schools, and a smaller number from Madrasah Aliyah and Islamic Boarding Schools. High school and vocational education graduates should be equipped with the skills necessary to access Arabic literature and study the works of past scholars. Additionally, the trend of instant learning has led many students to rely solely on digital resources without proper citation or reference [17]; This highlights a desire for fiqh education that allows for a mastery of religious knowledge, despite a lack of comprehensive study of classical

and contemporary fiqh literature. In conclusion, the assessment of the importance of contextual learning indicators in fiqh education is as follows:

Table 3: SEM and SPSS validity test results.

No	SEM Validity Results	Item Number	SPSS Validity Results	Item Number
1	0,79	2	0,78	2
2	0,73	1	0,75	5
3	0,70	6	0,74	6
4	0,68	5	0,73	1
5	0,64	7	0,71	4
6	0, 63	4	0,70	7
7	0, 58	3	0,67	3

Based on the results of SEM and SPSS validity tests, it is clear that the essential competence level that students need is comprehension as stated in point No. 2. (The study of fiqh supports students to enhance their intellectual capabilities in comprehending and analysing the connections between classroom information and practical circumstances). This is consistent with Bloom's Taxonomy theory as the fundamental skill is comprehension [16]. Furthermore, students need to attain proficiency in levels C2, C3, C4, C5, and C6 to think critically, creatively, and innovatively based on factual, rather than conceptual, grounds. However, it is essential to improve their understanding of fiqh in the cognitive domain for everyday use. This hypothesis is strengthened by Rahmawati's study, indicating a correlation between the level of comprehension and the practical application of fiqh in daily life [17]. However, in order to develop superior cognitive competence, it is necessary to cultivate intelligence in religious/fiqh studies through talk shows and Focus Group Discussion methods. This is demonstrated by criterion point 7 scoring at 0.70, highlighting the requirement for education to present Fiqh Learning and acquaint students with discussing and exchanging ideas with peers, spiritual leaders, scholars, and practitioners to share knowledge and experiences related to prevalent religious issues in society.

3.3. Development of fiqh study learning with a contextual approach

The learning model for Fiqh studies will be developed using a contextual approach, incorporating seven components of contextual learning. The Achievements of Fiqh Study Courses can be applied to all Fiqh courses. Assuming that multiple Fiqh courses are studied in each Study Program as one unit and follow the same learning approach.

Table 4:

NO	Learning Approach	Student Competencies
1	Constructivism	Fiqh learning enables students to interpret the understanding they gain on experiences and problems of life in society
2	Inquiry	Fiqh learning enables students to develop intellectual abilities in understanding and analyzing the relationship between the material obtained with facts or real life
3	Asking (questioning)	Fiqh learning should lead students to identify and independently find the flow of legal determination scholars use about fiqh cases in society.
4	Learning Community	Fiqh learning familiarizes students with discussions and sharing between friends, religious leaders, scholars, and practitioners to share experiences, as well as knowledge related to religious problems that occur in the community
5	Modeling (Modeling)	Fiqh learning familiarizes students to observe, classify, interpret, predict and plan and communicate the results of research or observations that have been carried out
6	Reflection	Fiqh learning directs students to respond to the material that has been given and describes the relationship between the material that has been learned and what has just been obtained/learned
7	Authentic Assessment	The assessment of learning processes and outcomes in Fiqh learning reflects the competence of skills, attitudes, and knowledge carried out during the learning process, mid-semester, and end-of-semester

3.4. Expert validation

Three experts from Fiqh Study Lecturers from three universities have validated the learning outcomes model of the Fiqh Studies course through the AIKEN test with the results:

$$V = \sum S/[c-1]$$

$$s = r - lo$$

r= The appraiser gives figures

lo = Lowest validity assessment numbers

n = number of appraisers

c = Highest Validity Assessment Numbers

4. Conclusion

The research findings on the development of *'Fiqh Study'* learning models concluded as follows: Firstly, the results of the needs assessment test concerning the development

Table 5: Results of Calculating ISI/EXPERT Validity with Aiken V Index Formula.

NO	EXPERT			Indeks V	Information
	1	2	3		
1	5	5	5	(4+4+4)/[3(5-1)]=1	Look at the Aiken V index table; if the expert numbers three people with a sig of 5%, then the validity score limit is 0.92. This item number one score = 1, then it is very valid / means that all are compact in assessing point No 1
2	5	5	5	(4+4+4)/[3(5-1)]=1	Look at the Aiken V index table; if the expert numbers three people with a sig of 5%, then the validity score limit is 0.92. This item number 2 scores = 1, then it is very valid / experts are very compact in assessing point No 2
3	5	5	5	(4+4+4)/[3(5-1)]=1	Look at the Aiken V index table; if the expert numbers three people with a sig of 5%, then the validity score limit is 0.92. Thus item Number three scores = 1, then it is very valid / experts are very compact in assessing point No 3
4	5	5	4	(4+4+3)/[3(5-1)]=0,916/0,92	Look at the Aiken V index table; if the expert Number three people with a sig of 5%, then the validity score limit is 0.92. Thus item No. 4 score = 0.916/0.92 then it is very valid / expert is very compact in assessing point No. 4
5	5	5	5	(4+4+4)/[3(5-1)]=1	Look at the Aiken V index table; if the expert numbers three people with a sig of 5%, then the validity score limit is 0.92. Thus item No. 5 score = 1 is very valid / experts are very compact in assessing point No. 5
6	5	4	5	(4+3+4)/[3(5-1)]=0,916/0,92	Look at the Aiken V index table; if the expert numbers three people with a sig of 5%, then the validity score limit is 0.92. Thus item No. 6 score = 0.916/0.92 then, it is very valid / experts are very compact in giving judgment on point No. 6
7	5	5	4	(4+4+3)/[3(5-1)]=0,916/0,92	Look at the Aiken V index table; if the expert numbers three people with a sig of 5%, then the validity score limit is 0.92. Thus item No. 7 score = 0.916/0.92 is very valid / experts are very compact in assessing point No. 7

of a *Fiqh Study* learning model with a contextual approach were highly consistent. The lowest score, however, indicates that the independence factor in finding sources remains problematic in fiqh learning, particularly in accessing primary literature of fiqh studies. Therefore, there is a need to enhance contextual-based learning to foster independent thinking and improve the ability to analyse and effectively communicate discussion or assignment report outcomes. Secondly, the validation of the *Fiqh Study* learning outcomes development model with a contextual approach by three experts is highly valid and concise. Therefore, the implementation of *Fiqh Study* learning with a contextual approach is necessary in order to achieve relevant learning outcome of the Merdeka Curriculum Merdeka Campus (MBKM). This can be achieved by adapting to the students' needs, which can be observed from various aspects.

No. of Items (m) or Raters (n)	Number of Rating Categories (c) 2		3		4		5		6		7	
	V	p	V	p	V	p	V	p	V	p	V	p
2							1.00	.040	1.00	.028	1.00	.020
3							1.00	.008	1.00	.005	1.00	.003
3			1.00	.037	1.00	.016	.92	.032	.87	.046	.89	.029
4					1.00	.004	.94	.008	.95	.004	.92	.006
4			1.00	.012	.92	.020	.88	.024	.85	.027	.83	.029
5			1.00	.004	.93	.006	.90	.007	.88	.007	.87	.007
5	1.00	.031	.90	.025	.87	.021	.80	.040	.80	.032	.77	.047
6			.92	.010	.89	.007	.88	.005	.83	.010	.83	.008
6	1.00	.016	.83	.038	.78	.050	.79	.029	.77	.036	.75	.041
7			.93	.004	.86	.007	.82	.010	.83	.006	.81	.008
7	1.00	.008	.86	.016	.76	.045	.75	.041	.74	.038	.74	.036
8	1.00	.004	.88	.007	.83	.007	.81	.008	.80	.007	.79	.007
8	.88	.035	.81	.024	.75	.040	.75	.030	.72	.039	.71	.047
9	1.00	.002	.89	.003	.81	.007	.81	.006	.78	.009	.78	.007
9	.89	.020	.78	.032	.74	.036	.72	.038	.71	.039	.70	.040
10	1.00	.001	.85	.005	.80	.007	.78	.008	.76	.009	.75	.010
10	.90	.001	.75	.040	.73	.032	.70	.047	.70	.039	.68	.048
11	.91	.006	.82	.007	.79	.007	.77	.006	.75	.010	.74	.009
11	.82	.033	.73	.048	.73	.029	.70	.035	.69	.038	.68	.041
12	.92	.003	.79	.010	.78	.006	.75	.009	.73	.010	.74	.008
12	.83	.019	.75	.025	.69	.046	.69	.041	.68	.038	.67	.049
13	.92	.002	.81	.005	.77	.006	.75	.006	.74	.007	.72	.010
13	.77	.046	.73	.030	.69	.041	.67	.048	.68	.037	.67	.041
14	.86	.006	.79	.006	.76	.005	.73	.008	.73	.007	.71	.009
14	.79	.029	.71	.035	.69	.036	.68	.036	.66	.050	.66	.047
15	.87	.004	.77	.008	.73	.010	.73	.006	.72	.007	.71	.008
15	.80	.018	.70	.040	.69	.032	.67	.041	.65	.048	.66	.041
16	.88	.002	.75	.010	.73	.009	.72	.008	.71	.007	.70	.010
16	.75	.038	.69	.046	.67	.047	.66	.046	.65	.046	.65	.046
17	.82	.006	.76	.005	.73	.008	.71	.010	.71	.007	.70	.009
17	.76	.025	.71	.026	.67	.041	.66	.036	.65	.044	.65	.039
18	.83	.004	.75	.006	.72	.007	.71	.007	.70	.007	.69	.010
18	.72	.048	.69	.030	.67	.036	.65	.040	.64	.042	.64	.044
19	.79	.010	.74	.008	.72	.006	.70	.009	.70	.007	.68	.009
19	.74	.032	.68	.033	.65	.050	.64	.044	.64	.040	.63	.048
20	.80	.006	.72	.009	.70	.010	.69	.010	.68	.010	.68	.008
20	.75	.021	.68	.037	.65	.044	.64	.048	.64	.038	.63	.041
21	.81	.004	.74	.005	.70	.010	.69	.008	.68	.010	.68	.009
21	.71	.039	.67	.041	.65	.039	.64	.038	.63	.048	.63	.045
22	.77	.008	.73	.006	.70	.008	.68	.009	.67	.010	.67	.008
22	.73	.026	.66	.044	.65	.035	.64	.041	.63	.046	.62	.049
23	.78	.005	.72	.007	.70	.007	.68	.007	.67	.010	.67	.009
23	.70	.047	.65	.048	.64	.046	.63	.045	.63	.044	.62	.043
24	.79	.003	.71	.008	.69	.006	.68	.008	.67	.010	.66	.010
24	.71	.032	.67	.030	.64	.041	.64	.035	.62	.041	.62	.046
25	.76	.007	.70	.009	.68	.010	.67	.009	.66	.009	.66	.009
25	.72	.022	.66	.033	.64	.037	.63	.038	.62	.039	.61	.049

Figure 3: AIKEN V Index.

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