

Implementation of Learning Method Variations in Fiqh Subject for the Seventh Grade at MTS**Yapi Pakem**Zikry Septoyadi¹, Achmad Fahrurrozi², Vita Latriana Candrawati³zikryseptoyadi@gmail.com¹, achmadfahrurrozi12345@gmail.com², vitalastriana@gmail.com³

Abstract: *The use of varied and suitable methods will undoubtedly encourage the success of the learning process carried out. However, some teachers still ignore this, especially regarding the use of methods in the learning process. Therefore, it is necessary to research the ability of teachers who teach fiqh lessons in implementing variations of learning methods at MTs Yapi Pakem. This study aims to be used as a benchmark for schools and teachers in seeing the extent to which the implementation and success of the learning method variations. The approach in this study was descriptive qualitative, taking the background of MTs Yapi Pakem. Data collection was done by using observation, interviews, and documentation methods. To check the data validity, triangulation of sources, techniques, and time was carried out. Meanwhile, the data analysis technique consisted of data reduction, data presentation by giving meaning to the data collected, and from that meaning, conclusions or verification were drawn. This study's results revealed that 1) in the implementation of the seventh-grade fiqh learning at MTs Yapi Pakem, various learning methods had been used. Meanwhile, the combination variations included lectures - question and answer – assignments, lecture-discussion - question and answer, lecture - assignment - question and answer. 2) For its implementation from planning to implementation, its use was quite good but still lacking in evaluation.*

Keywords: *Learning, Learning Strategies, MTs*

Abstrak: Penggunaan metode yang variatif dan sesuai tentunya akan mendorong keberhasilan proses pembelajaran yang dilakukan. Oleh karena itu, perlu dilakukan penelitian tentang kemampuan guru yang mengajar mata pelajaran fiqh dalam menerapkan variasi metode pembelajaran di MTs Yapi Pakem. Penelitian ini bertujuan untuk dijadikan sebagai tolak ukur bagi sekolah dan guru dalam melihat sejauh mana penerapan dan keberhasilan variasi metode pembelajaran. Pendekatan dalam penelitian ini adalah deskriptif kualitatif dengan latar belakang MTs Yapi Pakem. Pengumpulan data dilakukan dengan menggunakan metode observasi, wawancara, dan dokumentasi. Untuk mengecek keabsahan data dilakukan triangulasi sumber, teknik, dan waktu. Sedangkan teknik analisis data terdiri dari reduksi data, penyajian data dengan memberi makna pada data yang terkumpul, dan dari makna tersebut ditarik kesimpulan atau verifikasi. Hasil penelitian ini mengungkapkan bahwa 1) dalam pelaksanaan pembelajaran fiqh kelas VII di MTs Yapi Pakem, telah digunakan berbagai metode pembelajaran. Sedangkan variasi kombinasi antara lain ceramah – tanya jawab – tugas, ceramah-diskusi – tanya jawab, ceramah – tugas – tanya jawab. 2) Untuk pelaksanaannya mulai dari perencanaan sampai pelaksanaan, penggunaannya sudah cukup baik

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Kata Kunci: Pembelajaran, Strategi Pembelajaran, MTs

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills, which are needed by themselves, society, nation, and state. Education also means a process with specific methods so that people can gain knowledge, understanding, and how to behave according to their needs (Muhibin syah, 2005).

Concerning the research studied, there are two examples of relevant research to be used as a reference for the existing problems at MTs Yapi Pakem regarding the implementation of variations in learning methods in seventh-grade fiqh subjects. First, the research conducted by Syaifudin, majoring in Islamic Religious Education, Faculty of Tarbiah and Teacher Training, UIN Sunan Kalijaga, entitled "Planning for the Seventh Grade Fiqh Learning Based on KTSP at MTs Negeri Babadan Baru, Sleman, Yogyakarta." The paper aimed to describe the process of planning a seventh-grade fiqh lesson at MTs Negeri Babadan Baru, Sleman. The results showed that the purpose of planning the seventh-grade fiqh learning at MTs Negeri Babadan Baru, Sleman, was to systematize the learning process, with its implementation including the formulation of the school's vision and mission. (Syaifudin, 2018). Second, a study carried out by Dede Abdul Aziz, Department of Islamic Education, Faculty of Tarbiyah and Teacher Training, UIN Sunan Kalijaga, entitled "Ushul Fiqh Learning Methods at Al-Luqmaniyyah Islamic Boarding School Yogyakarta." The paper aimed to describe and analyze the Ushul fiqh learning method at the Al-Luqmaniyyah Islamic boarding school in Yogyakarta (Dede Abdul Aziz, 2019). The results in this study are expected to be used by Islamic religious education teachers to deliver Ushul fiqh subjects with relevant methods adapted to the students' abilities. In addition, the difference that caused problems to arise at MTs Yapi Pakem was the implementation of the lesson plans that were not in line with the implementation that occurred in the learning process. Supposedly, the formulation of lesson plans is used as a good systematic guide in the learning process. In addition, MTs Yapi Pakem teachers were lacking in elaborating innovations for suitable methods in learning fiqh in schools.

In fact, based on the researchers' observation on July 15, 2020, regarding the implementation of variations in learning methods in the seventh-grade fiqh subject at MTs Yapi Pakem, which had used the 2013 curriculum in the implementation process, there were several significant obstacles. In the teaching process, teachers often used only one learning method, namely the lecture method, so students felt bored and lazy. Because the learning process was boring, it made the class not effective or monotonous. In addition, another obstacle was the inconsistency in its implementation. It indicated that when the school tried to implement the 2013 curriculum in the learning process, the teachers could not implement it properly. According to the researcher's interview results with Mrs. Irmayati, several reports of complaints, both from educators and students, were in implementing the 2013 curriculum.

Based on the researcher's observations on August 23, 2020, the following other obstacle is that the school had not carried out a feasibility test on the 2013 curriculum implementation or a simulation of the attainment of the 2013 curriculum implementation. Problems in the learning and teaching process included the low quality of student learning outcomes in applying learning to real-life or the environment and at MTs Yapi Pakem schools. Therefore, educators are expected to be truly consistent and committed to implementing learning in accordance with the lesson plan so that the learning objectives expected by the school can be achieved. Educators not only convey material in the form of

memorization but also how to regulate the environment and learning strategies, which make students motivated and encouraged to learn. A conducive learning environment can also support overall learning success.

An approach related to the environment experienced makes the learning process relaxed and fun because the learning process is carried out naturally. In addition, students can directly apply what they see directly and share the material they have learned. In this case, learning is a combination of activities carried out by students and teachers. In learning, a developed and detailed lesson plan is needed to provide opportunities for the achievement of teacher success, as seen from student learning outcomes that are getting better and increasing. Besides, the learning process is worthy of attention, planned, and prepared as well as possible by the teacher because it includes planning and objectives, determining materials, choosing the suitable method, and how to evaluate the learning results. Learning can also be understood as teacher activities programmed in a particular instructional design to make students learn actively, emphasizing learning resources (Muzdalifah, 2008).

According to Wina Sanjaya, the method is used to implement the plans that have been prepared in actual activities so that the goals set are achieved optimally (Wina Sanjaya, 2007). The application of a method is also dependent on the objectives to be achieved. Teachers should fully understand this in its application in learning, starting from the existing environmental conditions to the theoretical learning objectives. Specifically, fiqh subjects become indicators to show a worrisome situation. Many factors cause this concern, among others, in terms of the lesson hours provided by the school; the lesson hours were still lacking for fiqh learning, where the fiqh learning hours are at least 20% of Islamic religious education subjects (Zakiah Daradjat, 2009). As a result, the teacher could only pursue the material without paying attention to the fiqh learning objectives so that students only understood the material taught, but they did not practice it. In addition to the evaluation, sometimes, unexpected things happened.

Based on the researchers' observations at MTs Yapi Pakem on September 11, 2020, one way that could be done to improve understanding and inculcation of Islamic values was through the subjects taught in class, more specifically, through fiqh subjects, which had been programmed in the curriculum at MTs Yapi Pakem. Optimizing learning, especially fiqh learning, is the right way to instill Islamic values in students, which the fiqh practice will later assist in everyday life. Indeed, the learning optimization will not be separated from the use of suitable learning methods in the material delivery. As an educational institution, which incidentally is labeled as Islam, it must be able to instill Islamic values in students. In this case, as an Islamic school, most students at MTs Yapi Pakem had a lower middle class and economic conditions. Then, with separate school building facilities and direct contact with the community in general, it made it necessary to better instill an understanding of Islamic values in students.

In this regard, the learning process in the classroom, including fiqh learning, must strive for an increase in the direction of developing student abilities, either in the form of cognitive or affective abilities. Learning models that do not provide opportunities for students to be active and creative must be immediately abandoned and replaced with student-centered learning approaches or methods. It is done to answer the challenges of science, which is overgrowing. The success of the learning process ultimately serves as the quality of education. Thus, the desired learning method will bring progress in all fields of knowledge and skills. The use of learning methods should also be able to realize the values contained in educational goals. Therefore, the use of the method as a material for the teaching and learning process aims to overcome boredom in students so that in a teaching and learning activity, students have perseverance, enthusiasm, and an active role. For this reason, it can be understood that

in the teaching and learning process, changes are needed in determining learning methods, which can foster student interest in learning and streamline the learning process itself.

However, in reality, most teachers at MTs Yapi Pakem still used a method that was still monotonous, namely only with lectures. Of course, it would directly impact the learning quality in the classroom and indirectly impact the quality of MTs Yapi Pakem as an educational institution. In improving the quality of schools, especially MTs Yapi Pakem, the application of methods used by teachers in the learning process is also a major concern. Based on the description above, the authors intend to investigate this issue further with the title "Implementation of Learning Method Variations in Fiqh Subject."

RESEARCH METHODS

This study used a qualitative approach (Meleong, 2006) namely research intended by researchers to examine the implementation of learning method variations in fiqh subject in the seventh grade. In this study, the subject was the researchers, as the primary instrument in collecting data in the field directly when an action occurred, and the researchers directly interviewed five teachers and ten students from the first-third grades in that location. Data collection tools used consisted of observation, interviews, and documentation. In this qualitative research, the data collected and obtained were analyzed using a qualitative interactive model approach, comprising three stages: data reduction, data presentation, and conclusion drawing or verification.

RESULTS AND DISCUSSION

Research Results on the Implementation of Variations in Learning Methods in Fiqh Subjects in Seventh Grade at MTs Yapi Pakem

The study results are a review of the validity of the research results. Discussion of research results can be taken from the field research results using the method of observation, interviews, and documentation in accordance with the problems studied and the data obtained by the author. Discussion of research results can also be explained as the original thoughts of researchers to provide explanations and interpretations of research results that have been analyzed to answer questions in their research. Thus, the discussion of the research results is a discussion of the findings obtained.

This discussion describes the various forms of learning methods implemented in the fiqh learning process at MTs Yapi Pakem. To find out the method used, the authors describe the learning process stages in advance, which consists of planning and implementing learning activities.

Lesson Planning

A teacher certainly needs careful planning so that the expected teaching and learning process can be in accordance with its function. Likewise, it was carried out by the seventh-grade fiqh teacher at MTs Yapi Pakem. Based on data from interviews conducted with fiqh subject teachers, before carrying out teaching and learning activities, a teacher should make a lesson plan, which would reference teaching and learning activities in the classroom. Several considerations should be considered in preparing a lesson plan. In choosing the method, the teacher must consider the material condition to be taught and see the class condition with different characters. Not only that, but lesson hours also

determine the teacher's selection of methods to be used. Precisely, the times after the break tended to be more difficult to condition students because students' concentration began to split. Therefore, it takes a method that can make students easy to be conditioned.

Another consideration used in the selection of the method is the limited time allocation for fiqh subjects. In each class, there was only one lesson hour or 40 minutes each week. Therefore, with the limited time determined, the teacher should be able to choose a suitable method. It made it the teacher difficult to utilize many methods in fiqh lessons in seventh grade at MTs Yapi Pakem. In learning, teachers certainly need books as a reference. In the fiqh learning implemented at MTs Yapi Pakem, the teacher revealed that the primary references used were fiqh books from the Ministry of Religion, the teacher's handbook, commonly called the main book, and a few additional books, such as the Fasholatan, Safinatun najah, and Taqrib books. Meanwhile, the selection of media that will be used during learning adjusts to the method used later. In the learning implementation at MTs Yapi Pakem, the media used during learning were adjusted to the facilities provided by the school. For example, the projector could not be used at any time because of the limited learning facilities. In general, teachers only utilized media facilitated by the school in the classroom.

Based on the interview results and data documentation obtained above, the teachers of MTs Yapi Pakem, especially the seventh-grade fiqh teachers at MTs Yapi Pakem, indicated implementing varied learning methods in terms of general planning. It was supported by data, showing that the method used in learning fiqh was more than one method, namely the lecture method, discussion, question and answer, and recitation. The four methods in teaching and learning activities were used interchangeably in one learning time. Before determining the method to be used, it began with a usability analysis relevant to the material purpose to be delivered later at the learning implementation. Likewise, the use of media and learning resources is a means and basis for implementing learning methods. From the documentation, it can be seen that the use of variations of methods was combined with other learning elements, although it was not yet clearly seen the pattern of variations in the use of the accurate method in its application in each lesson. For presentations related to data regarding the learning implementation, it would be proven and strengthened with documentary data, and it provides information on how the pattern of variations in learning methods would be used.

Learning Implementation

Initial activity. Before starting the teaching and learning activities process, teachers must prepare classroom conditions and create good and effective initial conditions of learning so that students are ready to take part in learning activities well. Learning conditioning in the morning and afternoon must be distinguished. For conditioning learning in the morning, the teacher tended to be smoother and faster in teaching because the concentration of students was still high, so it was easy to be conditioned. It was different from when learning took place during the day or after a break, which took a long time to condition students because, during the day, students tended not to focus on receiving learning. It would impact the hours used to carry out learning less and less.

With this strategy, students' attention began to focus again, and was ready to start the learning process. As the first step in learning, before the teacher started teaching and learning activities, the teacher had to first open the meeting by saying greetings. After that, the teacher checked the class condition, such as the students' tidiness, cleanliness, and order. It was followed by checking the attendance of students. Another thing done in the initial activity was to ask questions related to the previous lesson material studied and provide comments on the students' answers. After that, the teacher appreciated the students, followed by reviewing the learning material that would be discussed. Furthermore, the teacher motivated students to be better at following the teaching and learning

process. Then, the teacher asked about the material discussed at the previous meeting to ensure that students understood and would continue the following material. After the students were confirmed to understand, the teacher gave questions to the students as an oral pre-test. Thus, the teacher could start the learning activities to the following material.

Core Activity, the teacher began to provide material according to the lesson plan and the material prepared in teaching and learning activities. The material was given in a clear and easy-to-understand language style. It could be seen from the students' responses, which were quite good, and the students did not seem to have any difficulty or confusion with the language and delivery used by the teacher. It could be known based on interviews from several students:

"Ibu Irma ngajarinya asik, terus juga neranginnnya gampang dimengerti, dan jelas juga mas"

["Mrs. Irma taught us coolly and explained to us in an easy to understand and clear way."]

The method used was easy for students to understand fiqh lessons by providing logical delivery and speaking a language that was not rude. Students also enjoyed being taught by Mrs. Irmayati because the learning took place interspersed with games, where students did not feel bored in the learning process in class. Before the teacher explained the material, the teacher invited the students to read it first so that what was conveyed was easily understood by students. Fiqh teacher also provided understanding through examples and sometimes through parables, someone's stories, or stories taken from everyday life, from the personal experiences of teachers or students. For example, the teacher asked students to tell their experiences related to the material being taught in learning. In delivering the material, the teacher also employed several methods prepared and arranged in the lesson. The teacher should adjust the use of the method with what has been planned. Mrs. Irmayati revealed that if the student's condition did not allow her to use the planned learning method, she would replace the method with another method, adapted to the circumstances or conditions when learning took place in the classroom. The method used by the teacher during the learning process made the students quite active and enthusiastic in participating in the learning activities. It could be seen that when the teacher asked questions about the material being taught, students could respond well. In general, students could pay attention to what the teacher was saying, although it was found that some students lacked concentration and were noisy during the learning process. Sometimes, the teacher also inserted jokes in the use of the method to get the attention of students who started to split or lack concentration during the learning process.

In attracting students' sympathy, teachers could also use media in the learning they organized. From the observations, the learning media used were pictures, LCDs, articles, and others. Most lessons organized by the seventh-grade fiqh subject teacher utilized the whiteboard media and its devices. From the data exposed above, fiqh subject teachers had used learning media in teaching and learning activities. Although the blackboard and its devices dominated media use, the fiqh teacher could use other learning media. Fiqh teacher was more dominant in using blackboard media and their devices because the learning media provided by the school was still limited, and the teaching time was limited, so teachers needed to use existing media for the teaching process. Based on an interview with Mrs. Irmayanti, as a fiqh teacher, it was revealed that:

"untuk media atau sarana buat metode pembelajaran, ada beberapa sarana dari pihak sekolah yang sudah tersedia. Tapi mas ga semua tersedia disini, ada beberapa media kita minjem ke sekolah lain. Kebetulan saya juga ngajar di MTsN 4 sleman dan disana fasilitasnya lumayan lengkap, yaaa karena mungkin itu kan sekolah negeri ya, jadi sudah difasilitasi oleh Negara. Pinter-pinter gurunya aja sih mas untuk menyikapi atau kreatif, (yang penting tidak memberatkan pihak madrasah)".

["For media or facilities for learning methods, several facilities are already available from the school. However, not all are available here. We borrow several media from other schools. Incidentally, I also teach at MTsN 4 Sleman, and the facilities are quite complete there. Maybe, it is because of a public school, so the state has facilitated it. Thus, teachers must be smart in responding or creative (which is important, not burdening the madrasa)."]

Due to limited facilities, it reduced the effectiveness of the interactions between teachers and students. Because of that, teachers were required to be creative in addressing problems related to the facilities and infrastructure provided by the school. In addressing these problems, teachers should also try more and have communication that was not only one-way. For example, for the involvement of students in learning organized by a seventh-grade fiqh teacher at MTs Yapi Pakem, the teacher's form of encouragement was to provide opportunities for students to express what they knew. Then, students were given the opportunity to ask things that were not understood about the learning material presented. After that, the teacher gave assignments to students who paid less attention when teaching and learning activities took place.

In maximizing student involvement in learning, teachers did not only use blackboard media. Sometimes, teachers used flano paper to present the results of student work in groups. Based on the above observations, teachers of fiqh lessons have maximized the involvement of their students in the learning process held. In addition, the pattern of communication between teachers and students must be well maintained. However, the teacher was also quite careful in managing the use of time so that the teaching and learning process took place optimally. Teachers generally used their time for core activities in learning activities, while a small portion of the time provided was used for teacher initial and closing activities. It could be seen from the overall observations made that these teachers did this in every lesson held. However, in some lessons, the teacher started and ended teaching and learning activities not according to the allotted time. This discrepancy sometimes occurred at the end of the lesson. Because students were not focused, and their concentration began to be disturbed, the class atmosphere was not conducive and challenging to manage. Usually, students' concentration was disrupted when learning was done after break hours or at the last lesson at school.

Based on the things above, in general, the seventh-grade fiqh teacher at MTs Yapi Pakem had been able to maximize time properly in accordance with the time provided by the school. The teacher divided the activities in learning, such as initial, core, and closing activities. However, there were some obstacles in organizing the time, and the timing was not in accordance with what was provided by the school. For example, starting the lesson was not on time for the lesson, but ending it according to the time determined by the school. Thus, the time used was less than what had been determined by the school. From the available time, in using the learning time, it could be seen that the fiqh subject teachers had also used varied and proportional methods. In a sequential and precise manner, the teacher seemed to use several methods, including the lecture, question and answer, and group discussion methods, according to the time prepared by the school.

First, the lecture method in the core activity was used when the pre-test was carried out to initiate the delivery of learning materials. It was intended that students get an initial overview of the material through the lecture method delivered by the teacher. The lecture method was usually utilized with LCD media to display PowerPoint slides, or the teacher first wrote the material on the blackboard. Second, the teacher employed the question-and-answer method after the delivery of learning materials by providing opportunities for students to ask questions if the students did not understand. It is vital to do in every learning process to provide space for students to be active as learning subjects to convey relevant ideas or materials to the learning material being taught. Thus, there is an interaction between

teachers and students to avoid boredom in the classroom. Third, teachers and students carried out group discussion activities to develop and explore the material delivered. Discussions are needed to provide more space for students to explore learning materials by exchanging ideas. Discussion activities also required learning media in the form of flipcharts, used as a tool in presenting the results of group discussions. Some of the things described above had been implemented by MTs Yapi Pakem teachers. Almost every lesson had been carried out starting from class VII A to class VII B. Based on these data, it can be concluded that the teacher of fiqh subjects was quite good in the teaching and learning process.

Final Activities/Evaluation and Follow-up. Before the lesson ended, the teacher recorded the material presented to the students, then gave general questions to students about the learning material studied. After that, students concluded the learning. After everything was deemed sufficient, the fiqh teacher then gave assignments to the students as a follow-up. The assignments given were usually related to the material taught and prepared in advance by the teacher so that the results could be immediately collected, and sometimes, some were done at home. Besides, the tasks given by the teacher were usually not only related to the material studied but also related to the following material.

Based on the data above, the lessons held by the seventh-grade fiqh teacher at MTs Yapi Pakem had implemented follow-up activities. With the follow-up activities related to the material discussed, the teacher provided opportunities for students to understand the learning material in more depth. Therefore, it can be concluded that the learning stages in the seventh-grade fiqh subjects at MTs Yapi Pakem had implemented four different learning methods from the initial, core, closing, and evaluation activities, as formulated in the lesson plan. Systematically, several patterns of fiqh learning methods were formed from the lecture, question and answer, discussion, and assignment methods.

Patterns of Learning Methods in Seventh Grade Fiqh Subjects at MTs Yapi Pakem

Each learning method must have its advantages and disadvantages, requiring the teacher to be ready to manage a method that suits its shortcomings. One way is to combine several methods in the learning process to cover deficiencies in one method. Examples of method use patterns, according to Nana Sudjana, consist of lecture - question and answer - assignments, lecture-discussion - assignments, lecture-demonstration - experiment methods, lecture - documentation - discussion methods, and others (Sudjana, Nana, 2009). In the explanation above, it can be seen that the lecture method is always present in every combination of learning methods. It indicates that the lecture method is often used to convey what other methods are produced.

Before discussing the combination pattern developed in the learning process in the classroom, the authors convey several forms of methods used in fiqh learning activities, as in the data obtained in planning and implementing learning activities.

Lecture, based on the interview results with fiqh teachers, the lecture method was often used. In almost every learning process in the classroom, the teacher always used the lecture method. At the beginning of each lesson, the teacher always explained the material first, and then after it was felt that the students understood enough, the teacher would use other methods to make the students not feel bored. In applying this lecture method, several times, the authors observed that in the learning process, some students felt bored, ignored the explanation given by the teacher, and chatted more with their classmates than listening to the teacher's explanation.

Question and answer, in the learning process, the question-and-answer method is a method of interaction between teachers and students. During learning, the teacher applies the question-and-

answer method to build communication with students and strengthen the material delivered through lectures or discussions. Fiqh learning teachers usually use the question-and-answer method combined with other methods, such as lecture or discussion methods. The question-and-answer method was usually also used at the end of the learning material. It was done as an evaluation process for students. With the question-and-answer method, the teacher could find out whether students could understand the material presented.

Fiqh teacher usually used this discussion method when a material discussion required students' social activity in addressing the problems described in the material. Meanwhile, the authors observed that in the application of this discussion method, fiqh learning teachers found it challenging to organize their students, so the process took quite a long time.

Assignment (Recitation), the teacher used the assignment method when she wanted to know the achievement of the learning objectives that had been set, to see how the recitation method applied by the fiqh teacher was appropriate and in accordance with the learning context being taught. This recitation method was applied almost in every meeting because this method was employed as an evaluation. Giving assignments included giving practice questions, done directly at school or as homework. Based on the data obtained in the field, there were several facts regarding the implementation of the combination pattern of learning methods carried out by teachers in the fiqh learning process. The following are the various combination patterns carried out by fiqh teachers, which the authors obtained from observations and interviews with fiqh teachers. The description is as follows:

Lectures/Question and Answer/Assignments, in learning, the teacher used a pattern of lecture - question and answer - assignments in the initial, core, and closing activities. Sequentially, there was a lecture and question and answer methods in the core and closing activity. It could be seen in detail from the observations obtained from the fiqh learning process in seventh grade at MTs Yapi Pakem.

First, the teacher had to condition the students before the learning process began in the initial activity. In this lesson, the teacher found it difficult to condition the students because some students were still chatting with their friends, and some were still in and out of class. The teacher started the lesson, which began with greetings and openings, and continued by giving questions to students regarding the material presented at the previous meeting. Then, the teacher gave additional comments to the students' answers. After that, the teacher began to review the learning material that would be discussed. Entering the core activity, the teacher wrote on the blackboard several things related to the learning material discussed. The learning material that the teacher would explain at that time was related to najis material. Then, the teacher explained the najis material by using the lecture method. Next, students were given several questions related to najis material to work on and collect. After that, students collected the results of their work, and then the teacher asked questions by discussing the results of the answers from students. The final activity was carried out by giving questions orally to students about the learning material delivered. Next, the teacher concluded the material briefly from the material delivered, and then the teacher closed the teaching and learning activities by reading hamdalah together. Second, in the observation results made before starting the teaching and learning process, the teacher first conditioned the class atmosphere and provided direction to get ready. Next, the teacher checked student attendance and class conditions, such as tidiness, cleanliness, and order. After that, the teacher asked about the material delivered before, appreciated it, and provided an overview of the material to be delivered. After the students felt that they were ready, the core activities began. The teacher explained the learning material about various types of water. The teacher wrote some things considered essential on the blackboard and provided explanations using the lecture method. When the teacher explained the material, it was seen that some students started chatting with

their classmates. Then, the teacher gave sudden questions to the students who were chatting about the lessons delivered. Then, the teacher continued learning when all students felt they were ready to listen to the material to be delivered. After the explanation was deemed sufficient, the teacher gave the opportunity to the students about the material that had not been understood. After the core activities were carried out, the final or closing activities were conducted. This final activity was carried out by providing conclusions on the material delivered and directions to students to practice the material learned in everyday life. After that, the teacher gave assignments to students to write down some things that had been done related to the material studied, then collected at the next meeting. Next, the teacher closed by reading the prayer and hamdalah together.

Based on the data obtained from the author's observations above, the use of a combination pattern of lecture - question and answer - discussion methods co-occurred with the introduction, core, and closing activities. The pattern of initial activities using the lecture method was one of the teacher's efforts to condition their students and then proceed with the question-and-answer method to explain the material to their students. After that, it followed with discussion activities to provide opportunities for students to explore the material in groups. Meanwhile, in the closing activity, the teacher used the lecture method to provide students material reinforcement and conclude the material studied, and then the teacher gave questions to students orally before closing the lesson.

The Suitability of the Use of the Method with the Material Taught, as it is known that to create learning conditions, many techniques and methods can be used to achieve the expected goals together. However, in using a method, it must be in accordance with the learning context that will be carried out in the teaching and learning process. Then, the learning method will be described in suitable techniques and learning styles. Thus, the technique is a way that someone uses in making or implementing a specific method. The use of a method must also be in accordance with the material taught to students and the indicators contained in the material discussion. The following are the learning steps carried out by the seventh-grade fiqh teacher at MTs Yapi Pakem, which consisted of a) classical learning, b) group discussion learning, and c) recitation method or collecting assignments.

The Use of Learning Media in the Application of the Method, in applying the method, usually, a media is needed to support the method implementation to be used. Fiqh teachers could use a) visual media, b) audio media, and c) audio/visual media. However, it can be concluded that of the three media, the one that the teacher never used was audio media. Perhaps it is because fiqh material requires more audio/visual media and visual media, while audio media can explain a social phenomenon less.

Teacher's Mastery of Various Kinds of Learning Methods Used, it is necessary to have a pattern of mastery of various learning methods to create learning conditions that provoke students' interest and curiosity to learn. Aspects that can be seen from the teacher mastering the learning method are:

Teacher professionalism, the seventh-grade fiqh teacher at MTs Yapi Pakem has passed the strata one level. It was reinforced by the principal of MTs Yapi Pakem that all teachers were professional. Professionalism is a continuously updated process. Thus, the school also facilitated teacher training to increase teachers' knowledge or find new things and make real teachers with the four existing pedagogical competencies.

Teacher competence, one indicator of success in the learning process is the teacher's ability to condition the class, maintain communication between students and teachers, and a creative learning process. Teachers must also have several competencies or master various knowledge, including pedagogic, personality, professional, and social competencies.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results described and analyzed, conclusions can be drawn to answer the following problem formulation. The process of implementing fiqh learning at MTs Yapi Pakem still requires innovations of appropriate methods in learning that are quite varied, namely using more than three learning methods in one learning process. The methods used so far included lectures, questions and answers, discussions, and recitations. Meanwhile, the various forms of development comprised lectures - questions and answers - assignments, lectures - discussions - questions and answers, and lectures - assignments - questions and answers. Even though the three methods had been carried out, the dominance of the lecture method made the learning process unable to run properly, so there must be variations correlating the three methods in a relevant form in the learning process.

Meanwhile, the application of the various methods applied during the learning process is as follows. a) Planning; in preparing the selection and use of a method, the teacher was quite well prepared with several considerations. b) Implementation; the teacher had made maximum efforts so that the method applied in the learning process was in line with what was planned. c) Evaluation; in this case, the teacher had not done it optimally. Evaluation of the use of the method was only perfunctory and was not carried out continuously.

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