Study Application of Student Center Learning Method in Fiqh Munakahat Learning

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Article Information	Abstract
	The sophistication of technology that is now developing and the interaction of teenagers who can't be controlled today with the sophistication of technology certainly makes parents' hearts become restless, because on the other hand they have to learn online. Learning awareness which sometimes needs to be improved with online learning models makes lecturers have to look for the right method to be applied in online learning. Student Center Learning is one of the methods that can be applied in the online learning process because the SCL method makes students active in learning. The research method in writing this article uses a qualitative method with primary data in the form of a questionnaire which has obtained respondents from 78 students in the Munakahat Fiqh course with the achievement of students' understanding of the Munakahat Fiqh course getting a very effective score (A) ranging from 85-100 as many as 11 students, effective (B) ranged from 70 to 84 as many as 57 students, and less effective (C) ranged from 55 to 69 as many as 10 students.
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INTRODUCTION

Technological advances that are now developing so rapidly, of course there are positive and negative impacts contained therein. Especially in the world of education, if we can use technology well, we will be more advanced. However, if we do not want to learn and use the technology we will be left behind. As the current learning process must be done online, it requires awareness from students to continue to study seriously, because changes in human life patterns as a result of technological advances cannot be avoided. As a good student, you must be able and willing to take

advantage of technological advances so that you can overcome the negative impacts of technological advances.[1]

Learning is a form of conscious and planned effort that is carried out so that there are changes in humans. Humans who want to learn will certainly be better at living life when compared to humans who don't want to learn. The learning process during the current pandemic has undergone many changes, ranging from elementary school to university levels. Learning is essentially a process of transformation of students and students in the stages of following the development process towards a more mature personality in attitudes and knowledge which includes technological values and skills.[2]

Another understanding, learning is formed through a process with the aim of elevating human dignity, as has been said by Allah: "Allah will raise (degrees) those who believe among you and those who are given knowledge by several degrees. And Allah is thorough in what you do", (QS. al-Mujadalah: 11).

In learning, there are now many methods that can be applied, including the Student Center Learning method. By using the learning model that is currently developing, it will certainly add insight and the development of the mindset of students or students is increasingly honed, so that the existing human resources (HR) will increase in quality in order to maintain the sustainability of life and the progress of a nation.[3] Quality human resources are certainly influenced by the development of the process of learning outcomes that have been carried out in certain educational units, including in Indonesia according to Law no. 20 of 2003 which describes the national education system. Education is a well-planned effort to create learning and learning conditions so that students can actively develop their abilities to have religious spiritual abilities, the ability to control themselves, have a good personality, intelligence, and good character and have skills that are useful for themselves. environment, homeland and nation.[4]

In a learning process, the application of learning methods has a major contribution to the results to be obtained. In addition, time in the learning process also has an important role in the success or failure of a process study.[5] The learning approach used at the elementary school level and students certainly have differences, the abilities that are expected to be possessed by students are certainly wider, all of

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[1] Muhamad Ngafifi, "Kemajuan Teknologi Dan Pola Hidup Manusia Dalam Perspektif Sosial Budaya," *Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi*, vol. 2, no. 1 (2014): 33–47, https://doi.org/10.21831/jppfa.v2i1.2616.

[2] Aisah, Narinda, dan Wienike Dinar Pratiwi, "Efektivitas Pembelajaran Jarak Jauh terhadap Mahasiswa Unsika pada saat Pandemi Covid-19," *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, vol. 11, no. 1 (2021): 131.

[3] Zet Ena dan Sirda H Djami, "Peranan Motivasi Intrinsik Dan Motivasi Ekstrinsik Terhadap Minat Personel Bhabinkamtibmas Polres Kupang Kota," *Among Makarti*, vol. 13, no. 2 (2021): 68–77, https://doi.org/10.52353/ ama.v13i2.198.

[4] Ena dan Djami.

[5] Endin Mujahidin, Abbas Mansur Tamam, dan Akhmad Alim, "Waktu-waktu efektif belajar menurut para ulama dan santri", vol. 11, no. 1 (2022): 52–65.

which is determined by the level of suitability of the application of a learning method. This is because the learning method is one of the tools to achieve the objectives of the learning. The purpose of learning is to achieve student competence or students according to expectations, where these goals can be achieved through a learning process.[6]

In the new era of life after going through a pandemic like this, there is a need for adaptation and novelty in the formation of programmed plans for a more effective teaching and learning process. One of the effective learning methods is the Student-Centered Learning (SCL) method. Student Center Learning (SCL) is a centered learning method, which is one method for students or students that acts as a learning subject. By using the SCL method, it is expected that students will learn to be more proactive and independent in studying learning materials tailored to the potential level of each individual. This method is used in the online learning process of Fiqh Munakahat for PAI students in semester 4 IAIN Metro Lampung. The SCL method, of course, has been widely used in several universities, especially during the pandemic. In applying the SCL method in online learning, learning activities such as reading, writing, discussing, and presenting online or remotely are carried out.

The SCL method can be fully implemented in the learning process if the teacher applies at least three main points in the learning process, namely first, thinking as a learner, meaning that as a teacher you are required to always learn and innovate in the learning process. Second, take advantage of several sources of diverse learning media to be applied in the learning process. third, applying meaningful learning when using the SCL method in the learning process.[7] Learning using the SCL model also helps teachers connect the material that has been discussed in real situations, and can motivate students to connect the knowledge they have and apply it to everyday life. SCL learning can be referred to as contextual learning which describes the stages of a holistic education and can motivate students to gain knowledge and skills flexibly that can be linked from one problem to another.

SCL learning carried out inside and outside the classroom can form a more appropriate experience and have an important role for students or students in the process of realizing their knowledge and can be applied to everyday life. There are three main things in a learning stage with the SCL approach method. ***First***, in SCL learning students are very involved in getting the material, meaning that the learning process is oriented to students who directly seek experiences and problems that occur. ***Second***, SCL learning allows students to know the relevance of each material being studied with situations that occur in the community. ***Third***, SCL learning not

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[6] Marhani dkk., "Strategi Pembelajaran Pendekatan Scl (Student Centered Learning)," no. 1987 (2019).

[7] Kadek Tenova Satriaman, Ni Made Pujani, dan Putri Sarini, "Implementasi Pendekatan Student Centered Learning Dalam Pembelajaran Ipa Dan Relevansinya Dengan Hasil Belajar Siswa Kelas Viii Smp Negeri 4 Singaraja," *Jurnal Pendidikan dan Pembelajaran Sains Indonesia (JPPSI)*, vol. 1, no. 1 (2019): 12, https://doi.org/10.23887/ jppsi.v1i1.21912.

only makes students understand the material they are learning but also practices ways so that the material can be applied in their daily lives.[8]

The main challenge in Islamic religious education, especially regarding the issue of munakahat fiqh, is in terms of applying what is already known in learning munakahat fiqh in everyday life. In fact, in Fiqh Munakahat learning, it does not only teach students about marriage. However, it also invites students to have strong faith and piety so they don't fall into uncontrollable youth associations. so that with this Munakahat Fiqh learning, students are expected to be able to better understand the process of establishing relationships with the opposite sex and form a more noble personality. Referring to this problem, the purpose of writing this journal is expected to be able to find out student understanding in learning fiqh munakahat with the SCL learning method for PAI IAIN Metro Lampung students.

The research used in writing this article is descriptive quantitative research, where data collection is carried out through field research. Field research was carried out using a questionnaire method and observation of students of Islamic Religious Education (PAI) semester 4 (four) IAIN Metro Lampung in the munakahat fiqh as sample by applying learning method based on SCL method.

Sources of data results from this article are divided into primary data sources and secondary data sources. The primary data source of this paper is in the form of a questionnaire made in the google form format which has been filled out by Islamic Religious Education (PAI) students at IAIN Metro Lampung. While the secondary data sources come from several journal articles related to this research. The analysis in this article produces data obtained by observation and documentation. Validation for data using source triangulation; method, researcher and theoretical triangulation. This research was conducted for 5 face-to-face activities (1x2 credits x 60 minutes) in April - May 2022 with the number of participants in this study as many as 78 students so that more comprehensive, valid, reliable, and objective data can be obtained.

RESEARCH RESULTS AND DISCUSSION

Student Centered Learning and Fiqh Munakahat

Student Centered Learning (SCL) is one of several learning role models that are in great demand and used in the learning process in Indonesia and even in the world. SCL is considered very effective in increasing the enthusiasm of students to learn so that maximum results can be obtained from the teaching and learning process that has been implemented. This is similar to the philosophy of learning that learning is a process of gaining new knowledge. The more learning activities carried out, the more opportunities for students to gain knowledge. So that it can improve the quality of life both in attitude and behavior. This view is also in line with the learning method developed by the flow of cognitive psychology, they believe that students have very

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[8] Wahju Astjarjo Rini, "Pembelajaran Dengan Pendekatan Student Centered Learning (Scl) Pada Sekolah Minggu," *Jurnal Shanan*, vol. 3, no. 1 (2019): 85–96, https://doi.org/10.33541/shanan.v3i1.1575.

broad knowledge of information because students are able to explore learning resources that are increasingly easy to obtain through electronic media today. In this way, students can get a lot of new information they need and can add new knowledge to them.[9]

Every learning system to understand a science, of course, encountered several obstacles that cause the inhibition of a learning process to be not smooth. Besides, in a learning activity there are generally factors that encourage activities learning becomes more fun and more enthusiastic.[10]

Angele Attard and the team from Education International (EI) and the European Students' Union expressed their opinion that the learning process is said to be good if it can actively involve students in understanding the material. At the same time, the teacher plays a role in facilitating students to learn, including assigning students to carry out research and then giving students time to explain the results of the research, discuss, and then draw conclusions from the results of the discussion. Angele Attard makes learning outcomes with the SCL model as shown below.[11]
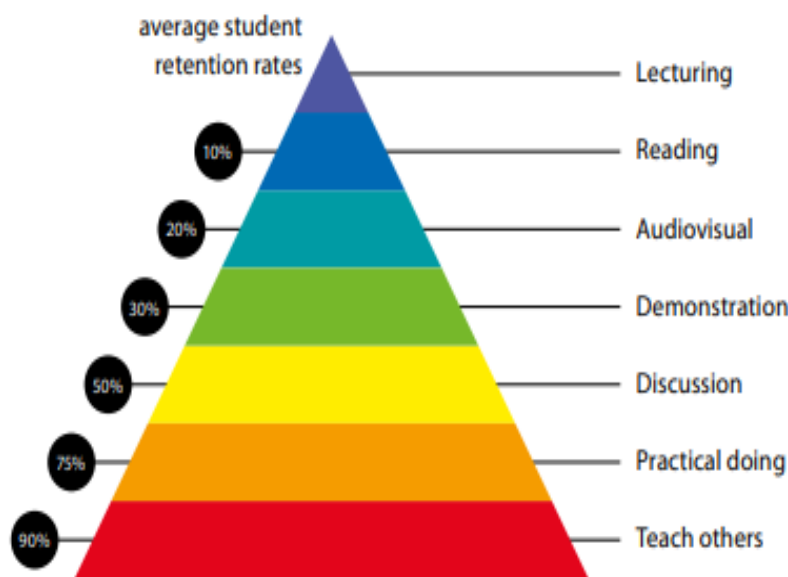

Figure 1. Pyramid of Learning Outcomes

In Figure 1. it can be seen that learning using the Passive Learning learning model through demonstration is only able to achieve learning outcomes of 30%. Meanwhile, when using audio-visual material the attached subject matter is 20%,

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[9] Yohanes Wendelinus Dasor, "Efektivitas Pembelajaran Berbasis Student Centered Learning Dalam Mengatasi Kecemasan Komunikasi," *Jurnal Inovasi Pendidikan Dasar*, vol. 1, no. 1 (2017): 85–100.

[10] Maria Ulfah, "Efektivitas pembelajaran ilmu nagham Al-Qur'an di Institut Ilmu Al-Quran (IIQ) Jakarta," *Ta'dibuna: Jurnal Pendidikan Islam*, vol. 10, no. 4 (2021): 523, https://doi.org/10.32832/tadibuna.v10i4.5215.

[11] ESU, "Student-centred learning - Toolkit for students, staff and Higher Education Institutions," *Learning*, 2010, 23.

when using reading and lectures it is only 10% or even 5%. From the percentage of achievement of learning outcomes, it is clearly very different from the active learning method by means of direct discussion and practice. Learning that uses the discussion method can achieve 50% of the achievement of the material presented, while learning with practice and teaching models can get higher learning outcomes, namely 75% and 90%, respectively. The latest learning model can be done by describing the information that has been learned in the peer group model by exchanging information, discussing and debating . So that the SCL learning model can be a good recommendation to get maximum results in a process for students to gain knowledge.

Seeing from the results of student learning achievement if using the SCL method can be above 50%, of course this method is highly recommended, in contrast to the Teacher Centered Learning (TCL) method which is more teacher-centred in the learning process. The SCL method is student-centered so that it makes students proactive in teaching and learning activities. Rodolfo P. Ang from Loyola School Ateneo de Manila University Provide an explanation regarding the SCL method using the learning method by providing facilities for students or students to participate more actively in the learning process.

Evidence of student activity can be done by reading books as reading material independently, as well as providing facilities for students to actively search for reading materials to be discussed with their study groups or with their classmates. In addition to being able to gain knowledge from various sources, this stage of learning is able to create a pleasant learning atmosphere according to their wishes. Students can learn knowledge from the internet according to the desired learning atmosphere, both inside and outside the class room.[12]

Redolfo also stated that a student-centered learning process can occur when lecturers and students are active in each other's learning activities. In SCL learning activities, lecturers are required to play an active role in the learning process, this explains that in SCL learning the lecturers just relax without preparing material and without the need to teach. On the other hand, SCL learning makes lecturers have to have more references by reading and actively learning with students, which can be said to be senior learners with junior learners.[13]

SCL Method in The Teaching and Learning Process Fiqh Munakahat

Angele Attard from The European Students' Union said, there are many advantages of using the SCL method in the teaching and learning process both for students and for teachers or for lecturers and students, the points of these benefits include[14]:

a. SCL learning can make students an integral part of the academic community. Students are actually part of the academic community, but often the existence of

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[12] ESU.
[13] ESU.
[14] ESU.

students does not materialize because sometimes lecturers do not treat students as academics. Students are only considered as objects of lectures for lecturers whose level of understanding of the contents of the lectures is measured at a certain time. As academics, students should have the right to carry out an *inquiry process,* which is a process of seeking an understanding of something that is done by the students themselves. By learning SCL students have the opportunity to do research and then present in front of their *peer groups* and lecturers. Then the lecturer must provide input related to the results of research that has been carried out by students. Thus, students really become part of the whole academic community.

b. SCL learning makes students' motivation to learn more increased. This is because SCL learning requires students as part of the academic community who must be able to master the material or theory and apply it and evaluate the material. Apart from that, students are also required to be able to present the material they have learned in *peer groups* and in front of their lecturers. So that students can be motivated to learn, read many reference books, articles related to the material to be delivered.

c. By learning SCL students will be able to be independent and responsible for continuing to explore knowledge. This SCL learning makes students more willing to learn more because they have a responsibility to provide knowledge to other students when presenting. Thus, students are more motivated study independently because they are led to complete information from the material that will be presented to their peer groups and lecturers every time. The week.

d. This SCL learning gives students the opportunity to study the knowledge they will pursue independently and has nothing to do with the material that is the focus of other friends in different majors or in the same study program. Because after they graduate, the needs of the profession vary greatly which sometimes does not match what they learned while still studying in college.

In addition to some of the benefits of learning using the SCL method above, there are also several advantages that can be utilized for lecturers, including:

(1) Lecturers have a role to facilitate students without the need to prepare teaching materials because all assignments are left to students and students are given the freedom to express their opinions according to the material they read. However, this is the opportunity for lecturers to give questions or challenges to students so that the quality in their learning process will increase by opening their horizons to discuss broader issues.

(2) Lecturers can see students' abilities up to the highest level of understanding. This can make lecturers know which students can be invited to collaborate in several research activity programs together with students, so that they will continue to be validated by some dynamic input.

(3) Lecturers can develop their potential in a sustainable manner. With SCL learning, the lecturer gives assignments to students to continue to update their knowledge by reading various scientific works that they can find on the internet. Thus the lecturer will get the latest information from the readings of students who are assigned to look for certain materials.

In SCL learning there are several learning models that can be applied to make learning activities more interesting and make students enthusiastic in participating in the learning process, including: 1. Small Group Discussion, 2. Case Study, 3. Role-Play & Simulation, 4. Collaborative Learning (CbL), 5. Cooperative Learning (CL), 6. Self-Directed Learning (SDL), 7. Discovery Learning (DL). By using the SCL learning method, the lecturer can choose from the various models above that make students active in learning. Furthermore, students are able to collaborate with friends, enthusiastic in participating in learning and able to dialogue and express opinions on contextual issues and are able to respond to discussions in learning.[15]

The Student Center Learning (SCL) implemented by the fiqh munakahat lecturer for semester 4 Islamic Religious Education (PAI) students at the IAIN Metro Lampung higher education institution has provided a lot of changes. By referring to the purpose of learning, namely to achieve graduate standards from universities which include attitudes, competencies and skills that students must master. In strengthening PAI graduates from IAIN Metro Lampung universities during the learning process using learning strategies based on discovery learning research, while to encourage students' enthusiasm in learning in order to produce real work either individually or in groups using project-based learning strategies or project-based learning .

Discovery learning strategy is a learning theory that explains part of the learning process. Students are not provided with learning media in the final form, but students are expected to be able to coordinate their own learning materials.[16] Project based learning is a learning model that uses a project or an activity as a learning medium.[17] Students are free to explore in the form of assessment, interpretation and information that can give birth to many learning methods. In Munakahat Fiqh learning related to discovery learning, students are asked to form small groups and then they will be given lecture topics that they will discuss in each meeting. Each group is asked to discuss the topic, students are free to look for material or study material through books or journal articles which they then present in front of other students and their lecturers.

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[15] Nur Meity dkk., "Pengaruh metode," *Jurnal Keperawatan*, vol. 8, no. 1 (2018): 814–18.

[16] Mukh Nursikin, "Aliran-aliran Filsafat Pendidikan dan Implementasinya dalam Pengembangan Kurikulum Pendidikan Islam," *Attarbiyah*, vol. 1, no. 2 (2016): 303–34, https://doi.org/10.18326/attarbiyah.v1i2.303-334.

[17] Lilik Handayani, "Peningkatan Motivasi Belajar IPA Melalui Model Pembelajaran Project Based Learning pada Masa Pandemi Covid-19 bagi Siswa SMP Negeri 4 Gunungsari," *Jurnal Paedagogy*, vol. 7, no. 3 (2020): 168, https://doi.org/10.33394/jp.v7i3.2726.

Then related to project based learning in Fiqh Munakahat learning, students were asked to explore in the form of simulating marriage contracts which they captured through learning videos. In the learning video of the marriage contract simulation, several things related to the conditions for the validity of the marriage, such as marriage guardians, dowry, witnesses, and pronunciation of ijab qobul lafadz in Arabic and Indonesian are fluently included. The learning video is made based on small groups of 6-7 students, it is hoped that they will be able to explore making creations in the marriage contract simulation learning video.

In learning Fiqh Munakahat using the SCL method because it is assessed that using this method in the learning process can position students as active and independent learning subjects in learning conditions that must be done online (online). With the current conditions and it is not known when it will end, the use of the SCL method is expected to be able to boost student learning motivation. Students are expected to understand the soul of life-long learners and have hard skills and soft skills, both of which support each other. The author has made a survey on the results of student learning understanding with the SCL method using google form with a total of 78 students from 3 study groups (Rombel) class A, B, C.

In the analysis using google form the author uses a distribution of total points that will be obtained by students is 100 with the number of questions that must be answered as many as 30 questions, there is a point value in each question that is answered correctly by students. The number of points in the question is between 3/4 points, depending on the complexity of the questions made. Then the author also divides the vulnerability of the effectiveness of the method used into 3 parts, namely, very effective (A) with a value range of 85-100, effective (B) a range of values 70-84 and less effective (C) a range of values 55-69. The following is an analysis of learning outcomes using the SCL method applied by the Fiqh Munakahat lecturer to students majoring in Islamic Religious Education (PAI) semester 4 at IAIN Metro Lampung.

In Figure 2. it can be analyzed that the achievement of understanding student learning outcomes in the Fiqh Munakahat course is in the average value range of 76-78 or effective (B). Thus, learning using the SCL method carried out by Fiqh Munakahat lecturers for students majoring in Islamic Religious Education (PAI) semester 4 at the IAIN Metro Lampung higher education institution was considered effective with the number of students who got very effective scores (A) ranging from 85-100 as many as 11 students, effective (B) score ranges from 70 to 84 as many as 57 students, and less effective (C) ranges from 55 to 69 as many as 10 students.

With the results of the average value above, it can be said that the Student Center Learning (SCL) which is applied in the Fiqh Munakahat learning process is running effectively, as evidenced by the values and changes in student attitudes and mindsets during the learning process. Changes that are seen during the learning process take place when student discussion activities look more active by asking and adding answers to each other from the results of the studies they have read before.

Of course, with SCL learning, students who are not in charge of presenting the topic of discussion at that time also want to find information through articles or books that they can get easily at this time.
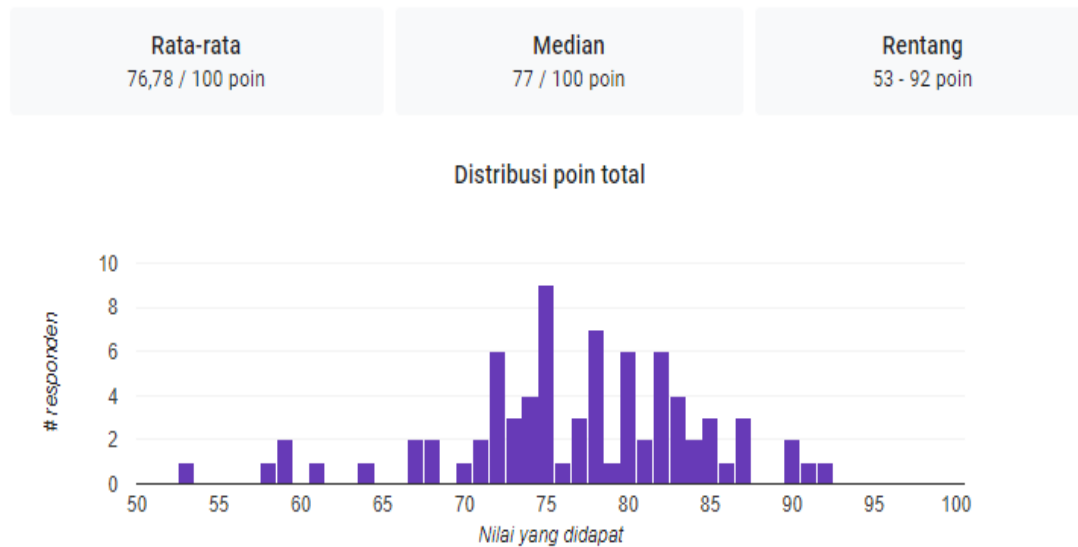

Figure 2. Graph of the Results of the Fiqh Munakahat Learning Assessment for PAI IAIN Metro Lampung Students using the SCL Method

Learning models if done by applying appropriate learning methods can certainly improve the ability or critical thinking and skills of students. The right learning model is a learning model that invites or involves students to be active in the learning process.[18] Thus, the use of the SCL model which also involves students in order to be able to learn some subject matter actively and involve students in the learning process so that they are able to think critically and skillfully in students is the selection of the right method.

Implementation of the SCL method in improving critical thinking and skills in students through several kinds of activities. Some of these activities are a combination of several discovery learning learning methods such as 1) Designing learning activities, 2) implementing the design of the learning activities, 3) evaluating the effectiveness of the design, 4) improving the learning designs that have been implemented.[19] From the several stages of discovery learning, each learning process will be able to improve students' thinking patterns and ability to analyze. Thus, the SCL learning process is combined with discovery learning and project based learning which can optimally improve students' critical thinking and skills.

The student centered learning (SCL) approach in instilling understanding related to Munakahat Fiqh to students is the right method, besides students are students who

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[18] ESU, "Student-centred learning - Toolkit for students, staff and Higher Education Institutions."

[19] Shinta Ratnawati, "Implementasi Student Center Learning dengan Metode Blended Learning Mata Kuliah Perilaku Organisasi," *Soedirman Economics Education Journal*, vol. 2, no. 1 (2020): h. 85, https://doi.org/10.32424/ seej.v2i1.2088.

are adults and have a critical mindset in controlling themselves to fulfill everything that is needed in their lives. In addition to the characteristics of SCL education in Fiqh Munakahat learning, it makes students better understand the values of attitudes, skills and knowledge that exist in themselves. Because SCL learning can encourage students to be proactive, creative, innovative, inspiring, interactive, independent, collaborative, cooperative, and contextual in the learning process.

CONCLUSIONS

SCL (Student Centered Learning) is stated as a learning method that positions students as the center of the learning process, in other words students must be willing to learn actively, take responsibility and take the initiative to recognize their learning needs. By finding sources of information that can be used to answer their needs. From the explanation above, it is clear that learning using the SCL method can be applied in the online system of the Islamic Religious Education (PAI) study program in addition to the benefits and advantages that can be obtained. Indeed, in the application of the SCL method, it certainly requires various preparations and readiness from both the lecturers and students, it is necessary to pay attention that learning is not just a transfer of knowledge, but changes in attitude and critical thinking must also be a concern during the learning process.

SCL has actually been used for a long time in the learning process, but it needs to be improved a lot in terms of preparation, especially by providing learning resources and delivery in group discussions to make students more interested so that the assessment does not only refer to the formative assessment model. In the learning process that has taken place on Islamic Religious Education students at IAIN Metro Lampung by using the SCL method, it can be said to have fulfilled the objectives of the learning process. In the learning process, there are already several activities that make students change their mindset to *critical thinking*, namely *discovery learning* and *project based learning activities* .

In data analysis using google from above, it can be seen and concluded that students' understanding is quite good with the SCL learning model applied during online learning. The role of a lecturer in learning activities using the SCL model is very important, because in its implementation the lecturer acts as a facilitator of these learning activities. Lecturers must be able to review course materials and competencies that students need to possess at the end of the learning process by designing strategies and learning environments that can provide new experiences and learning for students in these courses. Not only lecturers must also be able to identify and determine the pattern of assessment student learning outcomes that are relevant to the competencies to be measured in the form of attitudes, skills and knowledge. Based on the results of this study, it is recommended for further researchers who are interested in examining the learning outcomes of Fiqh Munakahat using the SCL method, please process them with new findings that are acceptable to all circles,

because in this study the main target is students who take the Fiqh Munakahat course in PAI major. For teachers, hopefully this result can be used as inspiration to be more creative in carrying out the learning process by looking at the conditions and needs of students.

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