CTL Learning Model Development In *Fiqh* Subjects At KH Siddiq Ma'arif Elementary School Of Jember

Imron Rosady[1*], Moh. Dahlan[2], Ubaidillah[3]

[1,2,3] Teacher Education Faculty, The State Islamic University of KH Achmad Siddiq, Jember, Indonesia
[*]Corresponding Author:
Email: rosadyimron95@gmail.com

Abstract.
This paper describes the development CTL learning model in Fiqh subjects as theoretically and practically it is a learning model that has been tested for validity, practicality, and effectiveness, so that it can be considered as a learning model. CTL explains about achieving the learning objectives, namely the main point is to increase students' thinking level, the presentation of material in worksheets must be arranged according to students' thinking level, teaching and learning activities must follow the phases of learning orientation, group discussions, class discussions, integration, and evaluation as learning syntax, in addition to the pre-test and post-test. As a results, CTL has contributed to learning theory. The CTL is a prescriptive learning theory, which means that it prescribes optimal learning to achieve learning outcomes (especially to increase students' thinking level). The question theory is that "to level up students' thinking level in Fiqh subjects is by arranging learning materials according to students' abilities and the implementation of CTL.

Keywords: *Development, CTL Learning, and Fiqh*

I. INTRODUCTION

Fiqh is a compulsory school subject under the auspices of the Ministry of Religion of the Republic of Indonesia from elementary school to high school because *Fiqh* material has relevance in everyday life, namely relating to the relationship between creatures and God, and in the relationship between creatures and creatures [1, 2]. For this reason, students are expected to be able to understand the science of *Fiqh* and implement it so that they become human beings of faith, piety, and good morals. Therefore, the objectives of learning *Fiqh* include: (1) So that students know and understand the principles, rules, and procedures for implementing Islamic law, properly, orderly and correctly related to *muamalah* and worship, personally and in society. (2) So that students can carry out and implement Islamic law correctly as a form of obedience in carrying out Islam towards creatures and towards Allah SWT [3]. It is not fitting for those who believe that all of them go (to the battlefield). Why not go from each class among them some people to deepen their knowledge of religion and to warn his people when they have returned to him so that they can take care of themselves? (QS. at-Tauba [9]: 122).Some basic skills in implementing the 2019 madrasah curriculum for the pillars of faith, the pillars of Islam, *thaharah*, the implementation of the pillars of Islam, and daily sunnah practices [4]. The discussion of purification and carrying out the pillars of Islam dominates in this competency. A large amount of material implementing the pillars of Islam shows that the ability to practice the Pillars of Islam is an important part of growing believers and piety to become broad-minded human beings. However, the results of the implementation of the pillars of Islam, both theoretically and practically, have not met expectations.

Empirical facts in the field, both urban and rural madrasas, in terms of material assimilation, do not understand the theory and do not apply it in practice. Isdamatul et al. explained the results of their study by saying that the student's ability to understand *Fiqh* was still below expectations [5]. In another study, Tusyana's errors or difficulties in understanding *Fiqh* were found in the definitions and practical activities. This is because the learning process is only focused on students and there is not enough time to practice it [6]. Romanda explained the results of her first study by the fact that 57.4% of students made mistakes in defining and working on the hajj material. Meanwhile, 43.17% of Umrah materials [7]. The results of research conducted by Rofiq et al. in 2019 the learning outcomes of Hajj material are not much different. Only 58.21% of students were able to understand the material while practicing it while *umroh* (pilgrimage)

material received 41.87% [8].Data from various researchers states that errors are made due to inductive errors and students' ability to communicate information orally or in writing, whereas in practice students tend to make the same mistakes. This is the basis for other researchers to implement new ideas in the learning process. These ideas can be expressed in the development of teaching models, presentation of teaching materials, and others that are appropriate to the psychology and characteristics of students.In this case, it cannot be denied that the role of learning representation in *Fiqh* textbooks, especially in planning and learning *Fiqh*, is very important, dominating, and important without neglecting other things. This is what was reported by Nurdyansyah et al. To achieve this goal, a tool is needed that helps students understand the material, it is necessary to have teaching materials that are following the program, have basic skills, and are designed to be attractive [9]. In addition, in managing and preparing the learning environment, the role of presenting learning material in textbooks is necessary to create learning situations and conditions that allow students to play an active role in the learning process. emotional and social learning. Ruwaidah argues that the growth of students' skills is influenced by social interaction, especially in teacher training [10]. Contrary to previous opinions, Ruzakki found that learning patterns are more important than lesson content to achieve educational goals [11]. This shows that the most effective way to develop students' skills is to develop learning models and develop *Fiqh* learning materials. This opinion overshadows the content of the lesson, it should not be the case, because the content of the lesson is also very important.

When compared to other religious disciplines, *Fiqh* is more likely to be understood by children. Because the science of *Fiqh* becomes a daily practice, where the practice has been carried out and seen by the children around it, for example, the practice of ablution, prayer, zakat, and fasting. Long before a child enters education or school, childhood experiences form intuitions that are directed primarily at the child. The child's psychological experience related to *amaliyah* offers many ideas and guidelines for the study of *Fiqh* [12]. This experience should be utilized and developed in the context of learning *Fiqh*. The presentation of *Fiqh* teaching materials should pay attention to the growth and development of students' psychological abilities and students' experiential learning activities [13]. For that purpose, there should be a change in the learning of *Fiqh*. One of the changes is the development of learning models.The learning model can be described as a model used to design curricula, organize materials, and guide teachers in the classroom. A learning model is essentially a form of learning that is described from start to finish and is presented specifically by the teacher. In other words, the learning model is a wrap or frame from the application of an approach, method, and learning technique. Understanding according to Syaiful Sagala suggests that the learning model is a conceptual framework that describes a systematic procedure in organizing the learning experiences of students to achieve certain learning goals and serves as a guide for learning designers and teachers in planning and implementing teaching and learning activities. Meanwhile, Rusman stated that the purpose of the learning model is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals, and serves as a guide for learning designers and teachers in planning teaching and learning activities [14]. The term learning model includes a comprehensive learning model approach. The learning model is a pattern that is used as a guide in planning learning in class and tutorials [15].

A learning model is a plan or pattern that can be used to design face-to-face teaching in classrooms or tutorials and to shape learning tools, such as books, films, computer programs, and curricula. Each model guides the teacher to help students achieve learning goals [16].The CTL learning model is a conception that helps teachers relate learning content to real-world situations and motivates students to make connections between knowledge and its application in their lives as family members, citizens, and/or workers [17]. This CTL learning model aims to motivate students to understand the meaning of the subject matter they are studying by associating the material with the context of their daily lives so that students have knowledge or skills that can be reflectively applied to other problems. This learning model aims to make learning not just memorizing but necessary with understanding [18]. CTL is a learning concept that helps teachers relate subject content to real-world situations and motivates students to make connections between knowledge and its application in their lives and build eight pieces of knowledge that they will apply in lifelong learning.Based on the opinion of experts it can be concluded that the method CTL is an approach or concept

that helps teachers associate learning material with real-world situations, and encourages and stimulates students' brains, connecting between knowledge possessed and its application to solving problems in everyday life. This is the basis for selecting the CTL as the development of a learning model that is appropriate to *Fiqh* subjects.

II. METHODS

Using the categorization of problems from Plomp, this research problem is a problem category for 'making' something, namely creating a learning model and its tools. Therefore the model for developing the learning model in this study refers to the general model of solving educational problems from Plomp. As described in chapter II, the development phases of the Plomp model include (1) *the preliminary investigation*, (2) *the design*, (3) *the realization/ construction*, and (4) *the test, evaluation & revision implementation phase*. However, the implementation phase was not carried out, because the development of the learning model in this study did not reach the implementation phase.

The data collected using data collection instruments are data: (1) validation of the CTL model and its tools and research instruments, (2) the implementation of the CTL model, (3) student activities in *KMB*, (4) teacher activities in *KMB*, (5) student responses on the implementation of learning using the CTL model, (6) the teacher's response to the implementation of learning using the CTL model, and (7) mastery of learning materials data were analyzed with descriptive statistics. Data analysis was carried out to answer each research question posed. Calculation of frequency and percentage is used to develop a profile of the effectiveness of learning using the CTL model.

III. RESULT AND DISCUSSION

Trial Data Display

Individual Trial Data Result and Revision

Individual trials will be held in March 2022 for 5th grade in groups A-B and in September 2022 for 5th grade in groups C-D. The individual test was applied to three students in 5th grade in groups A-B and three students in 5th grade in groups V C-D. The three students in 5th grade in groups A-B represent three different levels, the same goes for 5th grade in groups C-D. The device tested individually is the student's worksheets. Individual trials are intended to assess the readability of the manuscript. The trial process is as follows. Each student is given one of the student's worksheets for each meeting according to their level of thinking to be completed. The time provided is 50 minutes. When finished they were asked about: (a) the systematic presentation of the material, (b) the prerequisites for the material needed, (c) the level of difficulty of the material, (d) the language, and (e) physical appearance. This is repeated every time students finish completing the student's worksheets. For students in the 5th grade in groups A and B, it was carried out 5 times, while for 5th grade in groups C-D it was carried out seven times.The trial results recommend several things that must be improved, especially in worksheets, namely: (a) systematic exposure, especially the prerequisite factors between materials, (b) verbal, numeric, and visual expression modes that are easy to understand, and (c) communicative scientific language variety.

The First Trial Result and Revision

The CTL and device were piloted together. The 1st trial was conducted in March-April 2002 for 5th grade in groups A-B and in September-October 2002. The 1st trial of the CTL model and its equipment was applied to students of 5th grade in groups A-B, 5th grade in groups C-D, and their *Fiqh* teachers. The teacher involved in the 1st trial was a *Fiqh* teacher in 5th grade in groups A-B-C-D. The 5th grade in groups A-B and C-D *Fiqh* teachers as teachers who implement the CTL model and its tools. Observers were 5th grade *Fiqh* teachers, researchers, and two lecturers of the Islamic Education Major at The State Islamic University of KH Achmad Siddiq Jember. The number of meetings for 5th grade in groups A-B and 5th grade in groups C-D was 2 and 2 respectively with 2 x 45 minutes for each meeting.The purpose of the 1st trial is to examine: (a) can the components of the CTL (syntax, social system, reaction principle, and support system) be implemented? (Does the CTL still need revision? If so, in what ways?) (b) Does the CTL support the

implementation of the CTL? (c) how are students' activities in learning using the CTL? and (d) what is the response of students and teachers to learning using the CTL?

Before the 1st trial was carried out, the researchers provided training to teachers and observers. The training provided regarding (1) the implementation of the CTL, (2) the implementation of teacher and student activities, (3) the implementation of homogeneous group discussions and class discussions, (4) the implementation of evaluations, (5) the implementation of observing student and teacher activities.

In the training, what is difficult for teachers to imagine is the teacher's activities when guiding ten groups of students at three different levels. It seems that this is hard for the teacher, but this can be overcome by providing insight that the teacher's role is not to help complete the student's worksheets but to encourage students to actively carry out discussions to complete the student's worksheets. The difficult thing for observers is to observe the activities of the two groups of students. However, after being told the technical observation fast, observers understand it.The results of the 1st trial the implementation of the CTL and its devices can be described as follows.

CTL *Model Implementation*

Pre-instructional activities are carried out before the first meeting of the subject matter teaching and learning activities begin. In this activity, the teacher administers a pre-test for students' thinking levels in *Fiqh* and mastery of learning materials. The results of the pre-test are used as initial data/ information before students take part in learning using the CTL. In addition, the pre-test of students' thinking levels in *Fiqh* is used to determine the level and group of students' administration activities pre-tests, while in determining the level of students and forming groups there were a few difficulties. However, after the help of researchers, it can be overcome.Implementation of the first phase (learning orientation) at the initial meetings, with teachers and students, was a bit awkward, especially for 5th grade in groups A-B students. Implementation of the arrangement of places for homogeneous groups is rather slow and requires more time than planned. However, the next meeting was held quickly. The student's worksheets distribution was carried out quickly because the teacher called the group leader to take the group members of the student's worksheets. Groups are arranged in such a way as to streamline the implementation of teaching and learning activities, namely students can study in groups easily, teachers can conduct study guidance to groups easily, and observers can make observations easily.Implementation of the second phase (homogeneous group discussions) at the initial meetings, students seemed less active in discussions and hoped for the teacher's explanation. In the 5th grade in groups A and B, students' activities are more passive, waiting for the teacher's explanation and working a lot individually.

The roles of the chairperson, secretary, and group members were not as expected, even though each student had held his job description when carrying out homogeneous group discussions, especially in the 5th grade in groups A and B. Students in group discussions often ask the teacher to help explain the material in the student's worksheets. The student's demands finally made the teacher stick to explaining the material to each group. However, after being motivated by the teacher, students can gradually understand and be more active in the discussion. This demand is felt to be hard for teachers to face 10 groups with three different levels. This is what the teacher doubted when carrying out the training. Such conditions can be understood because students are not familiar with the conditions expected in the CTL. The CTL requires students to construct knowledge independently or through discussion, with a little teacher assistance. When the teacher guides the group, many problems or interesting things are found. The problems or interesting things found are collected by the teacher as material in class discussions. At the beginning of the meeting, the homogeneous group discussion took longer than the allotted time. In the following meetings, the student activity became better. In the implementation of homogeneous group discussions, it was felt that the material/content of the student's worksheets was rather large. So it takes more time than planned and discussion time is not loose. This is under the criticism from the validator that the material contained in the student's worksheets is too dense, even though the criticism from the validator has been fulfilled.

The implementation of the third phase (class discussion) at the initial meetings was not carried out well. This is because not every group representative wants to submit a problem or opinion. The teacher in carrying out the class discussion phase has a lot of material from the homogeneous group discussion phase.

This material is used by the teacher to appoint group representatives to submit their difficulties or opinions. Students are a little forced to submit their difficulties or opinions which ultimately results in more active and interesting class discussions. In class discussions, the teacher also uses it to correct incorrect answers that the teacher finds when guiding homogeneous group discussions. However, the teacher is a bit exaggerated in explaining the material, which should not be done. In subsequent meetings, class discussions became more active. Because the material studied between one level and another is not always the same, many students want to know other material. This is what makes some students challenged to find out. The teacher in carrying out this phase at the initial meetings was stuck explaining more material so the time used was longer than the time planned.

The implementation of the integration phase did not encounter many obstacles. Students complete more student's worksheets or material summaries based on the student's worksheets answers and teacher explanations. Because students' worksheets for each group are only provided with one copy, even though there are 3 members in the group, one student must read the answer in addition to having to write the answer for himself. Each group is only given one student's worksheets with the intention that students review what they have done. This is the opportunity for students to restructure the knowledge they have acquired during group discussions and class discussions. At the time of integration, there was no additional material but they were asked to synthesize what had been obtained during the homogeneous group discussions and class discussions. In addition, students complete notes and make a summary of the material that has been obtained during the previous phase of activities.Evaluation phase activities are students working on short quizzes or written tests (10 minutes). Students work on quizzes independently. Quiz material is material that has been obtained by students in previous phases, namely group discussions, class discussions, and integration. At the first meeting, the implementation of the evaluation phase in 5th grade in groups A-B could not be carried out, because the time provided was taken up by the activities of the previous phase. However, the teacher asks students to do it at home, but it must be collected. For subsequent meetings, the evaluation phase can be carried out properly. The results of this evaluation are individual quiz scores that are used for group scores. This means that the group score is the average score of each individual in a group.

Group scores are used to see the progress and development of each group, and can only be compared between groups at the same level. The group scores for each meeting are posted on the classroom wall. This is intended to motivate students to work better in group work. The average group scores for each class in the 1st trial are presented in Table 4.1., Table 4.2., and Table 4.3. and Table 4.4. respectively. The profiles of the average scores of the 5th grade in groups A-B and 5th grade in groups C-D groups are presented in Figure 4.1 and Figure 4.2 respectively. Analysis of group score data in the 1st trial can be seen in the Appendix.

Table 4.1. The Average Scores of the 5th Grade in Group A

Category	Meeting				Average
	1	2	3	4	
1	75	75	80	80	77,0
2	80	80	80	80	80,0
3	70	75	80	80	76,0
4	65	75	75	75	72,0
5	75	75	75	80	76,0
6	75	75	80	80	77,0
7	70	80	75	75	75,0
8	75	75	75	80	76,0
9	70	75	75	80	75,0
10	75	80	80	75	77,0
Total Average	73,0	76,5	77,5	78,5	

Table 4.2. The Average Scores of the 5th Grade in Group B

Category	Meeting				Average
	1	2	3	4	
1	85	70	75	75	76,0

2	80	70	75	75	75,0
3	75	80	80	75	77,0
4	75	75	75	80	76,0
5	80	80	80	80	80,0
6	80	75	80	80	78,75
7	75	70	75	80	75,0
8	75	80	70	75	75,0
9	75	75	70	80	75,0
10	75	75	80	75	76,25
Total Average	77,5	75,0	76,0	77,5	

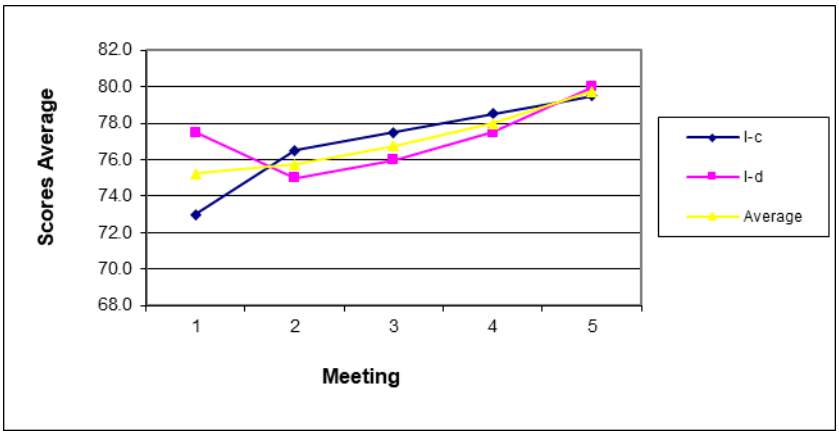

Fig 4.1. The Average Scores Profile of the 5th Grade Students

Table 4.3. The Average Scores of the 5th Grade in Group C

Category	Meeting				Average
	1	2	3	4	
1	80	76	75	78	77
2	76	80	80	80	79
3	65	80	75	75	73
4	80	75	70	80	76,25
5	78	80	80	70	77
6	76	70	75	80	75,25
7	80	75	78	75	76, 25
8	75	70	78	78	75,25
9	76	70	80	80	76,5
10	80	75	76	75	74
The Total Average	76,6	75,1	76,7	77,1	

Table 4.4. The Average Scores of the 5th Grade in Group D

Category	Meeting				Average
	1	2	3	4	
1	75	78	70	80	75
2	75	75	65	75	72
3	75	70	75	80	75
4	80	80	65	75	75
5	80	70	65	75	72
6	75	75	70	75	73,75
7	65	65	65	70	66,25
8	70	75	70	75	72,5
9	70	75	70	80	73,75
10	80	70	75	75	75
Total Average	74,5	73,3	69,0	76,0	

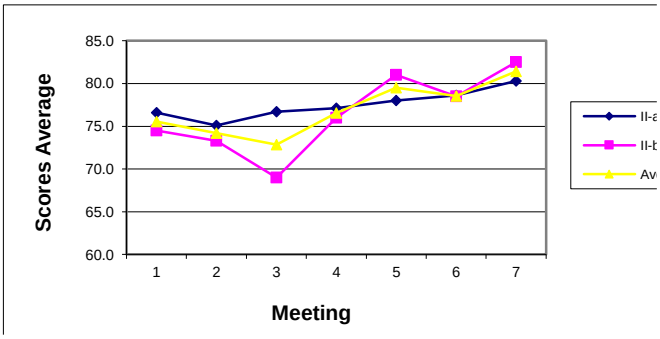

Fig 4.2. The Scores Average Profile of the 5th Grade in Group C and D

The implementation of the CTL model in 5th grade on the subject of *zakat* experienced a few obstacles, while for 5th grade on the subject of sacrifice there were not many obstacles. The obstacle that is difficult to overcome in implementing *KMB* in grade V is motivating students to carry out homogeneous group discussions, but this does not occur much in 5th grade. This is because 5th grade teacher has participated in observing learning (although not an observer) in 5th grade when implementing the CTL model and also participate in discussions and reflections after the *KMB* is over. In addition, some of the 5th grade students have participated in learning using the CTL model. So that it is not too awkward when the following learning using the CTL model. However, a new case emerged in the 5th grade tryout, namely, at the final meetings the students did not have many discussions, but mostly completed student's worksheets. Observing student activities in homogeneous group discussions for 5th grade at the informal deduction level, students seem to experience material difficulties in worksheets, especially in final meetings. This signals that the student's worksheets material for 5th grade in groups C-D is at the informal deduction level to be reviewed.

The results of the analysis of the observational data of the implementation of the CTL in the 5th grade are presented in Table 4.5. and Table 4.6. respectively. The implementation profile of the CTL per component in the 5th grade in groups A and B is presented in Figure 4.3. and Figure 4.4. respectively.

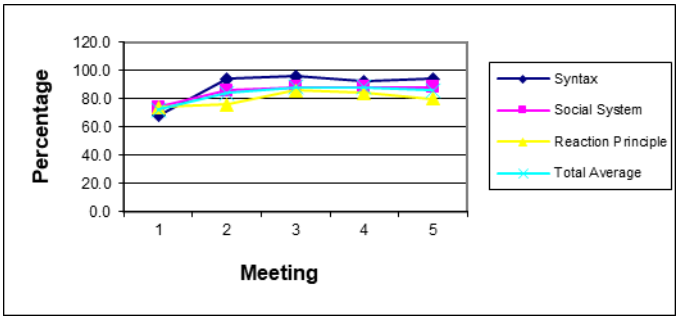

Fig 4.3. The Profile of CTL Model Implementation in the 5th Grade

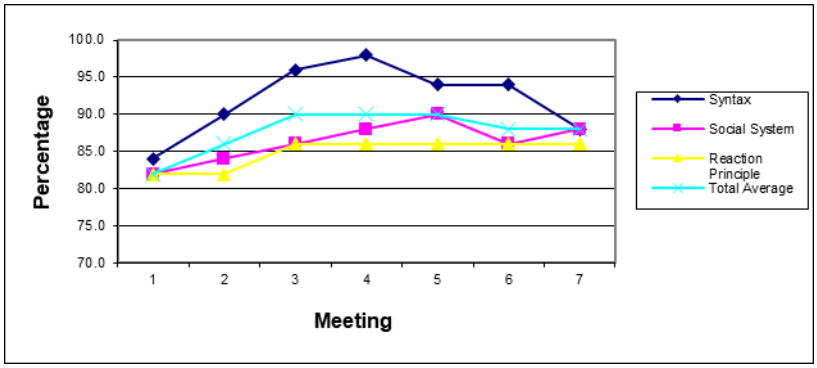

Fig 4.4. The Profile of CTL Model Implementation in the 5th Grade

Table 4.5. The Scores Average of CTL Model Implementation in the 5th Grade

Component and Aspect Observations	Meeting			
	1	2	3	4
I. Syntax				
1. Learning Orientation	4,0	5,0	4,0	3,0
2. Homogeneous Group Discussion	4,0	4,0	5,0	5,0
3. Class Discussion	4,5	5,0	5,0	5,0
4. Interaction	4,5	4,5	5,0	5,0
5. Evaluation	0,0	5,0	5,0	5,0
Average	3,4	4,7	4,8	4,6
II. Social System				
1. Student Cooperation in Group	3,0	4,0	4,5	5,0
2. Student Cooperation among Others	3,0	4,0	4,0	5,0
3. Student Cooperation with Teachers	5,0	5,0	4,5	4,5
4. Democratic Activity	3,0	4,0	4,0	4,0
5. Structured Activity	4,0	4,5	4,5	4,0
6. Student-Centered Activity	4,0	4,5	4,5	4,0
7. Teacher-Centered Activity	4,0	4,0	4,5	4,5
Average	3,7	4,3	4,4	4,4
III. Reaction Principle				
1. Teacher as Facilitator	3,0	4,0	4,5	4,5
2. Teachers as Motivators	3,0	3,0	4,5	4,0
3. Teacher as Mentor	4,0	4,0	4,0	4,0
4. Teacher as Reward Giver	3,0	3,0	4,0	4,0
5. Teacher as Information Source	5,0	4,5	4,5	4,5
6. Teacher as Atmosphere Creator	4,0	4,0	4,0	4,0
Average	3,7	3,8	4,3	4,2
Total Average	3,6	4,2	4,4	4,4

IV. CONCLUSION

In the 1st trial, the development results showed that the CTL model met most of the product criteria. The validity criteria include: (a) the CTL model is based on a strong theoretical basis and (b) the components of the CTL model are consistently interrelated. Both of these criteria are met, but not satisfactory. Therefore, in the 2nd trial, these two aspects were re-validated. The practicality criterion is that the CTL model can be used and implemented in learning. The criteria for effectiveness include: (a) active student activity, (b) student activity on assignments, (c) mastery of learning materials, (d) increased level of thinking, (e) student response, and (f) teacher response. The effectiveness criteria that have not been met are mastery of learning materials, students' thinking levels, and student responses. Therefore, in the trials, the two aspects of these criteria were tested again. Based on the results of the 1st trial, the quality of the CTL model still needs to be improved. However, after revising the learning tools and improving the implementation of learning syntax, all of the criteria for the CTL were met. The CTL model is a *Fiqh* learning model. The CTL is a modification of the stages of learning *Fiqh*. Likewise, the CTL also aims to increase the level of students' thinking in *Fiqh*, without putting aside other learning objectives. The results of the 1st trial increased the students' thinking levels in *Fiqh* 5th grade respectively by 20.8% and 38.9%, while the decrease in students' thinking levels in *Fiqh* 5th grade A-B and C-D was respectively 6.3% and 21.1 % (Table 4.16). The results of the 2nd trial increased students' thinking levels in *Fiqh* 5th grade in groups A-B and V C-D respectively were 26.0% and 36.8%, while the decrease in the level of thinking of the 5th grade in groups A and B and 5th CD in *Fiqh* was 8.3% and 11.6% respectively (Table 4.25).

Based on the results of each trial, the CTL *was able* to increase students' thinking levels in *Fiqh*, even though it was not optimal. Based on the results of the 1st trial and the 2nd trial, the increase in students' thinking levels was 29.8% and 31.4% respectively, while the decrease in students' thinking levels was 14.7% and 9.9% respectively (Table 4.17. and Table 4.26.). This means that there is an increase in the level of

thinking of students from the 1st trial to the 2nd trial. The percentage of increase in the level of thinking of students in the 5th grade in groups C and D is greater than that of students in 5th grade in groups A-B, both in the 1st trial and 2nd trial. This can be interpreted that the students' experiences obtained through learning using the CTL contributes to increasing students' thinking levels. This learning experience is obtained by students from carrying out activities that allow students to interact with material and friends/ teachers, explore, and talk. In the 1st trial, the development results showed that the CTL model met most of the product criteria. The validity criteria include: (a) the CTL model is based on a strong theoretical basis and (b) the components of the CTL model are consistently interrelated. Both of these criteria are met, but not satisfactory. Therefore, in the 2nd trial, these two aspects were re-validated. The practicality criterion is that the CTL model can be used and implemented in learning. The criteria for effectiveness include: (a) active student activity, (b) student activity on assignments, (c) mastery of learning materials, (d) increased level of thinking, (e) student response, and (f) teacher response.

The effectiveness criteria that have not been met are mastery of learning materials, students' thinking levels, and student responses. Therefore, in the trials, the two aspects of these criteria were tested again. Based on the results of the 1st trial, the quality of the CTL model still needs to be improved. However, after revising the learning tools and improving the implementation of learning syntax, all of the criteria for the CTL were fulfilled. The CTL model is a *Fiqh* learning model. The CTL is a modification of the stages of learning *Fiqh*. Likewise, the CTL also aims to increase the level of students' thinking in *Fiqh*, without putting aside other learning objectives. The results of the 1st trial increased the students' thinking levels in the 5th grade at *Fiqh* subject respectively by 20.8% and 38.9%, while the decrease in students' thinking level in the 5th grade groups A and B at *Fiqh* subject and groups C and D was respectively 6.3% and 21.1 % (Table 4.16). The results of the 2nd trial increased students' thinking levels in *Fiqh* 5th grade in groups A-B and C-D respectively were 26.0% and 36.8%, while the decrease in the level of thinking of the 5th grade in groups A and B and the 5th grade in groups C and D at *Fiqh* subject was 8.3% and 11.6% respectively (Table 4.25.). Based on the results of each trial, the CTL was able to increase students' thinking levels in *Fiqh*, even though it was not optimal. Based on the results of the 1st and the 2nd trials, the increase in students' thinking levels was 29.8% and 31.4% respectively, while the decrease in students' thinking levels was 14.7% and 9.9% respectively (Tables 4.17 and Table 4.26). This means that there is an increase in the level of thinking of students from the 1st to the 2nd trials.

The percentage of increase in the level of thinking of students in the 5th grade in groups C and D is greater than students in groups A and B, both in the 1st and 2nd trials. This can be interpreted that the students' experiences obtained through learning using the CTL contributes to increasing students' thinking levels. This learning experience is obtained by students from carrying out activities that allow students to interact with material and friends/ teachers, explore, express opinions or ask questions, argue, and construct. These activities are carried out when students follow the learning syntax using the CTL. Student activities interact with the material, construct knowledge, and explore knowledge acquired by students when they examine the student's worksheets and the student's worksheets. The presentation of learning materials on the construction of the student's worksheets and the student's worksheets is following the learning objectives at the thinking level of students who use them. In other words, the presentation of learning materials on the student's worksheets and the student's worksheets are adjusted to students' cognitive processing abilities. These results are in line with the opinion of Britton, et al. that such presentations can speed up and simplify information processing, increase the effectiveness of student learning activities, and increase the efficiency of training and learning implementation. Presentation of learning materials on the student's worksheets and the student's worksheets can help link previous learning activities with subsequent activities and can make it easy to achieve the goals set effectively and efficiently. The activities of students interacting with friends/ teachers, speaking, asking questions or opinions, and arguing were obtained by students when conducting homogeneous group discussions or class discussions. Based on this, the CTL and its tools provide experiences that can increase students' thinking levels in *Fiqh*.

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