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Research Article

Implementation of Variative Methods Based on a Scientific Approach to Improve the Understanding of Islamic Jurisprudence in Elementary Madrasah Students

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ABSTRACT

This study aims to describe the implementation of a variety of methods based on a scientific approach to improve students' understanding of Islamic jurisprudence (fiqh) at Nurul Hidayah Roworejo Elementary School. The study used a qualitative approach with data collection techniques through interviews and observations. The research respondents consisted of Islamic jurisprudence teachers and the principal of the school. The results showed that teachers implemented various methods, such as lectures, questions and answers, discussions, and demonstrations, combined with the steps of the scientific approach, namely observing, asking, exploring, associating, and communicating. However, several obstacles were found, including limited reading materials and learning media, teachers' suboptimal understanding of the scientific approach, and a lack of support for facilities and infrastructure. Improvement efforts were made through increasing teacher creativity in developing learning media, searching for alternative learning resources, and expanding discussion spaces with students. In addition, support from the principal in providing facilities and training is essential to improve the effectiveness of curriculum implementation. This study recommends synergy between teachers and schools to strengthen the quality of Islamic jurisprudence learning at the Elementary School.

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INTRODUCTION

Education constitutes a deliberate and systematic endeavor to guide students toward holistic maturity, encompassing the development of attitudes, knowledge, and skills to achieve meaningful life goals. At the heart of this complex process lies the dynamic interaction between teachers and students, a factor widely recognized as crucial for creating a profound and lasting learning experience (Mayasari & Arifudin, 2023). This interaction, however, does not occur in a vacuum; it is heavily mediated by the pedagogical strategies employed by the educator. Consequently, the teacher's role extends beyond knowledge transmission to that of a facilitator who must master the use of appropriate learning methods to educate, guide, and cultivate a stimulating learning environment.

Within this framework, learning methods are defined as the structured pathways and stages of interaction designed to achieve specific learning objectives in line with the subject matter (Muhammad Affandi, 2013). The strategic selection of these methods is a critical determinant of learning effectiveness (Samsinar, 2019). A key principle in modern pedagogy is the importance of variation. Employing a diverse repertoire of methods—such as contextual teaching and learning, inquiry, problem-solving, and active learning—is considered a primary solution to enhance learning outcomes and, fundamentally, to prevent student boredom and sustain engagement (Darmadi, 2017; Juliantika et al., 2023; Saleh, 2013).

This need for methodological diversity is acutely evident in the teaching of Islamic Jurisprudence (Fiqh) at the elementary level (Madrasah Ibtidaiyah). Traditionally, an overreliance on the lecture method has often proven ineffective in stimulating students' higher-order reasoning abilities, resulting in a learning process that is perceived as rigid, monotonous, and disengaging. When students are passive recipients of information, the subject fails to resonate with their daily lives. Therefore, it is imperative for Fiqh teachers to reduce this dependency and proactively develop a toolkit of methods that actively involve students, transforming them from passive listeners into active participants (Aqib & Zainal, 2013).

A pedagogical framework that aligns with this need for active engagement is the scientific approach. This approach provides opportunities for students to be actively involved in constructing their understanding through a series of processes: observing, questioning, gathering information, associating, and communicating (Rusman, 2017). It aims to facilitate the actualization of students' potential through carefully designed learning activities. This is highly relevant to the goals of Fiqh learning in Madrasah Ibtidaiyah, which are not only to provide an understanding of Islamic law (sharia) but also to guide students in internalizing these laws and forming habits for their practical application in everyday life, as outlined in the Minister of Religious Affairs Decree No. 165 of 2014.

Despite the clear theoretical alignment, the practical implementation of varied methods within a scientific approach in the specific context of Fiqh education remains underexplored, particularly in identifying the on-the-ground challenges and teacher-driven solutions. Therefore, this study is conducted to investigate this implementation at Madrasah Ibtidaiyah Nurul Hidayah Roworejo. The research aims are threefold: First, to describe how various learning methods (e.g., lectures, Q&A, discussions, demonstrations) are effectively integrated with the scientific approach in Fiqh learning. Second, to critically analyze the obstacles teachers encounter in applying these varied methods. Third, to document and explain the proactive efforts and adaptive strategies teachers employ to overcome these barriers and enhance methodological effectiveness.

Ultimately, this research is anticipated to make a significant contribution to the development of quality Fiqh learning at the elementary level. By providing a deep and nuanced analysis of the real-world application of varied methods and the scientific approach, the findings are expected to illuminate pathways for creating a more interactive, engaging, and effective learning process for students. Furthermore, the results will offer valuable, evidence-based input for teachers in

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overcoming common obstacles and for educational institutions in designing supportive policies and training, thereby strengthening the overall quality of Islamic religious education.

METHOD

The research method used in this study is a qualitative method with a descriptive approach. This qualitative research is based on the philosophy of positivism, where the researcher is the key instrument in collecting and analyzing data. The data collection technique was carried out using triangulation, namely by using several data collection instruments such as interviews, observation, and documentation. The results of the study emphasize meaning rather than generalization (Arikunto, 2019; Sugiyono, 2020). This research method was used to examine the use of varied methods with a scientific approach in Islamic Jurisprudence learning at Madrasah Ibtidaiyah Nurul Hidayah Roworejo.

The research subjects consisted of nine Islamic jurisprudence teachers who served as data sources. In addition, the researcher will conduct interviews with nine Madrasah principals to support this research. The data collection instruments used include interview guidelines, observation guidelines, and documentation from Madrasah Ibtidaiyah Nurul Hidayah Roworejo.

The data collection instrument used in this study is the researcher himself as the key instrument (*Human instrument).* To collect the data needed in this study, the author uses: 1) Interview guidelines *,* in this case the author creates and includes only the main questions. The rest of the author develops the questions himself in the interview to obtain data according to the researcher's interests. 2) Observation guidelines, which contain the main problems to be observed by carrying out planning, observation, and recording themselves according to the phenomena in the field. 3) Documentation study of Madrasah Ibtidaiyah Nurul Hidayah Roworejoyang used for research purposes.

Data analysis techniques were carried out systematically by searching for and compiling data from interviews, field notes (observations), and documentation, to be further analyzed through the following stages: data condensation, data presentation, and verification/conclusions. (Miles, MB, Huberman, AM, 2020)

RESULTS AND DISCUSSION

The Use of Variative Methods with a Scientific Approach in Islamic Jurisprudence Learning in Elementary Madrasas

A varied method is a method (*ṭarīqah)* or effort made by teachers in learning to produce quality learning. The curriculum used at Madrasah Ibtidaiyah (MI) is the 2013 curriculum with a scientific approach. Some MI teachers at Nurul Hidayah Roworejo use varied methods in their teaching. As shown in an interview with AN, a grade 15 Fiqh teacher:

"I use a variety of methods, with a scientific approach. For example, on halal food and beverages, I use lectures, question-and-answer sessions, drills, demonstrations, discussions, assignments, and so on. The methods I use are tailored to the learning material, ensuring that learning is systematic and easy for students to understand, and aligning with the 2013 curriculum."

The above statement is in line with the results of the researcher's interview with FT, which said:

"As a Jurisprudence teacher, I always use a variety of methods in every meeting, such as lectures, Q&A sessions, discussions, and demonstrations. This ensures active learning and encourages students to be creative in both asking and answering questions. Students also easily understand the material presented by the teacher."

Likewise, MD's statement said:

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"At Madrasah Ibtidaiyah Nurul Hidayah Roworejo, the upper-grade Islamic Jurisprudence (Fiqh) subject (large classes) uses a variety of methods. For example, question-and-answer methods, lectures, discussions, and demonstrations, so that the 2013 Curriculum is implemented with a scientific approach, namely observing, asking, exploring, associating, and communicating. In this case, the Islamic Jurisprudence subject teachers at MI are accustomed to using a variety of methods, so that students will more quickly understand the material explained by the teacher in class."

To strengthen the teachers' statements regarding the use of various methods in Islamic Jurisprudence learning at MI Nurul Hidayah Roworejo, the research also collected data from the head of the madrasah who stated that:

"Teachers at MI, particularly those in the field of Islamic jurisprudence, have used a variety of methods with a scientific approach in their learning. For example, lectures, question-and-answer sessions, demonstrations, and problem-solving sessions have enabled active and creative learning. The learning process utilizes a scientific approach through the steps of observing, questioning, exploring, and communicating. With a scientific approach, students are more active and creative in their learning, thereby achieving the objectives of the 2013 curriculum."

The scientific approach used by teachers in learning involves observing, asking questions, exploring, associating, and communicating. Therefore, teachers use a variety of methods in integrated thematic learning, such as discovery-based learning , problem-based *learning* , and project-based *learning* .

Regarding this matter, the Head of Madarasah Ibtidaiyah in Nurul Hidayah Roworejo said:

"Teachers at Madrasah Ibtidaiyah use a variety of methods with a scientific approach (observing, asking, exploring, associating, and communicating) on the material of zakat fitrah and zakat mal. Therefore, the methods used are varied, for example, question and answer methods, lectures, discussions, discovery-based *learning* , and project-based *learning* , so that the scientific approach and integrated thematic learning take place actively and creatively. Thus, the expected objectives are in accordance with the 2013 curriculum which prioritizes the attitude domain (Affective). Furthermore, it can also be applied with an integrative thematic method, which covers three educational domains, namely: the affective, cognitive, and psychomotor domains."

Regarding the use of various methods with a scientific approach in learning Fiqh for students of MI Nurul Hidayah Roworejo, from the results of observations, the study found that the methods used by teachers varied, including: question and answer methods, lectures, discussions, discovery-based learning , project-based *learning* , so that the scientific approach and integrated thematic learning, through observing, asking, exploring, associating and communicating, can take place actively and creatively. Students can also easily understand the teaching materials delivered by their teachers, so that they can be applied in life.

Figure 1. Fiqh Learning Approach and Its Implications at Nurul Hidayah Roworejo Elementary School

Aspect	Description	Implications
Use of Variative Methods	Teachers at Nurul Hidayah Roworejo Elementary School use a variety of methods in teaching Islamic jurisprudence. These include lectures, question-and-answer sessions, discussions, demonstrations, and assignments.	Fiqh learning becomes more diverse and interesting for students because it uses different approaches, helps students understand the material, and is in accordance with the demands of the 2013 curriculum.
Scientific Approach	Teachers use a scientific approach in teaching Islamic jurisprudence, using the steps of	Students are more involved in the learning process, increasing their

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	observing, questioning, exploring, associating, and communicating. This approach makes learning more active and creative, in line with the 2013 curriculum.	understanding and application of the material in everyday life, and in accordance with the curriculum approach that prioritizes the attitudinal, cognitive, and psychomotor domains.

From Table 1 above, it is found that teachers at Madrasah Ibtidaiyah Nurul Hidayah Roworejo use a variety of methods in teaching Fiqh, such as lectures, questions and answers, discussions, demonstrations, and assignments. This makes Fiqh learning more diverse and interesting for students, helps them in understanding the material, and is in accordance with the demands of the 2013 curriculum. Teachers also use a scientific approach in teaching Fiqh with steps involving observation, questions and answers, exploration, association, and communication. This approach increases student engagement in the learning process, as well as understanding and application of the material in everyday life.

However, there is still room for improvement. Some teachers need to pay more attention to the use of more specific and targeted methods tailored to the characteristics of the learning material. Furthermore, the use of integrated thematic methods such as problem -*based learning* and discovery *learning* could also be enhanced to enrich students' learning experiences.

Overall, the results of this study provide a positive picture of the use of varied methods and a scientific approach in Islamic jurisprudence learning at Madrasah Ibtidaiyah Nurul Hidayah Roworejo . By continuously improving the quality of learning, it is hoped that the learning objectives in accordance with the 2013 curriculum can be better achieved.

Obstacles in Using Variative Methods with a Scientific Approach in Fiqh Learning at Nurul Hidayah Roworejo Elementary School

In this study, teachers encountered several obstacles when using varied methods with a scientific approach in Islamic jurisprudence (Fiqh) learning at Nurul Hidayah Roworejo Elementary School. One obstacle was the lack of reading materials and learning media. According to several respondents, such as MN and NB, the lack of reading materials and learning media such as laptops and infocus cameras made it difficult for teachers to assign assignments to students. Students also became less enthusiastic and less active in learning.

Furthermore, SY, the Principal of Nurul Hidayah Roworejo Elementary School, added that although teachers generally use a variety of methods with a scientific approach, they still encounter obstacles due to a lack of understanding of the scientific approach and a shortage of reading materials and learning media. This makes it difficult for teachers to assign assignments to students, and students become less active in learning. He stated:

"Madrasah Ibtidaiyah teachers generally use a variety of methods with a scientific approach to implement the 2013 curriculum in accordance with government demands, but there are obstacles, due to the lack of reading books and learning media, and teachers' lack of understanding of the scientific approach, so that teachers are hampered in giving assignments to students, and students are less active in learning. In this case, the scientific approach in learning through observing, asking questions, exploring, associating and communicating. This approach requires students to be more active and creative in solving lesson materials."

Regarding teachers' understanding of variation methods and scientific approaches, MN stated that one of the obstacles he faced was a lack of understanding and success in implementing these methods, leading him to often use conventional teaching methods. Furthermore, a lack of supporting

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facilities and infrastructure also hindered teachers from using variation methods with a scientific approach.

The following is an identification of the obstacles faced by teachers in using varied methods with a scientific approach in Islamic Jurisprudence learning at Nurul Hidayah Roworejo Elementary School:

1. The lack of reading books and learning media hinders the use of varied methods with a scientific approach, particularly when assigning assignments to students. The lack of reading books and learning media leads to a lack of student enthusiasm and engagement in learning.
2. Lack of understanding of scientific approaches among teachers makes it difficult for teachers to implement varied methods in learning.

A lack of books, supporting facilities and infrastructure, and understanding impact the success of implementing varied methods with a scientific approach. These constraints indicate that the availability of reading materials and learning media, teacher understanding of the scientific approach, and supporting facilities and infrastructure are important factors that need to be considered in increasing the effectiveness of learning using varied methods with a scientific approach.

Efforts Made by Teachers in Using Variative Methods with a Scientific Approach in Islamic Jurisprudence Learning

To implement varied methods with a scientific approach in learning, teachers have made efforts to anticipate the obstacles they face. As stated in the following NB statement:

"To implement the scientific approach in the 2013 curriculum, teachers are required to be more creative in creating traditional learning media, such as creating materials on cardboard or pictures, for example, material about halal and haram food and drinks, so that they can be shown to students for their observation. Teachers also search for teaching materials via the internet and then give them to students, so that students can discuss the material and ask questions during the learning process."

The above findings are reinforced by MN's statement which says that:

"As a Fiqh teacher, I make efforts to anticipate obstacles so that I can implement the scientific approach in the 2013 curriculum. I am required to be more creative in creating traditional media such as making materials on cardboard or pictures, for example, material about animals that are permissible for sacrifice, so that it can be shown to students and observed. I also search for teaching materials on the internet and then give them to students, so that the material can be discussed and students can ask questions about things they don't understand. This way, students are motivated to learn actively."

The researcher also interviewed SY, one of the Principals of Nurul Hidayah Roworejo Elementary School, who stated that:

"To overcome the obstacles in using varied methods with a scientific approach, teachers need to be more active and creative. Teachers must find teaching materials and create natural media about the material being taught, so that students can see and understand it. In addition, teachers also need to open up space for students to ask questions and discuss material that is not yet clear. This is expected to increase student learning motivation. In addition to efforts from teachers, the principal also plays a role by involving teachers in training or workshops to improve teacher understanding in implementing the 2013 curriculum. Thus, it is hoped that learning can take place using varied methods with a scientific approach, so that students become more active and creative in learning."

Furthermore, researchers observed the use of various methods with a scientific approach in Islamic jurisprudence (Fiqh) learning at MI Nurul Hidayah Roworejo. Teachers appeared more creative in creating traditional media such as materials on cardboard or pictures, and searching for teaching materials online to support learning. These efforts are expected to motivate and engage students in learning, enabling them to understand the material. Thus, the desired learning objectives, both in terms of affective, cognitive, and psychomotor, are achieved.

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Table 2. Efforts to Improve Learning Creativity

Aspect	Description	Implications
Teacher Efforts	Teachers make traditional media such as materials on cardboard or pictures, search for teaching materials on the internet.	Learning becomes more creative and interactive because teachers use a variety of media and teaching resources, so that students are more motivated to learn. 2013.
	Teachers provide opportunities for students to discuss the material and be active in seeking training or workshops.	Teachers can also actively follow the latest developments in education so they can apply methods that meet the demands of the 2013 curriculum.

From Table 2, it can be concluded that teachers' efforts to enhance learning creativity include creating traditional media such as materials on cardboard or pictures, as well as searching for teaching materials online. This makes learning more creative and interactive because teachers use a variety of media and teaching resources, thus motivating students to learn actively. Furthermore, teachers also provide opportunities for students to discuss the material and actively seek out training or workshops. This implication is that teachers can keep up with the latest developments in education and thus apply methods that align with curriculum requirements.

The Use of Variative Methods with a Scientific Approach in Islamic Jurisprudence Learning in Elementary Madrasas

The research findings indicate that the majority of teachers have used a variety of methods in Islamic jurisprudence (Fiqh) instruction at Nurul Hidayah Roworejo Elementary School. These teachers employ various methods, such as lectures, Q&A sessions, discussions, demonstrations, and others, in accordance with the learning material. For example, in teaching about halal food and beverages, teachers use these various methods to ensure students' understanding of the material.

Furthermore, research also shows that teachers have implemented a scientific approach in learning, which includes observing, questioning, exploring, associating, and communicating. This makes learning active and creative, with students engaged in the learning process. However, there is still room for improvement. Some teachers still need to pay more attention to the use of more specific and targeted varied methods according to the characteristics of the learning material. Furthermore, the use of integrated thematic methods such as problem -*based learning* and discovery *learning* can also be enhanced to enrich students' learning experiences.

Overall, the results of this study provide a positive picture of the use of varied methods and a scientific approach in Islamic jurisprudence learning at Madrasah Ibtidaiyah Nurul Hidayah Roworejo. By continuously improving the quality of learning, it is hoped that the learning objectives in accordance with the 2013 curriculum can be better achieved.

The use of learning methods is a way or (*thariqah)* carried out by teachers in learning that results in enjoyable learning. Learning methods in the 2013 curriculum are discovery-based learning *(* Daeng Lufti Azizan et al., 2021; Mardhiyah et al., 2021), project-based learning (*Fatha* Pringgar & Sujatmiko, 2020; Taufiqurrahman & Junaidi, 2021), and integrated thematic learning, problem-based learning *(* Barrows, 1994; Mustofa & Hidayah, 2020). Through the use of varied methods, students will more quickly understand the material presented, thereby achieving learning objectives.

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Obstacles Faced by Teachers in Using Variative Methods with a Scientific Approach in Fiqh Learning at Nurul Hidayah Roworejo Elementary School

Regarding the obstacles faced by Madrasah Ibtidaiyah (MI) teachers in Nurul Hidayah Roworejo in using varied methods through a scientific approach, a substantial obstacle was found, namely the lack of reading books and learning media, especially in private Madrasah Ibtidaiyah. The lack of reading resources and literacy becomes a barrier for students when they are working on assignments. This can impact students' motivation to learn, do assignments, and discuss the subject matter.

In addition to the availability of books, the use of media such as laptops and LCD projectors also presents a challenge for teachers in conducting learning activities, such as displaying images or videos related to material, such as halal and haram food and drinks, for students to observe. Without the availability of media, teachers find it difficult to present such material.

Obstacles in using varied methods with a scientific approach in Islamic Jurisprudence learning at Madrasah Ibtidaiyah Nurul Hidayah Roworejo include a lack of reading books and learning media, a lack of teacher understanding of the scientific approach, and a lack of support for facilities and infrastructure. This results in teachers having difficulty assigning assignments to students, a lack of student enthusiasm and involvement in learning, and hampered teachers' success in implementing the method (Daeng Lufti Azizan et al., 2021; Fawaidi, 2021; Liu & Hallinger, 2018; Nusroh & Luthfi, 2020). Therefore, efforts are needed to increase the availability of reading books and learning media, improve teachers' understanding of the scientific approach, and improve support for facilities and infrastructure to improve learning effectiveness.

Efforts Made by Teachers in Using Variative Methods with a Scientific Approach

In implementing a variety of methods with a scientific approach to Islamic jurisprudence (Fiqh) learning at the Lhoksemawe City Elementary School (Madrasah Ibtidaiyah), the Fiqh teacher strives to be more creative in creating interactive learning media. For example, he makes pictures out of cardboard and searches for teaching materials on halal and haram food and beverages online, so they can be shown to students for observation. This allows students to ask questions about unclear aspects of the pictures.

On the other hand, teachers can also use various methods, for example, students are invited to discuss in groups, so that students are more active in searching or finding (*discovery learning*) a problem from the discussion title given by the teacher. Then, each group of students presents the results of their discussion. Through this activity, students become active, creative, motivated in learning, also understand the material presented by the teacher and have insight. In this regard, the varied methods used by teachers are: lecture methods, questions and answers, discussions, demonstrations, *discovery learning,* so that learning objectives are achieved, both in the affective, cognitive, and psychomotor domains.

The efforts made by teachers to use varied methods with a scientific approach in Islamic jurisprudence (Fiqh) learning at MI Lhoksemawe City demonstrate their awareness and efforts to improve the quality of learning. Some of the focuses of these efforts include:

1. Creativity in learning media
   Teachers strive to be more creative in creating interactive and engaging learning media, such as making pictures out of cardboard. This aligns with learning theory, which emphasizes the importance of using learning media that can facilitate student understanding (Nurfadhillah, 2021; Otang Kurniaman, 2017).
2. Utilization of information technology
   Teachers search for teaching materials online, which is one way information technology is used in the learning process. The use of information technology can help teachers deliver material in a more engaging and diverse manner (Waluyo, 2021).

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3. Use of active learning methods
   Teachers use learning methods that encourage active student participation, such as group discussions. This method aligns with active learning theory, which emphasizes the importance of student engagement in learning (Kismatun, 2021).
4. Implementation of *discovery learning*
   Teachers implement *discovery learning* , where students are given the opportunity to discover learning concepts for themselves through direct experience. This aligns with constructivist learning theory, which emphasizes the importance of students' own knowledge construction (Prasetyo & Salabi, 2022; Subhan, 2013).
5. Variations in learning methods
   Teachers use a variety of learning methods, such as lectures, question-and-answer sessions, discussions, and demonstrations. Variation in learning methods can meet students' diverse learning needs (Bashori et al., 2022; Billah, 2022).

By undertaking these efforts, teachers are expected to improve the effectiveness of learning and achieve the desired learning objectives. Research has shown that the use of varied methods with a scientific approach can increase student learning motivation and understanding of the subject matter (Fajrussalam, 2019).

CONCLUSION

Based on the research results, it can be concluded that the application of varied methods based on scientific approaches in learning Fiqh at Madrasah Ibtidaiyah Nurul Hidayah Roworejo has been implemented by most teachers through lecture methods, questions and answers, discussions, and demonstrations combined with the steps of observing, asking, exploring, associating, and communicating in accordance with the 2013 Curriculum. However, the implementation of learning still faces obstacles in the form of limited teaching materials and learning media, less than optimal teacher understanding of the scientific approach, and minimal support for facilities and infrastructure. To overcome this, teachers need to be more creative in developing media and learning resources and expanding discussion spaces with students, while the principal plays an important role in providing support for facilities and training. With the synergy between teachers and schools, Fiqh learning at Madrasah Ibtidaiyah is expected to run more effectively, relevant to the needs of students, and in accordance with the demands of modern developments.

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