

THE ROLE OF THE RELIGIOUS LABORATORY IN IMPROVING STUDENTS 'UNDERSTANDING OF FIQH LESSONS

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religious
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Abstract

This study aims to determine and describe the role of religious laboratory media in improving students' understanding of the Fiqh subject. This study uses a descriptive qualitative approach and uses the method of interviewing, observing, and documenting. Meanwhile, the subjects of this study were teachers, students, and all parties involved with the religious laboratory of MA Tarbiyatul Banin Winong Pati. From this research, it can be concluded that the use of religious laboratory media can improve students' understanding of the subject of Fiqh. By using this security laboratory, media allows students to understand directly the material explained and allows more effective learning.

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Abstrak

This study aims to determine and describe the role of religious laboratory media in improving students' understanding of the Fiqh subject. This study uses a descriptive qualitative approach and uses the method of interviewing, observing, and documenting. Meanwhile, the subjects of this study were teachers, students, and all parties involved with the religious laboratory of MA Tarbiyatul Banin Winong Pati. From this research, it can be concluded that the use of religious laboratory media can improve students' understanding of the subject of Fiqh. By using this security laboratory media allows students to understand directly the material explained, and allows more effective learning.

INTRODUCTION

Education is a conscious and directed effort made by a person to improve the quality that is in him. Education is a process carried out by an individual with different levels or levels that are mutually sustainable¹. In educational activities, the process of interaction between an educator and their students and learning resources in a learning environment is a learning that cannot be separated². This means that an educational process cannot be separated into three main components, namely, teachers (educators), students (students), and material (learning resources)³.

An educator (teacher) has a very important role in the educational process. Where an educator (teacher) is required to be able to educate as well as teach students⁴. In addition, the task of an educator is to arouse students' interest in learning. One of the efforts that can be made to increase the motivation and interest of students in learning is to use learning media in delivering material. Media is a tool used to convey something. Not infrequently, he media is described as a bridge or intermediary that can convey information from one person to another⁵.

¹ Shahin Rahman, 'Rethinking Education: A Case for Tarbiyah in Contemporary Britain', *Nazhruna: Jurnal Pendidikan Islam* 3, no. 3 (2020): 444–55, <https://doi.org/10.31538/nzh.v3i3.1129>; Rony and Siti Ainun Jariyah, 'Urgensi Pendidikan Karakter Dalam Membentuk Akhlak Peserta Didik', *Tafkir: Interdisciplinary Journal of Islamic Education* 1, no. 1 (2020): 79–100, <https://doi.org/10.31538/tijie.v1i1.18>.

² Yolanda Febrita and Maria Ulfah, 'Peranan Media Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa', *Diskusi Panel Nasional Pendidikan Matematika* 0812, no. 2019 (2019): 181–87.

³ Adri Efferi, 'Manajemen Strategik Rekrutmen Peserta Didik Baru Di MA Nahdlotul Muslimin Undaan Kudus', *Edukasia: Jurnal Penelitian Pendidikan Islam* 14, no. 1 (24 June 2019): 25–48, <https://doi.org/10.21043/edukasia.v14i1.4844>; Aat Hidayat, 'Rekonstruksi Pendidikan Islam Dalam Perubahan Mindset Masyarakat Gunung Kemukus', *Edukasia: Jurnal Penelitian Pendidikan Islam* 13, no. 2 (11 February 2018), <https://doi.org/10.21043/edukasia.v13i2.3636>.

⁴ Muhammad Anas Ma'arif, 'Analisis Konsep Kompetensi Kepribadian Guru PAI Menurut Az-Zarnuji', *ISTAWA* 2, no. 2 (2017): 35–60, <http://journal.umpo.ac.id/index.php/istawa/article/view/624>.

⁵ Mohamad Nur Fauzi, Budi Usodo, and Sri Subanti, 'The Comparison of Learning Model Viewed from the Students Thinking Style', *Journal of Education and Learning (EduLearn)* 11, no. 4 (8 September 2017), <https://doi.org/10.11591/edulearn.v11i4.6874>; Muhtar Tajuddin and Imam Syafi'i, 'Blended Learning Model of Ulumul Hadith Through Whatsapp Media', *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (12 June 2021): 162–79, <https://doi.org/10.31538/nzh.v4i2.1194>.

Media in the world of education is an inseparable unit. Through learning media, students will be able to easily pick up on the signals or intentions expressed by educators clearly without having to imagine first⁶. Learning without using the media as material supporting material will sometimes make it difficult for students to understand the material presented by the educator. This is the main function of learning media⁷.

Not only objects but a room can also be used as a medium for learning, one of which is a laboratory. A laboratory is a place in which there is equipment that supports learning which will make it easier for educators to transfer their knowledge to students on materials that require practice in it. One example of laboratory media in the world of education that is popular is the science laboratory media, language laboratory media, and ICT (Information and Communication Technology) laboratory media⁸. In this modern era, educators are required to be able to use the media in their teaching and learning activities. Because media is one of the components in learning that can make it easier for educators to transfer their knowledge to students so that learning will be more effective⁹

Not only general science but religious science also requires laboratory media in teaching and learning activities. One of the laboratories that can be used in

⁶ Talizaro Tafonao, 'Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa', *Jurnal Komunikasi Pendidikan* 2, no. 2 (2018): 103, <https://doi.org/10.32585/jkp.v2i2.113>.

⁷ Husniyatus Salamah Zainiyati, 'Curriculum, Islamic Understanding and Radical Islamic Movements in Indonesia', *Journal of Indonesian Islam* 10, no. 2 (2016): 285-307, <https://doi.org/10.15642/JIIS.2016.10.2.285-308>; Amifatuz Zuhriyah, 'Pengembangan Media Pembelajaran Permainan Ular Tangga Untuk Meningkatkan Motivasi Belajar Siswa Dan Hasil Belajar IPS Di Madrasah Ibtidaiyah', *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 2 (30 September 2020): 26-32, <http://www.jurnal.staidagresik.ac.id/index.php/attadrib/article/view/110>.

⁸ Numiek Sulisty Hanum, 'Keefetifan E-Learning Sebagai Media Pembelajaran (Studi Evaluasi Model Pembelajaran E-Learning SMK Telkom Sandhy Putra Purwokerto)', *Jurnal Pendidikan Vokasi* 3, no. 1 (28 February 2013), <https://doi.org/10.21831/jpv.v3i1.1584>; Hasan Baharun and Rohmatul Ummah, 'Strengthening Students' Character in Akhlaq Subject Through Problem Based Learning Model', *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 3, no. 1 (29 June 2018): 21-30, <https://doi.org/10.24042/tadris.v3i1.2205>; Mariam Alhashmi and Jase Moussa-Inaty, 'Professional Learning for Islamic Education Teachers in the UAE', *British Journal of Religious Education* 0, no. 0 (6 December 2020): 1-10, <https://doi.org/10.1080/01416200.2020.1853046>.

⁹ Tafonao, 'Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa'.

teaching and learning activities is a religious laboratory. A religious laboratory is a place for experimentation or research on religious materials such as Fiqh, which contains various activities carried out by Muslims in daily life¹⁰. With the existence of this religious laboratory, it can be used as a support for religious subjects, so it is hoped that it can create a generation that has good morals by the teachings of Islam.

Therefore, to realize these goals, it is necessary to have supporting facilities and infrastructure. For example, a place of worship in the form of a mosque or prayer room, equipment that can be used for practices such as property for displaying the body, and the practice of Haj and Umrah. It is hoped that the existence of this religious laboratory can improve students' understanding, especially in the subject of Fiqh, and can apply it in everyday life and can be useful for the future.

Learning media such as religious laboratories are one of the facilities offered by MA Tarbiyatul Banin to improve the understanding of students in the material Fiqh. However, this laboratory room is not yet worthy of being called a real laboratory because in it, here are only a few practical media such as a body doll, a shroud, and a tombstone. In addition, there are also Hajj and Umrah equipment such as miniature Ka'bah and others. However, the practice is more often carried out outside the religious laboratory room, such as the Hajj rituals carried out in the schoolyard, and the practice of covering the corpse is more often done in the classroom. As for the religious laboratory itself, it is more often used as a place of worship, such as Dzuhur prayer, Dhuha prayer, and other prayers. If it is analyzed in terms of utilization and empowerment of religious laboratories, it is still very minimal. Educators prefer to practice in the classroom rather than in the laboratory room. Even though learning that tends to be monotonous will make students bored, departing from these problems, the author raised the title **The Role of Religious Laboratories in Improving Student Understanding of Fiqh Subjects at MA Tarbiyatul Banin Winong Pati.**

¹⁰ Siti Yulia Wardah, 'Peranan Media Laboratorium Keagamaan Dalam Meningkatkan Pemahaman Siswa Pada Mata Pelajaran Fiqih Di Ma Raden Paku Kec. Wringinanom Kab. Gresik', 2009.

METHOD

The research uses a descriptive qualitative approach, namely observing a phenomenon that occurs directly. The qualitative approach is an analysis of social life according to informants' information. In comparison, the descriptive approach is a study that aims to describe or explain something. Through this qualitative approach, it is described or described in writing or orally¹¹. This research uses the interview method with the teacher who teaches Fiqh subjects and all parties involved in it, direct observation in the field to find out how the state of the teaching aids contained in it, and documentation.

RESULT AND DISCUSSION

Laboratory Media Religious

Laboratories are often used to refer to a place that is used as a place for practicum and research, which is usually used at certain hours. Because the laboratory is used as a place for research, research, experimentation, and others, the laboratory is usually made in such a way as to be equipped with equipment that can support this research. According to Widyarti, a laboratory is a space where practical and research activities occur and is equipped with tools to support these activities¹². According to Kertiasa, a laboratory is a place that is used for trials, experiments, or investigations in certain fields of science that allow for conducting experiments such as biology, physics, chemistry, and so on¹³. The form of a laboratory is usually a closed room such as a room or open space such as a yard, garden. The laboratory is used to apply scientific theory to practice and trials using tools that are equipped with adequate quality facilities available in the laboratory¹⁴.

¹¹ John W. Creswell, *Qualitative Inquiry & Research Design: Choosing among Five Approaches*, 2nd ed (Thousand Oaks: Sage Publications, 2007).

¹² Tafonao, 'Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa'.

¹³ Tafonao.

¹⁴ Achmad Dudin, 'Studi Kasus Laboratorium Pendidikan Agama Islam Di Sman 3 Bandung', *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 16, no. 1 (2 May 2018), <https://doi.org/10.32729/edukasi.v16i1.459>.

So it can be interpreted that a religious laboratory is a place that is used to conduct experiments or practice religious knowledge related to procedures, pillars, and also requirements following Islam. Religious laboratories are usually equipped with various kinds of practical tools that can be used by students, for example, body dolls, shrouds, tombstones, prayer equipment, miniature Ka'bah, and so on. Adequate facilities are needed, to streamline a religious laboratory such as: 1) A place of worship, both a prayer room and a mosque that can be used for prayer practices. 2) Religious laboratory room contains tools that can be used by students in practice. 3) Guidance and service room. 5) Computers and the internet can be used by students to access religious materials¹⁵.

This shows that the laboratory is not only aimed at general subjects but also religious subjects such as Fiqh, which allows the practice. Haidar Spin Daulay said that Islamic religious education requires facilities and infrastructure. If there are science laboratories in schools, chemistry laboratories, biology laboratories, language laboratories, schools also need a religious laboratory ¹⁶. This is considered important enough to improve the quality of religious education, especially in Madrasah schools. The Ministry of Religion makes every effort to improve the quality of religious and religious education. This improvement will be carried out by including the users of institutions, facilities, infrastructure, and human resources ¹⁷. The laboratory as a place for research, experimentation, and observation has many functions, including ¹⁸. 1) Putting the theory into practice. 2) Provide scientific work skills for researchers. 3) Provide an opportunity for researchers to explore the nature of scientific truth. 4) Adding expertise and skills using the tools available in the

¹⁵ Muhammad Najib, Novan Ardy Wiyani, and S. Sholichin, 'Manajemen Masjid Sekolah Sebagai Laboratorium Pendidikan Karakter Bagi Peserta Didik', *Ta'dib: Jurnal Pendidikan Islam* 19, no. 01 (2014): 85-110.

¹⁶ Tafonao, 'Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa'.

¹⁷ Tafonao.

¹⁸ Amna Enda, 'Lantanida Journal, Vol. 5 No. 1, 2017' 5, no. 1 (2017).

laboratory. 5) Fostering curiosity about scientific fields encourage them to study these scientific fields.

From the several functions above, it can be concluded that the functions of religious laboratories are as follows: 1) As a place to develop yourself and explore spiritual, intellectual, and social skills by the teachings of Islam and the cultivation of moral values. 2) As a place for scientific discussion, research, and understanding of Islamic issues.

According to Najib, there are several functions of the religious laboratory, namely as follows:¹⁹ 1) As an Islamic aqidah education. 2) As for haracter education. 3) Explanation of Islamic teachings.

As for the ministerial decree, it was stated that there were several uses of the PAI laboratory, including ²⁰ 1) Supporting teaching and learning activities. 2) Means of visualizing material or learning theory of Islamic Education. 3) Means of practising Islamic Education learning theory. 4) Imitation model of worship. 5) Processing of da'wah materials.

As well as being a place for practice, the laboratory is also used to replace the learning atmosphere so that students do not experience burnout in learning. With a different learning atmosphere that will allow students to be enthusiastic in learning, it will arouse students' motivation to learn, the ending of their understanding of the material will be more improved than being in the classroom. Another benefit of a religious laboratory is as a place to discuss and solve problems related to Islam. This is following the benefits of learning laboratories as follows: 1) Implement all theories that come into practice. 2) Deepen the knowledge of Islam because in a religious laboratory, here is equipment that can be used for practice so that students will not go wrong in carrying out worship. 3) Changing something abstract to become real, meaning is that through the practice of worship, students will observe and practise this so that students not only imagine but can also do it accompanied by more

¹⁹ Tafonao, 'Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa'.

²⁰ Achmad Dudin, 'STUDI KASUS LABORATORIUM PENDIDIKAN AGAMA ISLAM DI SMAN 3 BANDUNG' 16, no. 1 (2018): 63-79.

competent people, in this case, what is meant is an educator (teacher). 4) Strengthen confidence in existing theories.

Student Understanding

One indicator of the success of the educational process is a high level of students' understanding of the material described. Understanding itself comes from the word understand, which means understanding. Meanwhile, understanding means a process that is carried out to understand the information conveyed. Comprehension not only understands but can also capture the meaning and meaning of something that is explained ²¹. Without a good understanding from students, of course, they will not understand the explanation given by the educator. Nana Sudjana stated that understanding could be divided into three categories: *first*, the lowest category, namely understanding at the translation level, starting from translating into the real meaning; *second*, interpretive understanding, namely understanding connecting the lowest part with the next section, can distinguish between the main and the non-essential; *third*, understanding the level of interpretations of extrapolation, someone who has this level of understanding means that he can understand the meaning behind something implied, can predict something, and can make conclusions that are related to its implications and consequences²². So it can be concluded that understanding is a process to understand, master the mind, understand the meaning, and be organized according to the material being taught.²³

The results of an individual's learning are reflected in the changes in the behaviour he exhibits. Learning is a process that is carried out by someone who will give a change in behaviour thanks to training. Therefore, changing behaviour for the better is one of the goals of learning activities. To find out the

²¹ Darti Djuharni, 'Analisis Terhadap Pemahaman Akuntansi Penyusun Laporan Keuangan Bkm Darti Djuharni Stie Malangkuçewara Malang', *Jurnal Manajemen Dan Akuntansi Akuntansi* 1, no. 2 (2012): 1-14.

²² Djuharni.

²³ Blaine R. Worthen and James R. Sanders, *A Highly Esteemed and Comprehensive Overview of Program Evaluation That Covers Common Approaches, Models, and Methods* (Western Michigan University: Utah State University, 2011).

extent to which students understand the material described by the teacher, here are some indicators of understanding that can be used as an assessment guide, as follows: 1) Students can explain well what they have got so far. 2) Students can connect one material with the next material. 3) Students can explain the material they have understood in front of their friends.

To know the level of understanding of students, it can be done by conducting an evaluation. Evaluation plays an important role in the educational process. Where through this evaluation, an educator will find out to what extent the student understands the material. And through evaluation, a teacher can also find out the success of the strategies and methods used in the classroom. Evaluation is an activity carried out to compare results with benchmarks to conclude in the end. This evaluation stage is carried out to assess the level of students' understanding of the material that has been explained by the educators. Evaluation can be done by asking questions to students, both oral and written questions that are following the themes that have been taught. If it is felt that students do not understand the material explained, then material repetition can be done; this happens if at least the goal or achievement indicator is less than 75%. Evaluation can also be done by giving homework (PR); this way will make students learn and understand the material.

Several factors can affect the level of understanding of students, including:

Teacher factor.

The teacher is one of the most important parties in the education process. without a teacher, an educational process will not run smoothly. One of the teacher's duties is to teach scientific disciplines to their students. In teaching and learning activities, it takes a strategy and methods that need to be applied by teachers in the classroom. Teaching and learning activities using only one method tend to make students bored. Likewise, the variation in teaching will make students excited to learn. Finally, it will increase students' understanding of the material. Likewise with the teacher's way of explaining the material. Therefore, the role of teachers in

education is very important. Success in education is determined by the quality and ability of the teacher.

Student factors

Apart from teachers, students are also an important component in education. The development of each student is different from one another. The learning process is influenced by the level of children's development that is not the same, besides that, the characteristics of the child are different, and the ability to catch them is different.

Infrastructure factors: Infrastructure is a supporting component in the world of education that contributes to the smooth process of education. There are several infrastructure facilities in education, namely educational equipment, classroom equipment, learning media, laboratory rooms, and so on. Completeness of facilities and infrastructure can help teachers streamline the learning process.

Environmental factors: Apart from the classroom environment, the school environment must also be conducive. Schools that are not located conducive will hamper the learning process. For example, a school located next to a market tends to be crowded; of course, this will disrupt the learning process.

Learning outcomes can be known through evaluations carried out by educators. Worthen provides an outline of the objectives of the evaluation, including ²⁴ : 1) Knowing the product of planning a learning program, 2) Improve the planning procedure for a program, 3) Reassess or review the state of planned procedures.

The role of laboratory media in increasing student understanding

The role of learning media in the educational process is very important. Through the media, the message to be conveyed will become clearer. Through the media, too an educator does not need to explain too long-winded about the material, but simply by using the media has lightened the teacher's job.

²⁴ Tafonao, 'Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa'.

Likewise, in the Fiqh subject, several materials need to be practised; therefore a religious laboratory is held which can be used as a learning medium. Through this religious laboratory media, it is hoped that students will be able to have skills, motivation, and a higher level of understanding than not using religious laboratory media.

To provide quality Islamic religious education for the needs of the community, the Ministry of Religion has made a decision, which is stated in the Decree of the Minister of Religion number 211 of 2011, concerning the development of national standards for Islamic religious education in schools. Chapter VIII regarding guidelines for developing standards and infrastructure for Islamic religious education at SMA / SMK concerning Islamic Education laboratories in schools. These regulations, it has been explained in detail about the minimum standards of PAI laboratories in schools.

For Islamic religious education to provide knowledge, form a moral attitude, have a good personality, and students have skills in practising religious teachings, it is necessary to apply the best possible management, including using a religious laboratory. The religious laboratory is a place for teaching and learning through practical methods where students can interact directly with the tools and media provided.²⁵

Religious laboratory media is one of the facilities offered at MA Tarbiyatul Banin Winong Pati. In this religious laboratory media, there is prayer equipment (mukena, al-Qur'an, prayer mats, sarong), the planting of the corpse (body doll, kaffan cloth, gravestone), hajj and umrah equipment (miniature ka'bah), and also tambourine equipment as extracurricular activities found at MA Tarbiyatul Banin. The religious laboratory at MA Tarbiyatul banin is often used as a place for prayer practice, and sometimes also as a place for depicting bodies from bathing, dressing, praying to bury. Hajj and Umrah practices such as tawaf are often carried out in the schoolyard. Apart from that, apart from being used as a place of worship and for the practice of covering the corpse, this laboratory is also used for the recitation of the yellow book, which is often

²⁵ Tafonao.

carried out every Wednesday morning led by one of the elderly teachers (kiyai) at MA Tarbiyatul Banin. And one of the activities carried out in the religious laboratory is the tambourine extracurricular activity.

With this religious laboratory, it makes it easier for educators to explain the material to students directly because through practice, it will make students understand more easily than not with practice. Through learning variations, it will make students more enthusiastic and motivated to understand the material because the monotonous teaching situation will certainly make students bored and not enthusiastic about listening to the teacher's explanation.

This religious laboratory at MA Tarbiyatul Banin was used only as a place for dhuha and dhuhur prayers and for Islamic boarding school activities because of its location to the west of the al-Hikmah Islamic boarding school. However, over time, even this musholla was used as a religious laboratory that made it easier for educators to carry out practical learning without having to bring teaching aids into the classroom.

Religious laboratories make a positive contribution to religious learning, such as the subject of Fiqh. By doing learning outside the classroom can reduce the level of boredom of students. However, not all material taught in the subject of Fiqh takes place in religious laboratories, but only materials that require practice, sometimes learning is still carried out in the classroom using the lecture method.

The teacher who teaches the subject of Fiqh admitted that students are more enthusiastic when learning is carried out in a religious laboratory than in class. And the material taught by direct practice makes students understand more than material in the form of theory alone. This is sufficient to prove that the role of a religious laboratory tends to make students understand the theory easier.

According to Yusuf Arifin ²⁶, the use of religious laboratories is very helpful for students in increasing their understanding of Islamic Education material, especially in the aspect of religious Fiqh. Because students are invited

²⁶ Tafonao.

directly to practice the theory, they have obtained. Of course, the experience obtained directly by these students will make students understand in detail both procedures, as well as reading and so on as in the theory that has been conveyed. In addition, religious laboratories can also be used as a means of outing classes, namely changing the learning atmosphere so that boredom does not occur. Through learning carried out in this religious laboratory, it will provide a different atmosphere and a different level of enthusiasm from students. An increased sense of enthusiasm will make students excited, and this is what will affect the level of students' understanding of the material described.

In line with Yusuf Arifin, Nurul Hikmah also stated that the practice carried out in a religious laboratory would improve students' psychomotor abilities; as a result, students not only mastered theory but also directly mastered the practice. The direct experience obtained by these students will be easier to remember than just theory. In the subject of Fiqh, the teacher will put more emphasis on practice so that it will provide skills for students in learning.

The learning outcomes obtained by students are not always the same; this is due to differences in backgrounds, seriousness, and also differences in students' perceptiveness. In addition, there are several factors, such as the completeness of the existing infrastructure in the Madrasah. Even so, educators, especially teachers of Fiqh subjects, do their best to give the best to students.

So it can be concluded that the religious laboratory has a very important role in improving students' understanding of Fiqh subjects at MA Tarbiyatul Banin Winong Pati. One of the pieces of evidence is that the value of the material in which there is practice is higher than the material, which is only in the form of theory. Religious laboratories can also increase enthusiasm and motivation to learn, which is higher than teaching and learning activities carried out in the classroom. The Fiqh subject is a subject that teaches *Habluminallah*, so it is hoped that students can practice their knowledge in everyday life. In addition, it is hoped that it can revive Islamic nuances in society. There are several important points from the existence of a worship laboratory, including: 1) The worship laboratory has a role as a place to practice

religious material and also a tambourine extracurricular that can hone the skills of students. 2) Used as a place to implement the theories that have been obtained into practice. 3) As support for subjects.

Inhibiting Factors and Solutions to the Role of Religious Laboratories in Fiqh Subjects at MA Tarbiyatul Banin

Religious laboratories do have a significant role in teaching and learning activities, but not all Fiqh teachers wish to empower religious laboratories. This is because the teacher thinks that learning carried out in a religious laboratory will take a lot of time. In addition, some students do not focus on explaining the material and are more interested in playing props that are not following their main function. This is an obstacle in utilizing the existing religious laboratories at MA Tarbiyatul Banin.

To address this, it is necessary to conduct socialization with educators so that they can plan and manage learning time properly. And it is necessary to change the layout of the props so that they are separated from the practice location so that the attention of students will remain focused on the explanations conveyed by the educators and the practices carried out.

Usually, teaching and learning activities carried out in religious laboratories use a group strategy, namely dividing the class into several groups, so that learning and practice are carried out more effectively, and educators will focus more on observing group members one by one in practising. If one class with a large number of students jointly practice, it is certainly less effective. Educators will find it difficult to detect students who already understand or who do not understand. Because the Fiqh subject is a subject that is mostly related to worship, of course, educators must ensure that these students understand. One way is to observe the students one by one when practising.

Teaching aids that meet the criteria will certainly provide maximum learning outcomes. However, if there are props that are damaged, dusty, unfit for use, not following the criteria, especially if they are rarely used, it will certainly make learning practices less effective. the props found in MA Tarbiyatul Banin are not yet adequate or appropriate because there are some

damaged props or media. Like a jenazah doll, to respond to this, it is not uncommon to practice shrouding the body using a doll or bolster available at the al-Hikmah Islamic boarding school, considering the location of this laboratory is located next to the Islamic boarding school. In addition to the body doll, there is also a damaged miniature of the Ka'bah. Therefore, when practising the Hajj rituals, use concrete to support the red and white flag found in the madrasa courtyard. The practice of Hajj rituals is often carried out in madrasah grounds because it is wider than in classrooms and religious laboratories.

Management of religious laboratories is still very rare when compared to science and language laboratories (Dudin, 2018). The maintenance of teaching aids is not only the responsibility of an educator but also of students. Students must understand the importance of teaching aids available in religious laboratories; therefore they should be used as needed and following existing procedures. To empower religious laboratories, a religious laboratory management structure is formed, which makes the head of the Madrasah the person in charge. Thus, it is hoped that the religious laboratory and all the teaching aids contained in it are maintained given that the subject of Fiqh requires a place to practice theory.

All learning processes have been designed in such a way, but it does not rule out the obstacles faced. Likewise, what happened in the subject of Fiqh made the religious laboratory a medium or means of supporting learning.

Conclusion

The laboratory plays an important role in the learning process, especially in materials that require practice, such as physics, biology, chemistry. However, not only science and language subjects require laboratories, religious lessons such as Fiqh also require a laboratory that can be used as a place of practice. The laboratory can change the thinking of students who were originally still pseudo-real. Practising the theory obtained so that students will know with certainty the truth of the theory. Apart from being a place for experiments, the laboratory is also used as a place to practice theory in the form of procedures that are following the Shari'a. With the existence of a religious laboratory, students will clearly

understand the procedures for covering the body, manasic haj, etc. Which is material that, when explained by theory alone, will confuse students. Through learning using a religious laboratory, it can avoid boredom due to different teaching situations. This will increase students' motivation to learn, the effect of which will make students focus on learning.

MA Tarbiyatul Banin is one of the educational institutions that use a religious laboratory as a learning medium for Fiqh subjects. Learning using religious laboratory media can increase students' understanding of the material described.

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