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<https://journal-gehu.com/index.php/gehu> Fiqh Teacher's Strategy in Improving

Understanding of the Book of Fathul Qarib at the Talaqqi Centre Indonesia AlQur'an

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Sumatera Utara, Sumatera Utara, Indonesia Article Info ABSTRACT Article history:

Received 2025-12-09 Revised 2026-01-05 Accepted 2026-01-05 This article discusses

the strategies employed by fiqh teachers at the Talaqqi Centre Indonesia Qur'an House to

enhance their understanding of Fathul Qarib and to convey fiqh material effectively to

students. This study aims **1 to identify the** learning strategies employed by fiqh teachers,

the effects of their application on students' understanding, and the factors that support and

hinder **the learning process**, as illustrated in the book Fathul Qarib. This study uses a case

study method with a qualitative approach. **2 The results of the study** show that the

strategy employed by fiqh teachers in learning the book of Fathul Qarib is carried out

through syawir (deliberation) activities involving three students: the reader (who reads the

book), the muradi (who translates), and the mubayyin (who explains). Through this

strategy, students can read, translate, understand, and explain fiqh material in their own

language, **4 as well as** draw conclusions and solve problems they learn in fiqh. The

obstacles to learning include **1 a lack of** student concentration, suboptimal

implementation of syawir, differences in student abilities, and diverse student conditions.

Meanwhile, factors supporting learning include syawir (deliberation) activities, motivation,

teacher guidance, and the availability of handbooks **3 during the learning process.**

Keywords: Fiqh Teacher's Strategy Understanding the Book of Fathul Qarib **1 This is an**

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Indonesia Email: zulpirandinainggolan@gmail.com 1. INTRODUCTION Fiqh learning is

2 one of the primary pillars of Islamic education, as it directly relates to the understanding

of Shariah laws, which serve as guidelines for the worship and daily life of Muslims. The

urgency of studying sharia law is emphasised in the Qur'an, as Allah SWT says: "So why not go from each of them some people to deepen their knowledge of religion (liyatafaqqahū fī ad-dīn)" (QS. At-Taubah [9]: 122). This verse suggests that deepening one's religious knowledge, including fiqh, is a collective obligation that requires

<https://doi.org/10.58421/gehu.v5i1.990> 628 a structured and continuous learning process [1]. Therefore, fiqh learning plays a crucial role in shaping a correct and practical understanding of religion [2]. In various Islamic educational institutions in Indonesia, the yellow book remains the primary reference in fiqh learning, one of which is Fathul Qaib, which is widely used for its concise, systematic, and learner-friendly presentation, making it well-suited for learning the basic fiqh of the madzhab Shafi'i [3]. However, the **1** **characteristics of the** yellow book, which uses Arabic without harakat, often pose an obstacle to students' understanding of its meaning, legal context, and application in daily life [4]. In this context, fiqh teachers play an important role in determining the success of learning the book Fathul Qarib. The role of this teacher aligns with the words of the Prophet Muhammad ﷺ: "Indeed, the scholars are the heirs of the prophets" (HR. Abu Dawud and Tirmidhi). This hadith emphasises that religious teachers have the responsibility **1** **not only to** convey knowledge **but also to** guide people in understanding religious teachings correctly. Fiqh teachers are required to design learning strategies that encourage students to actively read, translate, understand, and explain the book's content in their own language [5]. Less varied learning strategies tend to make students passive and focused solely on reading texts, without a deep understanding of the substance of fiqh law. On the other hand, participatory learning strategies have been shown to increase students' understanding of fiqh materials and their critical thinking skills [6]. On the contrary, participatory learning strategies have been proven to increase students' understanding of fiqh materials and their critical thinking skills (Rozi, 2021). This principle of active learning is also **2** **in line with** the teaching method of the Prophet ﷺ, which often involves dialogue and question-and-answer sessions, as narrated in many hadiths about

the Prophet's interactions with the Companions while explaining the laws of Islam. Thus, fiqh learning should ideally not be one-way, but rather encourage students' active involvement in understanding Sharia law. Several previous studies have shown that learning from the Yellow Book requires the right approach, enabling students ¹ not only to read ² but also to fully comprehend its content. ² Research on the bandongan and sorogan methods shows that both methods are effective in improving the ability to read the yellow book, but still have limitations in the aspect of conceptual understanding of fiqh [7]. Therefore, an alternative learning strategy is needed that emphasises students' active involvement through discussions, deliberations, and independent explanations of the material. The Talaqqi Centre Indonesia Al-Qur'an House is ² one of the Qur'an Houses that, in addition to ² focusing on the 30 juz Qur'an memorisation program, also emphasises learning the yellow book and, among other things, teaching the book Fathul Qarib as part of its fiqh learning. In practice, fiqh teachers employ a learning strategy based on student deliberation (syawir), in which students are assigned roles such as book readers, translators, and material explainers. This strategy aligns with research findings that learning the yellow book through student discussion and collaboration can significantly improve understanding of fiqh [8]. Nevertheless, the study of the book Fathul Qarib is hindered by various obstacles, such as differences in students' abilities, limited time, low concentration during study, and students' reluctance to participate in deliberation activities.

<https://doi.org/10.58421/gehu.v5i1.990> 629 These barriers were also reported in other studies examining ² the learning of the yellow book in Islamic educational institutions [9]. On the other hand, supporting factors such as teacher motivation, a conducive learning environment, and the availability of handbooks have proven crucial to the success of fiqh learning. ¹ Based on this description, ² it can be concluded that a research gap remains regarding the strategies employed by fiqh teachers to improve understanding of the book Fathul Qarib, particularly in Qur'anic homebased educational institutions. Most previous

research has focused more on the yellow book's general learning method, without specifically examining **the strategies of** fiqh teachers for building students' understanding through participatory and structured learning. Therefore, this study aims to examine the strategies employed by fiqh teachers to enhance understanding of the book Fathul Qarib at the Talaqqi Centre Indonesia Al-Qur'an House, and **3 to identify the** factors that support and hinder its implementation. This research is expected to make a theoretical contribution to **2 the development of** studies on fiqh learning and a practical contribution to fiqh teachers by helping them design effective, applicable yellow-book learning strategies. 2.

METHOD This study employs a descriptive, qualitative research design. The qualitative approach was chosen because this research aims to understand in depth the strategies employed by fiqh teachers to enhance students' comprehension of the book Fathul Qarib through **3 the learning process** that naturally unfolds in the educational environment. Qualitative research is descriptive and analytical, systematically describing the phenomena, events, and activities of fiqh learning, and analysing and interpreting the data obtained [10]. The research subjects were selected purposively, that is, deliberately based on considerations relevant to the research's purpose. The subjects **2 in this study** include fiqh teachers and students who participate in the book-learning program Fathul Qarib at the Talaqqi Centre Indonesia Al-Qur'an House. The research focuses on students who actively participate in the fiqh learning process and are directly involved **in the learning** activities designed by fiqh teachers. The data collection techniques **1 in this study** include observation, interviews, and documentation. Observations are made on **the learning process in the** book Fathul Qarib, the strategies applied by fiqh teachers, and the activities of students during learning. In-depth interviews were conducted with fiqh teachers and several students to gather **information on learning** strategies, students' understanding of fiqh material, and factors that support and hinder **the learning process**. Documentation is used to record data **in the form of** learning notes, books used, activity schedules, and other relevant documents **related to the** research [11]. The collected data is analysed using qualitative data analysis techniques, including the stages of data reduction, data

presentation, and conclusion drawing/verification. Data reduction is carried out by selecting and focusing on data relevant to the strategy of fiqh teachers for improving understanding of the book Fathul Qarib. Data are presented in narrative descriptions to facilitate understanding of the research findings. Furthermore, conclusions are drawn by interpreting the data in depth to provide a comprehensive picture of **2 the effectiveness of** the learning strategies used by fiqh teachers.

<https://doi.org/10.58421/gehu.v5i1.990> 630 The validity of the data **in this study** is maintained through triangulation, both source and data triangulation, by comparing data from observations, interviews, and documentation. Thus, **3 the results of the research are** expected to provide a valid and comprehensive picture of the strategies employed by fiqh teachers to improve understanding of the book Fathul Qarib at the Talaqqi Centre Indonesia Al-Qur'an House. **3. RESULTS AND DISCUSSION** 3.1. Results Rumah Al-Qur'an Talaqqi Centre Indonesia is a non-formal Islamic educational institution that focuses on fostering the study of the Qur'an and strengthening the fundamentals of Islamic science, including learning fiqh through the yellow book. **2 One of the** main reference books in fiqh learning at this institution is Fathul Qarib, a lecture (explanation) on the book Taqrib by Imam Abu Shuja' Al-Ashfahani. Fathul Qarib was compiled by Imam Syamsuddin Al-Qurasyi, known as Ibn Qasim Al-Ghazi. This book explains the laws of fiqh, from the chapter of taharah to inheritance, in Arabic. Although concise, it is dense in meaning and relevant for learning the basic fiqh of the madzhab Shafi'i [12]. Book learning with Fathul Qarib at the Talaqqi Centre Indonesia Al-Qur'an House is conducted through halaqah and talaqqi sessions, complemented by the strategy of student deliberation (syawir). Learning activities are scheduled and involve fiqh teachers and students with diverse backgrounds. This condition requires fiqh teachers to implement a learning strategy that is not only oriented to the delivery of material **1 but also to** improving students' conceptual understanding and their ability to re-explain the book's content. Learning Strategies of the Book of Fathul Qarib Scripture learning strategies: Fathul Qarib. It is a technique used by

fiqh teachers ³ in the educational communication process between educators and students to help students understand fiqh law appropriately and practically. This strategy is designed to achieve the learning goal of increasing students' understanding of fiqh at the Talaqqi Centre Indonesia Al-Qur'an House. Learning is not only about reading the book, but also about understanding its meaning, explaining the law, and students' ability to reinterpret fiqh material in their own language. ² Based on the researcher's observation of the Book learning activities at Fathul Qarib, the learning system begins with the nadzam demonstration activity, which strengthens students' basic language and scientific structure. After that, the fiqh teacher entered the class, greeted the class, and led a joint prayer. Before the teacher adds new material, the students first conduct syawir (deliberation) activities to discuss previously studied material. In this syawir activity, students are divided into three main roles: those in charge of reading the book, those who do muradi (translation), and those who serve as mubayyin (explaining the content and essence of the material). After the deliberation activity is completed, the teacher evaluates by asking the students if there are any difficulties or questions during the syawir process. Furthermore, the teacher added new material that will be discussed at the next meeting. This learning pattern demonstrates that fiqh teachers intentionally employ participatory learning strategies, positioning students as active participants in understanding the Book Fathul Qarib.

<https://doi.org/10.58421/gehu.v5i1.990> 631 This aligns with the researcher's interview with Ustadz Muhammad Fadlan, a fiqh teacher at the Talaqqi Centre Indonesia Al-Qur'an House. He explained that the learning strategy basically follows the tradition of learning the yellow book through the talaqqi method, but is combined with student deliberation to deepen understanding. Ustadz Muhammad Fadlan said that before learning began, students were accustomed to the lesson first, then learning was opened with greetings and prayers. After that, the students carried out a syawir led by the selected students, with roles divided among reading the book, translating, and explaining. According to him, this

strategy aims to ensure that students are not only able to read the Book Fathul Qarib, but also able to describe the content of fiqh law contained in it. This view is strengthened by the statement of ² one of the students, Ibnu, who said that studying the Book Fathul Qarib feels fun and easy to understand because the teacher conveys the material casually, interspersed with jokes, and provides many contextual examples. He explained that ³ the learning process always begins with lalaran, salam, prayer, and syawir. According to Ibnu, the role of a mubayyin requires practice and courage, so that, through frequent deliberation, students gradually become more confident in explaining fiqh material to their friends. The same thing was also conveyed by another student, Daffi, who stated that the learning strategies applied were very helpful in understanding the Book Fathul Qarib. He explained that before the teacher added new material, students were given the opportunity to lead the syawir and discuss the previous lesson. This activity prepares students to review the material, strengthening their understanding and reducing the likelihood of forgetting. According to Daffi, the non-rigid, interactive learning atmosphere makes students more focused and ¹ less likely to be bored. In addition, based on interviews with the management of the Talaqqi Centre Indonesia Al-Qur'an House, it is evident that this deliberation-based learning strategy is indeed a characteristic of fiqh learning at the institution. The management explained that syawir is conducted before the teacher adds new material, so that students continue to do muroja'ah and deepen the material they have learned. The primary objective of this strategy is to ensure that students' understanding of fiqh is not temporary but continues to develop through repetition, discussion, and clarification provided directly by the teacher. The Board also added that the House of the Qur'an periodically organises broader deliberations on fiqh to train students in studying fiqh problems from various sources. In this activity, the teacher acts as a guide and corrector to clarify students' understanding. This activity strongly supports the Scripture learning strategy, Fathul Qarib, as it trains students to think critically, express their opinions, and become accustomed to citing authoritative sources of fiqh. ² Based on the results of observations, interviews, and documentation, it can be concluded that the strategy of fiqh

teachers at the Talaqqi Centre Indonesia Qur'an House in improving the understanding of the Book Fathul Qarib is carried out through a combination of talaqqi methods, syawir (student deliberation), questions and answers, and gradual addition of material. This strategy has been proven to increase students' active involvement, strengthen their conceptual understanding of fiqh, and train them to independently and systematically re-explain the material.

<https://doi.org/10.58421/gehu.v5i1.990> 632 Understanding of Fiqh Students at the Talaqqi Centre Indonesia Al-Qur'an House Understanding fiqh in the study of the Book Fathul Qarib at the Talaqqi Centre Indonesia Al-Qur'an House means students can comprehend, explain, and apply sharia laws governing human actions based on detailed postulates. This understanding is not limited to reading and translating the book's text, but also includes reinterpreting the material, facilitating discussion, and solving fiqh problems that arise ¹ during the learning process. The primary objective of this learning is to deepen students' understanding of fiqh in a more indepth, practical way. Data collection was carried out through interviews and observations. An interview ¹ was conducted with Ustadz Muhammad Fadlan, a fiqh teacher who teaches the Book Fathul Qarib, with the students of the Talaqqi Centre Indonesia Al-Qur'an House, namely Ibnu and Daffi. Meanwhile, observations were made of classroom teaching and learning activities, ² as well as the implementation of student deliberation activities, which are part of the fiqh learning strategy. Based on the interview with Ustadz Muhammad Fadlan, it was explained that students' understanding of fiqh has increased significantly. This is inseparable from the learning strategies applied, especially through deliberation activities (syawir). Ustadz Muhammad Fadlan said that students were not only invited to read books but also actively involved in discussions and explanations of the material. According to him, the improvement in students' understanding is evident in their ability to answer questions, express opinions, and explain fiqh material by referring to the Book Fathul Qarib and other supporting books. ² The results of classroom observations and deliberation activities

indicate that students' understanding of fiqh gradually increases. Students began to get used to presenting themselves as mubayyin, which involves explaining the material to their friends based on **1 what they have** understood. On several occasions, students were observed explaining in clear, easy-to-understand language and answering questions from their peers. This **2 indicates that the** strategy of fiqh teachers is not only focused on transferring knowledge, but also on strengthening students' conceptual understanding. The students' understanding of fiqh is also reflected in their ability to relate the material from the Book Fathul Qarib to practical fiqh issues. In the deliberation activity, students not only read the text but also discussed the meaning of the law and its application. This strategy provides students with space to think critically and deepen their understanding of the material being studied. Santri Ibnu said that the fiqh learning process became more lively due to the discussions and question-and-answer sessions that took place. According to him, students find it easier to understand the material when allowed to ask questions and explain the book's content. The same point was also emphasised by Daffi, who stated that deliberation activities help students understand fiqh material more deeply because each student plays a role **1 in the learning process.** **Based on the results of** these interviews and observations, **it can be** concluded that the strategy employed by fiqh teachers to improve their understanding of the Book Fathul Qarib at the Talaqqi Centre Indonesia Al-Qur'an House involves participatory and collaborative learning. This strategy encourages students to actively read, understand,

<https://doi.org/10.58421/gehu.v5i1.990> 633 explain, and solve fiqh problems together.

Thus, students' understanding of fiqh not only improves at the cognitive level but also enhances communication and problem-solving skills. 3.2. Discussion Inhibiting and Supporting Factors for Fiqh Teachers' Strategies in Improving Understanding of the Book of Fathul Qarib at the Talaqqi Centre Indonesia Al-Qur'an House Based on observations and in-depth interviews with fiqh teachers, institutional managers, and students at the Talaqqi Centre Indonesia Al-Qur'an House, several inhibiting factors affecting **2 the**

effectiveness of fiqh teachers' strategies in improving students' understanding of the Book Fathul Qarib were identified. The inhibiting factors can be explained as follows: Low Concentration of Students in the Learning Process One of the most significant obstacles in the process of learning the Scriptures, Fathul Qarib, is students' low concentration during lessons. Concentration is the ability ¹ to focus on teaching materials, and the level of concentration has a significant relationship with student learning outcomes. The higher the level of concentration, the higher the learning outcomes [13]. The information received can be processed and stored optimally. Research shows that learning concentration ² is influenced by various internal factors, including students' physical and psychological condition, learning motivation, and fatigue resulting from strenuous activities undertaken beforehand. When students feel tired, both physically and mentally, their ability to follow conceptual learning flows, such as fiqh, tends to decrease. As a result, they are easily drowsy, less responsive to the teacher's questions, or even experience a decrease in their overall understanding of the subject matter, which then negatively affects their learning outcomes. ² In the context of Islamic education, teachers' roles are crucial as facilitators who can create a conducive, engaging classroom atmosphere, thereby maintaining students' concentration despite these challenges [14]. Lack of Optimal Implementation of Deliberation Activities Fiqh deliberation or discussion activities are an integral part of the learning strategy, designed to enhance students' understanding through active engagement. This method ¹ has been shown to be more effective than conventional methods at strengthening understanding of the material and student engagement [15]. However, the study's results show that deliberation activities have not been running optimally, especially outside core learning hours. Limited time, tight student schedules, and differences in students' readiness levels affect ² the effectiveness of deliberation activities. As a result, not all students can follow the discussion process optimally, so the material in Book Fathul Qarib is not evenly deepened. Differences in Students' Academic Abilities ¹ The difference in students' educational backgrounds and their basic ability to read and understand Arabic texts without harakat is also an inhibiting factor in learning the

Book Fathul Qarib. Students who have experience learning Arabic, whether formally or in a supportive learning environment, tend to understand the structure of Arabic texts more

<https://doi.org/10.58421/gehu.v5i1.990> 634 quickly. In contrast, students without such experience often struggle to read and understand Arabic texts without prior knowledge. Research indicates that internal factors, such as prior learning experience and language skills, significantly impact the difficulty of reading Arabic texts, including the ability to recognise letters, comprehend sentence structure, and grasp meaning in context. In addition, other research also suggests that internal factors, such as motivation, educational background, and early exposure to Arabic, contribute to students' difficulties in reading Arabic texts in learning maharah qira'ah [16]. This condition requires fiqh teachers to implement differentiation strategies, providing students with lower abilities with more intensive support so that their understanding of the material is more balanced. However, in practice, limited time and the **1 large number of** students pose challenges to the effective implementation of the strategy. Less than Ideal Learning Time Placement. The scheduling of fiqh learning hours also affects **2 the effectiveness of** fiqh teachers' strategies [17]. During these hours, students' physical condition tends to decline, which can affect their enthusiasm and readiness to learn. This causes teachers to work harder to motivate students and maintain their focus **1 during the learning process.** Less Supportive Learning Environment Factors The learning environment, especially for students who do not live at the Talaqqi Centre Indonesia Al-Qur'an House, is also an obstacle to deepening the material. A conducive learning environment encompasses physical, social, and psychological aspects that support the overall learning process, whereas a less supportive environment can weaken students' motivation, concentration, and engagement in teaching and learning activities [18]. Students who study from home face limitations in participating in additional deliberation activities and direct interaction that typically occur in the pesantren environment, so the process of strengthening their understanding of the Bible, Fathul Qarib, must be done independently. This condition is supported by the study's

results, which found a significant relationship between the learning environment and the achievement of Arabic language learning. Students in a supportive learning environment achieve better learning outcomes than those not exposed to such an environment [19]. As a result, a gap in understanding exists between students who actively participate in additional activities and those who do not, due to differences in the contexts and support they experience in their learning environments. In addition to various inhibiting factors, this study also identified several supporting factors that play a significant role in the success of fiqh teachers' strategies in enhancing students' understanding of the Book Fathul Qarib. These supporting factors include pedagogical, psychological, and environmental aspects of learning. **Motivation and Encouragement Given by Fiqh Teachers** The motivation provided by fiqh teachers is the primary supporting factor **1 in the learning process**, as teachers not only deliver material but also offer encouragement, appreciation, and reinforcement as students learn. Research has shown that teacher

<https://doi.org/10.58421/gehu.v5i1.990> 635 motivation is positively correlated with increased student enthusiasm, focus, and academic achievement. Students who receive consistent motivation tend to have higher levels of engagement and better learning outcomes than those who are less motivated. **2 In the context of** Arabic language learning and religious education, teacher motivation also plays a crucial role in shaping students' positive attitudes towards the material taught, encouraging them to be more active in reading, translating, and explaining the content of the Book Fathul Qarib. Research indicates that a combination of teacher motivation and responsive teaching strategies can enhance students' learning engagement and encourage them to view lessons as less intimidating or boring [20]. This shows that teacher motivation not only improves learning achievement but also shapes students' positive attitudes towards the overall fiqh learning process. **Deliberation Activities as a Participatory Learning Strategy** Fiqh deliberation activities are **1 among the most effective** supporting factors **in the learning process** because, through deliberation, students are directly involved, taking on various roles, such

as text readers, translators, and material explainers. This strategy trains students to understand the material in depth because they not only receive information passively but also have to think critically, discuss it, and explain it to their classmates. The group discussion approach has been proven to increase student engagement and critical thinking skills, as students are trained to analyse, evaluate, and express their opinions to their classmates [21]. In addition, according to other research, **2 the use of the** group discussion method in Islamic Religious Education learning can increase student engagement and understanding because this method creates active interaction between students that builds a collaborative learning atmosphere, where each student is encouraged to help each other and strengthen their knowledge **1 of each other** [22]. Thus, deliberation activities not only serve as a tool to deepen fiqh material but also as a means to improve students' communication, collaboration, and critical thinking skills within the broader context of learning. Exemplary and Conducive Academic Environment. Availability of Learning Support Books and References The availability of supporting books, such as translations, other fiqh references, and related materials, is an important factor in helping students understand the Book Fathul Qarib. These books serve as tools that expand students' horizons beyond the main book by presenting explanations and examples that facilitate understanding of the meaning of pronunciation and legal context, without diminishing the learning value of the Yellow Book itself. Research **3** indicates that the use of textbooks tailored to students' learning needs significantly enhances students' understanding of the material. This is because textbooks systematically present subject matter **1 and can be** accessed by students for independent and group learning [23]. In addition, the **2 study on the** implementation of Arabic language learning using specific **textbooks in the** curriculum also shows that the book helps students follow the lesson and understand the material taught better because it is arranged according to the competency needs expected **1 in the learning** curriculum [24]. Thus, **3** the availability of appropriate and relevant supporting books is a key component of an effective fiqh learning

<https://doi.org/10.58421/gehu.v5i1.990> 636 process, as they not only support understanding of the main material but also help students with independent learning and strengthen learning outcomes outside of study hours. Evaluative and Supporting Academic Activities The existence of evaluative and academic supporting activities, such as fiqh deliberation forums and other scholarly endeavours, encourages students to prepare themselves more seriously to understand the Book Fathul Qarib. This activity strengthens understanding of the material and evaluates students' ability to read, translate, and explain the book's content comprehensively, providing teachers and students with clear feedback on their mastery. Research in Islamic Religious Education learning indicates that structured learning evaluations, such as tests, discussions, and classroom reflections, can provide valuable insights into the learning process and outcomes, and encourage students to become more actively involved in the teaching and learning process. Furthermore, another study concluded that learning evaluations can have a positive impact on students' interest and motivation to learn, with varied evaluations increasing students' enthusiasm for the subject matter because they realise that their abilities will be assessed objectively [25]. Therefore, evaluative and academic activities, such as deliberations, exams, and scientific discussions, not only serve as a measure of competence but also as a driver of students' active involvement in fiqh learning, enabling the systematic improvement of their understanding. 4.

CONCLUSION 2 The understanding of fiqh among students at the Talaqqi Centre Indonesia Al-Qur'an House has shown significant development. Over the last two years, students' ability has increased, not only in reading the Bible (Fathul Qarib), but also in explaining material in their own language. In addition, students have been able to help solve fiqh problems that their friends have not understood. This condition demonstrates that the applied learning process has strengthened conceptual understanding, not just the ability to read the book's text. Based on these achievements, this institution emphasises fiqh learning in syawir (deliberation) activities as the primary strategy for

learning the Book Fathul Qarib. Through this activity, students are trained to read the book's text, translate its meaning, and independently explain **2 the content of** the fiqh discussion. This strategy is designed to build students' courage in expressing their opinions and train their analytical skills on fiqh problems. Scripture-learning strategies: Fathul Qarib. What is taught by fiqh teachers is considered well-structured. **3 The learning process** began with lalaran activities, followed by an opening that included greetings and prayers. After that, the teacher asks about **2 the results of** the syawir **that the students** have completed before, then gives about a quarter of an hour to re-do the syawir activity on the material that has been learned. **4 At this stage,** students are directed to read the Book Fathul Qarib, which translates to "pegon," and gradually and continuously explain its legal content as they read the text. The implementation of Syawir activities has been proven to increase students' understanding **2 of the content of** the Book Fathul Qarib. Through active involvement in discussions and deliberations, students gradually come to

<https://doi.org/10.58421/gehu.v5i1.990> 637 understand fiqh material more deeply.

However, in its implementation, several inhibiting factors are still found, **1 such as the** lack of students' concentration on learning, the implementation of syawir that is not optimal, differences in students' academic abilities, the tendency of students to be sleepy in class, and the placement of relatively daytime learning time, which affects **the focus of** learning. On the other hand, several supporting factors **3 contribute to the** success of Bible learning at Fathul Qarib, located at the Talaqqi Centre Indonesia Al-Qur'an House. These factors include implementing syawir activities as the main learning strategy, the motivation and support of fiqh teachers, and **the availability of** handbooks as a learning resource for students. With the handbook, students can still repeat and study the material independently outside of **2 teaching and learning** activities, both at home **and in the** institutional environment. REFERENCES [1] P. Manurung, "A Study of the Philosophy of Education and **Analysis of the** Principles of Implementing Education **according to the** Al-

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