



Revitalizing Teacher Pedagogical Interaction with Students in Fiqh Learning

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ABSTRACT

One of the problems in schools, especially in the subject of Islamic jurisprudence, is that many students find that when practicing they do not pay enough attention to the teacher who is teaching, this is due to a lack of teacher interaction with students, where interaction in the learning process is very necessary to make students comfortable in learning. The aim of this research is to determine the benefits of the teacher's ability to interact with students in the fiqh learning process. The research method used by the researcher is a quantitative method using an in-depth interview and survey system. The results of this research show that students are able to understand fiqh material well when teachers can interact well with students in the learning process. So researchers can conclude that interaction between teachers and students is very important in the learning process. The limitation of this research is that the researcher only focuses on good interaction between teachers and students in Fiqh learning, therefore the researcher hopes that further research can be carried out in other learning subjects.

Keywords: *Fiqh Education, Pedagogical Interaction, Teacher-Student*

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INTRODUCTION

Since ancient times, education has been very important for humans to survive in the world. Apart from that, education also functions as a tool to direct growth and development in life in this world and in the afterlife.(Certano et al., 2018; Cross & Murray, 2018; Zengin, 2019). Education plays an important role in determining the existence of a nation's development, educating the nation's life so that the creation of a generation that develops advanced and is able to face global developments.(Allemani et al., 2018; Bikbov et al., 2020; Nichols et al., 2019). If education is to be carried out well

and regularly, the various elements involved in education must be well recognized, in this case teachers and students play a very important role in it.

This has been regulated in the law of the Republic of Indonesia article 3 number 2 of 2003 concerning the aims and functions of education which states that :National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Gegenfurtner et al., 2020; Melin et al., 2019; Zhang et al., 2019). The objectives of basic education above provide the meaning that education is the foundation, basis or stepping stone for achieving higher educational goals.

In Islam education is given priority, this has been explained by Allah in the Al-Qur'an surah Al-Alaq verses 1-5 which explains the obligations in teaching and learning for Muslims.(Bhutta et al., 2019; Bukhari et al., 2022; Khasawneh & Altakaineh, 2020). In Islam, students are encouraged to study fiqh, what is meant by fiqh is a conscious, purposeful and directed effort to change knowledge, behavior or attitudes that are in line with Islamic teachings so that students can understand and practice it in their lives. world. In studying fiqh, we inevitably have to be involved in overcoming these challenges, especially with other national powers.

Fiqh learning in general has not been able to show satisfactory results, has not created students with noble character, scientific knowledge and sincere charity.(Huda & Sabani, 2018; Mustafa et al., 2020). One way to achieve quality education is to improve teacher competency and teacher performance in fiqh learning. Teachers in education play a very important role in helping students' development so that optimal education can be realized(Brandt et al., 2019; Otterborn et al., 2019; Portolés & Martí, 2020). This competency will be realized depending on the teacher's skills or abilities in interacting with students in learning fiqh. In learning jurisprudence, a teacher not only teaches the material but also guides students in noble behavior and obedience in worshipping Allah.

Professional teachers are those who have good competencies in teaching such as (knowledge, skills and behavior) in carrying out their professionalism as a teacher(Bond et al., 2018; Margot & Kettler, 2019; Mercer et al., 2019). This competency is related to the law concerning teachers and lecturers in Number 14 of 2005 chapter IV article 10 paragraph (1), which includes pedagogy, personality competence, social competence and professional competence obtained through professional education. The law above mandates that an educator must have these four competencies in order to improve the learning process and teacher interaction in teaching.

This pedagogical competency is one of the potentials that a teacher or educator must have(Arbelaez-Garces et al., 2018; Roelandt, 2019). Pedagogic is the teacher's ability to organize learning material so that it is conveyed well to students. Whether students are successful or not can be seen from their learning results, which are called student learning achievements. In order to excel in learning, the teacher's pedagogical interaction with students must be carried out well in learning, especially in the subject of

jurisprudence.(Biju et al., 2020; Mendoza et al., 2019; Milat et al., 2020). In this way, the teacher's pedagogical competence will know what should be carried out, both in learning planning, learning strategies, students' understanding and the development of students' potential based on the theories they have obtained from the educational institutions they have attended.

Therefore, teachers who have this pedagogical competence are expected to be able to create a learning atmosphere that is fun, comfortable, active, creative and innovative so that they are better able to process their classes so that students are motivated to learn.(Katterfeldt et al., 2018; Trigueros et al., 2019; Yaghi & Bates, 2020). So that student learning outcomes can increase optimally. Apart from that, educators also have the potential to develop students' talents and interests optimally while helping them with the difficulties they face. Apart from that, this competency in the teaching and learning process can be used as a tool of extrinsic motivation, especially for fiqh teachers.

As a professional teacher, you must be able to transfer learning knowledge well to the students you teach(Gess-Newsome et al., 2019; Reginato et al., 2022). A teacher is also able to stimulate students to like and love the learning material being presented, in this way the learning process will run well. Therefore, teachers not only educate but also motivate students and instill inner communication with students, and it is necessary to revitalize the teacher's pedagogical interaction with students in Islamic jurisprudence learning.(Tenório et al., 2021).Apart from that, teachers are also able to take personal responsibility for the knowledge they master, so on the other hand they can encourage students' interest and enthusiasm for learning.

Based on the results of relevant research conducted by Moch Kabibul Asro and Nailal Muna (2019). Conclude that there is no influence between the teacher's pedagogical competency variable and fiqh learning outcomes. Teachers are an important component in the teaching and learning process which plays a role in bringing students to maturity or a certain level of maturity so that they are able to face global developments. Basically, professional teachers do not only master one competency but must be able to master the four competencies for teachers, namely, social competency, personality competency, pedagogic competency and professional competency. Meanwhile, according to Muhammad Insanjauhari (2020). Concluding that a person's success in carrying out his duties and responsibilities in education cannot be separated from the teacher's efforts in carrying out self-development through various methods. Through the various methods described, the importance of understanding pedagogical competence is a basic reference for a teacher. Pedagogical competence is something that is mandatory as a professional. Furthermore, according to Helmiannoor, M.Pd. Concluding that the interaction between teachers and students in learning jurisprudence is categorized as quite good with an average of 41.19, which is in the interval 0.400-0.600. The interaction between teachers and students has no significant influence on student achievement in studying fiqh.

The aim of this research is to determine the benefits of the teacher's ability to interact with students in the fiqh learning process. This research is also to find out what difficulties, shortcomings and obstacles experienced by teachers and students in

interacting, as well as obstacles to teachers' pedagogical abilities in learning fiqh. Based on the reality, there are still fiqh teachers who have not met pedagogical competence, the factors that are obstacles are the teacher's lack of understanding of students, and the planned expenditure is not in accordance with the students' conditions, thus making students bored, bored and lazy in learning so that learning does not run smoothly. well. In connection with these obstacles or difficulties. So the researcher will thoroughly discuss the extent of the benefits of Teacher Pedagogical Interaction with Students in Fiqh Learning if it is carried out well.

RESEARCH METHOD

Research methods are basically a scientific way to obtain data with specific purposes and uses. The approach taken by researchers is a quantitative method, using an in-depth interview and survey system with one of the fiqh teachers at the school.junior high school(France et al., 2019; Garcia et al., 2018). This survey was conducted with the aim of seeing the benefits of teacher pedagogics in learning fiqh(Finn, 2021; Keiler, 2018). Meanwhile, in-depth interviews were conducted to obtain a more complete explanation about the extent of the benefits of teacher and student interaction in learning as well as the pedagogical benefits of teachers in learning jurisprudence at school.

Researchers conducted research on Institut Agama Islam Negeri Kendari Islamic boarding school-based public schools in the even semester of 2022. The reason researchers chose this time is because offline learning has generally been carried out 75% of the time. From here teachers can assess the benefits of teacher interaction with students and teacher pedagogy in the learning process.(McGlashan, 2018). So that the teacher can conclude the results of the learning process as long as the interaction between the teacher and students goes well in learning, as well as how interested the students are in learning fiqh after the teacher's pedagogy has been implemented well by the fiqh teacher.

The technique for collecting data for this research was carried out using a survey technique, the researcher first created a questionnaire instrument using Google Form whose questions were related to revitalizing teachers' pedagogical interactions with students in Islamic jurisprudence learning. Then links related to the material were distributed to several teachers and students Institut Agama Islam Negeri Kendari Then, after the survey, the researcher continued the interviews conducted with 2 teachers via the WhatsApp application using an online website. This interview was conducted in depth and comprehensively to collect data and information regarding the benefits of teacher pedagogical interaction with students in learning fiqh.

The data that the researcher collected was then analyzed using quantitative analysis, namely by looking at the percentage of each question item that was stated in the questionnaire that the researcher distributed via Google Form to several teachers and students. Then the results of the data, the researcher describes it in words, in more detail, firmly and directly, which later the researcher will make it into a table and discuss it and support it with expert opinion and the results of previous research on the research.that has

been done. So that the results of the research carried out are valid, clear and in-depth discussion of the variables studied.

RESULTS AND DISCUSSION

Based on research results distributed via Google Form containing a questionnaire to ten teachers Institut Agama Islam Negeri Kendari which has been filled in, the result of which is that most teachers in Institut Agama Islam Negeri Kendari already know the importance of teacher pedagogic interaction in the teaching and learning process in the classroom, especially in Islamic education, namely the subject of fiqh. In pedagogical jurisprudence learning, teachers can be useful in motivating students to be active in the teaching and learning process, making it easier for students to understand the material, making the learning process more effective and efficient and increasing students' motivation in participating in jurisprudence learning, which will have an influence on their learning outcomes. . However, there are several teacher weaknesses in improving student achievement, especially in Indonesia. There are still many teachers who do not have this pedagogical competency. Apart from that, there are still teachers who cannot interact with students during the learning process, but not all teachers in Indonesia are like that.

Table 1 Research Results in Institut Agama Islam Negeri Kendari

No.	Question	Percentage Answers	Information
1.	Is teacher pedagogy in education really needed?	100% totally agree	All teachers and students as well as educational institutions strongly agree that pedagogy is needed in learning.
2.	Can the teacher's pedagogy in learning arouse students' interest in studying jurisprudence?	80% strongly agree and 20% agree	Eight teachers and students agreed that teacher pedagogy could arouse students' interest and two others agreed.
3.	Will students focus on learning if the teacher's pedagogy has been implemented well?	60% strongly agree and 40% agree	Six teachers and students strongly agreed that teacher pedagogy can make students focus on learning and four others agreed.
4.	Is teacher pedagogy useful in learning fiqh?	80% strongly agree and 20% agree	Of the ten teachers and students strongly agree that teacher pedagogy is useful in learning fiqh and two others agree
5.	Is interaction between teachers and students really needed in learning jurisprudence?	100% agree	All teachers and students as well as educational institutions strongly agree that interaction in learning jurisprudence is necessary.
6	Can good interaction between teachers and students facilitate learning?	80% strongly agree and	Eight students and teachers strongly agreed that interaction can facilitate the learning process and two others agreed.

		20% agree	
7	Can teacher-student interaction improve student achievement?	80% strongly agree and 20% agree	Eight students and teachers strongly agreed that interaction could improve student achievement and two others agreed
8	Can teachers' pedagogical work with students increase students' interest in learning?	80% strongly agree and 20% disagree	Eight students and teachers strongly agreed that teacher pedagogy could increase student interest and two others disagreed
9	Is one of the obstacles students have in learning due to teacher pedagogy and interactions that don't work well?	30% strongly agree, 50% agree and 20% disagree	Three students and teachers strongly agree that the obstacles in the learning process are teacher pedagogy and interactions between teachers and students, five others agree and two others disagree

The aim of the researcher in making the table above is to collect data that has been obtained by the researcher which was distributed to several teachers and students in the form of a questionnaire via Google Form. After distributing the Google Form link, the teachers and students filled in each item in the questionnaire. The explanation from the table above is: from ten teachers and students All teachers and students as well as educational institutions strongly agree that pedagogy is needed in learning, furthermore, out of ten students and teachers, eight teachers and students agree that teacher pedagogy can arouse student interest and the other two agree, because it will make it easier for teachers and students in learning. complete the material discussed. Of the ten teachers and students who filled out the questionnaire link, six teachers and students strongly agreed that teacher pedagogy can make students focus on learning and four others agreed. This illustrates that teacher pedagogy alone is not able to make students focus on learning, so interaction with students is also needed in learning. This makes it easier for teachers and students to understand various materials that may initially seem difficult and less interesting.

Furthermore, of the ten students and teachers who gave answers, eight teachers strongly agreed that pedagogic teachers can be useful in learning and the other two agree and All teachers and students as well as educational institutions strongly agree that interaction in learning fiqqh requires good interaction so it can require students to be active and innovative in learning. Of the ten teachers and students who filled out the questionnaire, The results obtained were that eight students and teachers strongly agreed that teacher pedagogy could increase student interest and two others disagreed. Furthermore, regarding the benefits of ten teachers and students strongly agree that teacher pedagogy is useful in learning fiqh and two others agree, from this we can see that teacher pedagogy makes it easier to carry out fiqh learning.

DISCUSSION

School is one of the social institutions that operates in the field of education, to produce the next generation who are superior in terms of knowledge or in the religious field. In this case, it cannot be denied that humans need each other in life, in the learning process good

interaction between teachers and students is needed or the teacher's pedagogical competence. Teacher pedagogy is the teacher's skills or abilities in the learning process. If a teacher has good pedagogy, the learning process will run well, so that students do not get bored while studying and are more enthusiastic about learning, especially in fiqh subjects. Fiqh is a subject that aims to prepare students to know and understand, especially in daily worship, which then becomes the basis for the rules of life and in knowing Allah SWT.

In Indonesian government regulation Number 19 of 2005 in article 20 paragraph 3, it is explained that teachers as learning agents must have pedagogical competence, professional competence, personality competence and social competence. Professional competency is a teacher's ability to master learning material in a broad and in-depth manner which allows guidance for students to meet national education standards. Personality ability is the personal ability of a teacher who is steady, mature, authoritative, wise and wise and is a role model for students and has noble character. Social competence is the teacher's ability to interact in the community and socialize effectively.

The success of a teacher can be assessed by the student's ability to understand the learning material that has been delivered, because carrying out his duties as an educator is not solely determined by the diploma he has, but rather by his actual abilities, namely the competencies he has. Therefore, teachers must have academic qualities, pedagogical abilities, and have the ability to realize educational goals. In order for educational success to be realized, this pedagogical competency is needed. In Islamic education, especially in learning jurisprudence, pedagogical competence is really needed because there is a lot of material about worshipping Allah SWT that must be practiced correctly and effectively.

In practice, not only teacher pedagogy is needed but also good interaction with students. If interaction is not carried out well, students will not pay attention to their teachers in practicing, they will be more busy with their own affairs, so the learning process will be less effective. And if interaction is established well, it can also improve learning outcomes for students, especially in fiqh subjects, initially the teacher delivers material using a lecture method which is prone to causing boredom in students. Then the teacher can discuss with students what kind of learning method they want. by the student.

Being a teacher is not the same as selling medicine, because you must have certain standards, attitudes and rules as well as academic qualifications, be able to guide, train, evaluate and have the ability to realize national education goals. The success of students depends on the teacher's skills in teaching the material. In teaching, teachers must also be able to build good interactions with students so that the material presented can be understood by students well. Selsin, teachers must also have personality abilities, social competence, pedagogic competence and professional competence. So that teachers can do things that teachers should do according to what students need.

Professional teachers have the ability to manage the class, are able to explain material in front of the class and how to deal with students. If the teacher has these abilities, the students will also enjoy learning. In order for students to achieve achievement in learning, teacher professional competence is very necessary. The characteristics of professional teacher attitudes 1). Understanding professional behavior, namely recognizing, understanding and

understanding professional behavior 2). Embracing professional behavior, namely internalizing professional behavior 3). Practicing professional behavior, namely teacher appearance/behaving professionally. Here teachers can also find out what methods should be implemented, both in learning planning and learning strategies. Here the teacher can see how students understand and develop their potential based on the theories they have obtained from the educational institutions the students have attended. Apart from demanding teacher pedagogy in learning, teachers must also be able to develop the talents and interests of their students.

Apart from pedagogical competence, teachers must also be able to establish good interaction and communication with the students they teach. Interaction is also one way for teachers to make students more active in asking and answering questions given to students during the learning process. If interaction is established well, the learning atmosphere will be more comfortable and enjoyable for students, apart from that, it will also support students' interest in learning and achievement in learning, especially in learning jurisprudence. Because some students prefer to learn if they can interact and communicate directly with their teacher. Professional teachers are able to become facilitators, motivators, mediators and inspirations for learning for students.

Problems that tend to be found in teachers' pedagogical competence are that teachers are considered less able to manage learning optimally, design and implement learning. So teachers are unable to carry out the learning process optimally. On the other hand, this problem is not just teachers but also the lack of role of students in supporting learning at school. Because parents also play an important role in educating their children and giving good attention to their children, so that children are happier and more enthusiastic about studying at school. Sometimes when children go to school, all their needs regarding children's learning activities are sometimes not paid attention to by parents.

The aim of teacher pedagogical interaction is that educators can be responsible for learning in educational units, so that they can carry out their duties effectively and efficiently in achieving goals. In order for the success of education to be realized, competence is needed. According to Minister of Education Regulation number 16 of 2007, it emphasizes academic qualification standards. in teacher competency in article 1 which states that "*Every teacher is required to meet nationally applicable academic qualification and teacher competency standards.* From this we can conclude that an educator must have the ability to organize learning material so that it is well addressed to students because it is not easy to become an educator and must meet national academic qualification and teacher competency standards.

The benefit of teacher pedagogy in education, especially in fiqh subjects, is to advance students' abilities and achieve learning achievements, of course this must be balanced with increasing Human Resources (HR), especially teachers or educators, but it is not only teachers who upgrade themselves, but also students. They must also have the enthusiasm and motivation to progress and always foster enthusiasm to improve their achievements in learning. In this case, teachers are not only required to undergo training or take part in seminars regarding the revitalization of teacher pedagogic interactions as a means of providing them with this pedagogy. Teacher pedagogy is really needed in education.

CONCLUSION

It can be concluded that teacher pedagogy is the teacher's skills or abilities in the learning process. Therefore, teachers who have this pedagogical competence are expected to be able to create a learning atmosphere that is fun, comfortable, active, creative and innovative so that they are better able to process their classes so that students are motivated to learn. In order for students to achieve achievement in learning, teacher pedagogical competence is very necessary. In this way, this pedagogical potential is where a teacher can see what his or her pedagogical competence is in teaching, here the teacher can also know what methods should be used, both in learning planning and learning strategies. Apart from pedagogical abilities, teachers must also be able to establish good interaction and communication with the students they teach so that students are active in learning, especially in learning jurisprudence. Problems that tend to be found in teachers' pedagogical competence are that teachers are considered less able to manage learning optimally, design and implement learning. The aim of teacher pedagogic interaction is that educators can be responsible for learning in educational units, so that they can carry out their duties effectively and efficiently in achieving goals. This teacher's pedagogy is useful for advancing students' abilities and achieving achievement in learning

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