



IMPLEMENTATION OF REMEDIAL TEACHING IN OVERCOMING STUDENTS' LEARNING DIFFICULTIES IN FIQH SUBJECTS IN MADRASAH

Nikmatul Maula
Universitas Nurul Jadid
Email: rizqifashion@gmail.com

Abstract:

Madrasah is one of Islamic education institutions that develops in Indonesia cultivated in addition to mosques and boarding schools. In the process of learning Islamic Education in madrasah, learning activities cannot always run smoothly. So students seem slow to do tasks related to learning activities. This learning difficulties are already a common problem that occurs in the learning process. The phenomenon of learning difficulties, especially the subjects of Fiqh experienced by students at Darul Lughah Wal Karomah Islamic Senior High School usually seems clear from the decline in academic achievement or learning achievement. To prevent and overcome the causes of student learning difficulties, one alternative that can be taken in overcoming learning difficulties is to conduct remedial teaching. The results of this study are as follows; (1) The causes of learning difficulties faced by students in Fiqh at Darul Lughah Wal Karomah Islamic Senior High School subjects include; The language of the teacher is poorly understood by students, poor psychology or mental atmosphere of the students, and the irrelevant motivation from the teachers to the students. (2) The implementation of remedial teaching in the learning of Fiqh at Darul Lughah Wal Karomah Islamic Senior High School Kraksaan Probolinggo is applied by giving re-learning with different methods and media, giving special guidance, increasing training tasks, and giving intensive training.

Keywords: *madrasas, challenges, global*

INTRODUCTION

Madrasas are one type of Islamic educational institution that is developing in Indonesia which is cultivated in addition to mosques and Islamic boarding schools. Although madrasas had flourished in Baghdad in the 11th and 12th centuries, the presence of madrasas in Indonesia seems to have been a modern phenomenon in the early 20th century (Baharun, 2015). Madrasah education in Indonesia was born in the early twenties with the emergence of the Mambaul Ulum Madrasa at the Surakarta Palace in 1905 and the Adabiyah School which was established by Syekh Abdullah Ahmad in West Sumatra in 1909. The history of Islam in Indonesia shows that religious education here grows and develops along with the dynamics of Muslim society. Over a long period of time, Islamic religious education has been carried out in a traditional way, in the form of reciting the Koran and reciting books, with methods introduced (especially in Java) under the names sorogan, bandongan and halaqah. Madrasas such as MI, MTs., MA are formal educational institutions that represent the commitment of Indonesian Muslims in the field of education (Baharun, 2017). The existence of madrasas is recognized as part of the national education system which is not distinguished from similar general education institutions as stipulated in articles 17 and 18 of Law no. 20 of 2003 concerning National Education System. This juridical recognition is a potential capital for increasing the role of madrasas in efforts to develop an equitable education sector. While an Islamic educational institution called Madrasah Diniyah might be more

accurately described as non-formal education. Usually the lessons take place in the afternoon, from asr to maghrib. Or, start bakda isya' until around nine in the evening. This Islamic educational institution is not too concerned with matters that are formal in nature, but rather emphasizes the content or substance of education (Na'im, Z., Yulistiyono, A., Arifudin, O., Irwanto, I., Latifah, E., Indra, I., ... & Gafur, 2021).

Madrasas as an education delivery system are the same as educational institutions in general, faced with a number of important elements involving school principals, teachers and teaching staff, curriculum, facilities and infrastructure and the environment. A dynamic Islamic education system including madrasas will be able to adapt to changes in time and space. The madrasah education system is a response to broader policies in realizing the ideals of educational development programs in madrasas because educational institutions prepare quality human resources for nation-building. In the learning process of Islamic Religious Education in madrasas, learning activities do not always run smoothly. Even added additional study at home, but the results are still unsatisfactory (Panjaitan, N. Q., Yetti, E., & Nurani, 2020). So that students seem slow to do tasks related to learning activities. As a result, students who experience their learning difficulties appear anxious, lazy, easily discouraged, indifferent, sometimes accompanied by an attitude of opposition to parents, teachers, or anyone who directs the learning process (Rusdi, 2018).

RESEARCH METHODS

The phenomenon of learning difficulties (Moleong, 2016), especially the subjects of Fiqh experienced by students at Darul Lughah Wal Karomah Islamic Senior High School usually seems clear from the decline in academic achievement or learning achievement. To prevent and overcome the causes of student learning difficulties, one alternative that can be taken in overcoming learning difficulties is to conduct remedial teaching. The results of this study are as follows; (1) The causes of learning difficulties faced by students in Fiqh at Darul Lughah Wal Karomah Islamic Senior High School subjects include; The language of the teacher is poorly understood by students, poor psychology or mental atmosphere of the students, and the irrelevant motivation from the teachers to the students. (2) The implementation of remedial teaching in the learning of Fiqh at Darul Lughah Wal Karomah Islamic Senior High School Kraksaan Probolinggo is applied by giving re-learning with different methods and media, giving special guidance, increasing training tasks, and giving intensive training (Rukajat, 2018).

RESULTS AND DISCUSSION

Providing a solid foundation regarding the conception of remedial teaching can be seen in the goals and functions of remedial teaching in making improvements in teaching as well as the strategies and approaches used in remedial teaching as an effort to improve student achievement. Because in the learning process in schools and madrasas there are different strategies and ways of teaching for each teacher and students are also required to be able to follow the lessons given. If students' abilities are weak and lack of concentration can cause these students to miss lessons compared to their friends. Because each student has advantages and disadvantages of each lesson given by the teacher (Hidayat, Dr. Rahmat, 2019).

The whole process of education in schools, where the teaching and learning process is the core activity and through the teaching and learning process educational goals will be achieved in the form of behavior changes in students which is the hope of all parties so that each student can achieve the best possible learning outcomes in accordance with each other's abilities. In reality, not all students can achieve the expected learning outcomes. This is caused by various factors, both internal and external factors (Wulandari et al., 2018). However, basically all students can be assisted both individually and in groups to improve learning outcomes achieved according to their respective abilities. The assistance provided can use a variety of approaches, methods, materials, and tools that are adapted to the types and nature of learning barriers experienced by students.

One of the assistance provided is through Remedial Teaching, which is a special

form of teaching that improves the learning process. Remedial Teaching (remedial teaching) is used to help students who have learning difficulties. Each teacher should have knowledge of remedial teaching and be able to implement it in the entire teaching and learning process (PBM) (Rusdi, 2018). For this reason, all teachers are expected to understand the meaning of remedial teaching, teaching and learning process (PBM), procedures, methods and specific techniques for each field of study.

Remedial activities in the teaching and learning process are a form of assistance in the form of programmed and systematically arranged improvement activities. It's not just an activity that arises because of the teacher's initiative at certain times and accidentally encounters student learning difficulties. Student learning difficulties must be identified and resolved as early as possible, so that instructional goals or basic competencies can be achieved properly (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022b). In remedial teaching, the goal is to improve student achievement in each subject that students must take. Based on Permendiknas No. 22 of 2006. Implementation of a curriculum that allows students to receive remedial services in accordance with the potential, developmental stages, and conditions of students while still paying attention to the integration of students' personal development which has dimensions of God, individuality, sociality, and morals. This is clarified in the guidelines for the preparation of the Education Unit Level Curriculum that the KTSP that is enforced is based on Permendiknas 22, 23, 24 of 2006 and Permendiknas No. 6 of 2007, implementing a competency-based learning system, a complete learning system, and a learning system that takes into account the individual differences of students (Menteri Riset Teknologi dan Pendidikan Tinggi Republik Indonesia, 2019).

The learning system is characterized by clear formulation of competency standards (SK) and basic competencies (KD) that students must master. SK and KD mastery of each student is measured using a criterion reference scoring system. If there are students who do not achieve the mastery of the specified competencies, one of the necessary actions is to provide a remedial teaching learning program specifically for students who do not achieve the Minimum Completeness Criteria specified in the Learning Implementation Plan (RPP) (Arikunto, S., & Pendidikan, 2013). The provision of remedial teaching learning programs is based on the background that educators need to pay attention to individual student differences. From the description above it is clear that the notion of Remedial Teaching is a special form of teaching, which is intended to cure or improve some or all of the learning difficulties faced by students. In Remedial Teaching, what is cured, repaired or corrected is the entire teaching and learning process which includes learning methods, teaching methods, subject matter, learning tools and the environment which also influence the teaching and learning process.

With Remedial Teaching, students who experience learning difficulties can be cured or corrected or repaired so that they can achieve the expected results according to their abilities. The learning difficulties encountered may involve all fields of study or one specific ability from a particular field of study (Rubini, 2019). Correction or healing may cover most aspects of the behavior or several behaviors. The healing process can be in the long or short term. This depends on the type, nature and background of the learning difficulties experienced. In addition, Remedial Teaching has a therapeutic meaning, meaning that the Remedial Teaching process directly or indirectly also cures some personality disorders or barriers related to learning difficulties.

Several reasons for the need for Remedial Teaching can be seen from various aspects. First of the students, the fact shows that there are still many students who have not achieved the expected learning achievement. This is indicated by the fact that there are still many students who get learning achievement scores that are still considered lacking. The fact also shows that each student has individual differences in the learning process. In the teaching and learning process generally a teacher uses an approach that sometimes forgets to forget individual differences so that the uniqueness of each individual student is not served (Sibagariang, D., Sihotang, H., & Murniarti, 2021). This can result in students having learning difficulties. If students get learning opportunities according to their abilities, it is hoped that they can achieve optimal learning achievement.

Second, from the teacher's side, basically the teacher is responsible for the entire

educational process in schools (Suhermanto, 2017). This means that the teacher is responsible for achieving educational goals through achieving instructional goals and curricular goals. Based on the fact that there are individual differences, not all students achieve the expected goals. For students who are considered to have not succeeded in achieving their goals, the teacher is responsible for helping them to achieve their goals through improving the learning process. The success of a teacher lies in his ability to carry out the teaching and learning process as well as possible so that students can achieve the goals set (Mathis, 2002).

Third, in terms of understanding the learning process, Remedial Teaching is needed to carry out the actual learning process, the actual learning process is characterized by changes in overall behavior. The presence of symptoms of learning difficulties is one illustration of not achieving changes in behavior as a whole. Therefore, there is still a need for a special teaching and learning process that can help achieve changes in behavior as a result of learning. In this connection, Remedial Teaching is one of these efforts (Muali, C., & Qodratillah, 2018).

Fourth, the implementation of guidance and counseling services in schools is basically one of the elements in the entire educational process. Through guidance and counseling services, each student will receive personal service so that they can understand themselves and be able to direct themselves optimally.

To determine the strategy and technical approach used in Remedial Teaching, it must first be considered about the factors contained in Remedial Teaching itself. These factors include; The nature of the repair itself, the number of students who need repair activities, the place where assistance in the form of repair activities is given, the time for carrying out the repair activities, who carries out the repair activities, the methods used in providing repairs, the appropriate means or tools for the repair activities, the level student learning difficulties (Riadi, 2019).

Based on the factors contained in the remedial activities above, strategies and techniques of Remedial Teaching can be selected and determined.

Remedial Teaching strategies and techniques are as follows: Remedial Teaching strategies and techniques that are curative in nature, Remedial Teaching strategies and techniques that are preventive in nature, Remedial Teaching strategies and techniques that are developmental in nature. Remedial Teaching action is said to be curative if it is carried out after the completion of the main teaching and learning process program. The holding of this action is based on the empirical fact that a person or a number of people or perhaps most or all members of a class or study group may be deemed unable to complete the relevant teaching and learning process program perfectly in accordance with the established success criteria.

The Fiqh subject at Madrasah Aliyah is one of the subjects of Islamic Religious Education which is an improvement from the Fiqh that has been studied by students at Madrasah Tsanawiyah/SMP. This improvement is carried out by studying, deepening and enriching the study of Fiqh both concerning aspects of worship and muamalah, which are based on the principles and principles of Islamic Fiqh and explore their goals and lessons, as a preparation for continuing to higher education and for life. socialize. Substantially, the Fiqh subject has a contribution in providing motivation to students to practice and apply Islamic law in everyday life as an embodiment of harmony, harmony, and balance in human relations with Allah SWT, with humans themselves, fellow humans, other creatures. or the environment (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022a).

The Fiqh subject at Madrasah Aliyah aims to equip students to be able to: Know and understand the principles, rules and procedures for implementing Islamic law both concerning aspects of worship and muamalah to be used as a guide for life in personal and social life, Implement and practice the provisions Islamic law properly and well, as an embodiment of obedience in carrying out Islamic religious teachings both in human relations with Allah SWT, with humans themselves, fellow humans, and other creatures as well as relations with their environment.

The application of remedial teaching also emphasizes improving the entire personality of students. In this case, students who experience learning difficulties due to laziness, lack of self-confidence, or a low level of intelligence, the role of remedial

teaching is very important, with an individual approach between the teacher and students and providing motivation, then little by little students' learning difficulties will be overcome (Hidayat, Dr. Rahmat, 2019).

As has been implemented in institutions, teachers must also have abilities in the field of psychology of their students. Those who are directly involved in the Remedial Teaching process must be able to read carefully the particular lessons to be cured.

The achievement of maximum student learning outcomes depends not only on the environment in which they live, but also on their teachers. Thus the concept of implementing remedial teaching is very important for creating a conducive learning atmosphere in the classroom, namely by acting as a medicine to overcome learning difficulties, besides that it is also a means of developing the quality of human resources in education in particular (Rusdi, 2018).

Then, the implementation of remedial learning in Fiqh learning in institutions in order to improve student learning achievement is carried out by means of: Providing re-learning with different methods and media. Re-learning can be delivered by simplification of the material, variations in the way of presentation, simplification of tests/questions. Re-learning is done when most or all students have not achieved mastery learning or have learning difficulties. Educators need to provide further explanations using more appropriate methods and/or media, providing specific guidance, for example individual guidance. In the case of classical learning students experience difficulties, it is necessary to choose an alternative follow-up in the form of providing individual guidance (Suhermanto, S., & Anshari, 2018). Providing individual guidance is an implication of the educator's role as a tutor. The tutorial system is carried out when there is one or several students who have not succeeded in achieving completeness. Special training assignments are given. In order to apply the principle of repetition, practice assignments need to be multiplied so that students do not experience difficulties in doing the final test. Learners need to be given intensive training (drill) to help master the specified competencies, utilizing peer tutors. Peer tutors are classmates who have a faster learning rate. They need to be used to provide tutorials to colleagues who experience learning delays. With peers it is hoped that students who have learning difficulties will be more open and intimate (Sibagariang, D., Sihotang, H., & Murniarti, 2021).

CONCLUSION

Several reasons for the need for Remedial Teaching can be seen from various aspects. First of the students, the fact shows that there are still many students who have not achieved the expected learning achievement. This is indicated by the fact that there are still many students who get learning achievement scores that are still considered lacking. The fact also shows that each student has individual differences in the learning process. Several reasons for the need for Remedial Teaching can be seen from various aspects. First of the students, the fact shows that there are still many students who have not achieved the expected learning achievement. This is indicated by the fact that there are still many students who get learning achievement scores that are still considered lacking. The fact also shows that each student has individual differences in the learning process. In the teaching and learning process generally a teacher uses an approach that sometimes forgets to forget individual differences so that the uniqueness of each individual student is not served. This can result in students having learning difficulties. If students get learning opportunities according to their abilities, it is hoped that they can achieve optimal learning achievement.

The causes of learning difficulties faced by students in Fiqh subjects at institutions include; The teacher's language is not understood by students, the psychological atmosphere of students or minds is not good, and the teacher's motivation does not affect students. Implementation of remedial teaching in learning Fiqh in institutions is carried out by providing re-learning using different methods and media, providing special guidance, increasing practice assignments, and providing intensive training (drill).

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