

The Urgency of Learning Fiqh Ubudiyah With The Book of Fathul Qarib

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ABSTRACT

This study aims to reveal the urgency of learning fiqh ubudiyah using the Book of Fathul Qarib in Islamic boarding schools Alhikmah 2 Benda Sirampog Brebes. Fiqh ubudiyah refers to the understanding and application of Islamic laws in the context of devotion and obedience performed by individual Muslims to Allah Almighty. The Book of Fathul Qarib was chosen as one of the reference sources because it provides a deep understanding of the principles of fiqh and the procedures of worship in Islam. This research uses a qualitative method with a case study approach in several Islamic boarding schools that have adopted the learning of fiqh ubudiyah using the Book of Fathul Qarib. Data were collected through observation, interviews, and analysis of documents related to the curriculum and teaching methods used. The results showed that learning fiqh ubudiyah with the Book of Fathul Qarib has significant urgency in Islamic boarding schools. This learning helps students in understanding and apply Islamic laws in everyday life with the perspective of ubudiyah, which is a form of devotion and obedience to Allah SWT. The use of Kitab Fathul Qarib as a reference source also allows students to learn the principles of fiqh comprehensively, including the correct worship procedures. In addition, learning fiqh ubudiyah with the Book of Fathul Qarib also has other positive impacts, such as increasing the spiritual and moral awareness of Alhikmah 2 Benda Sirampog Brebes students, strengthening ties with true Islamic teachings, and forming a noble and responsible character. This study recommends that other Islamic boarding schools also adopt fiqh ubudiyah learning by using the Book of Fathul Qarib as an effort to enrich learning methods and strengthen the religious foundation of santri. It is also expected that further research involving respondents will be broader and cover various aspects of the influence of fiqh ubudiyah learning in the context of Islamic education in Islamic boarding schools.

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Introduction

This learning activity is the most important part of education to improve the understanding of students in fiqh material through the study of the book fathul crib. The study of the book of fath al-qarib is a book that isa book that speaks Arabic and without dignity and meaning.This

yellow book is often found in educational institutions such as, madrasah diniyah pondok pesantren and Islamic universities, namely formal or non-formal education (Restu & Wahyuni, 2019). Formal education is a structured and tiered educational path such as elementary school, secondary school and college (Aftoni et al., 2021).

Learning is essentially an interaction between students and the surrounding environment, so that changes occur for the better. In interacting there are many influencing factors, both internal and external factors, and the task of Ustadz is to condition these factors to support behavior change for students (Firdaus, 2022). Therefore, qualified teachers or mentors are needed, especially in terms of religious science. Many adults exclude religious science from general sciences, because we as an educator and a teacher are required to understand learning in terms of jurisprudence, because fiqh is a science that is used daily in this case is worship. Therefore, the learning carried out is about objects, namely students. Many of the students are required by the community to guide and teach in their homes or residences.

The Book of Fathul Qarib written by Shaykh Ibn Qasim Al Ghazi discusses the science of jurisprudence, which in its discussion is easy to understand and easy to digest among the wider community, especially the student community (Triana, 2022). Therefore, with this basis, Pondok Pesantren Al Hikmah 2 Benda Sirampog Brebes added the learning, in order to equip students when they have settled or returned to their respective areas. This idea was held by Sheikh Mukhlas Hashim as the initiator of the learning (Sa'diyin, 2022). In Islamic boarding schools, the book Fath al Qarib is a book that studies fiqh. One of the efforts to realize success in the process of learning the book of Fath al Qarib is by increasing understanding of fiqh.

Understanding is the result of learning, for example students can explain in their own sentence structure what they read or hear, give other examples of what the teacher has exemplified and use instructions for application in other cases. ³ A learner is said to understand something if he can provide an explanation or give a more detailed description of it using his own language (Ima Mahmudah, Burhanuddin Ridlwan, 2019). Thanks to his cold hands, Pondok Pesantren Al Hikmah 2 developed quite rapidly because of his thoughts that were easily accepted by the community and students. Looking at the background above, the researcher raised the title *The Urgency of Learning Ubudiyah Fiqh with the Book of Fathul Qarib at the Al Hikmah 2 Benda Sirampog Brebes Islamic Boarding School*.

Method

In this study, researchers used a qualitative method, namely through a case study approach. In qualitative research, there are procedures that contain descriptive data in the form of a person's words or words, behavior that can be observed by researchers, namely

procedures in systematic research used to produce descriptive data, without any manipulation and without hypothesis testing (Muhammad Fodhil, 2021).

The research approach used in this research is survey research. Survey research is a research method used to solve problems according to the questions that have been asked or in accordance with the problems that have been observed. Survey research also means a study conducted to assess needs and set objectives, or to determine whether certain objectives have been met (Ihwan et al., 2022). This research led to direct field observations, with the subjects of Lurah Pondok Hutok, Ustadz, and students of Pondok Pesantren Al Hikmah 2 Benda Sirampog Brebes. The collection techniques used include observation, interviews, and documentation. This research is supported by data analysis, namely: data reduction, data presentation, and conclusions.

Results and Discussion

From the results of the interview presentation research that has been conducted by researchers that learning is also occasionally added with questions and answers with students, in order to better understand the learning that has taken place before (Wulandari, 2019). So far, teaching and learning activities in the Hall often occur in one direction, namely only Ustadz is more dominant in the classroom, while students are only passive. Based on the interview above, the process of learning Ubudiyah Fiqh with the Book of Fathul Qarib at the Al Hikmah 2 Benda Sirampog Brebes Islamic Boarding School with Ustadz Hanif did not fully go in one direction, because they students occasionally had the opportunity to ask or respond about the material taught (Triana, 2022).

This is so that the material that has been taught to students is not immediately forgotten when they leave the Hall. From the observations made by researchers that when starting learning an ustadz said greetings and absent students and after that just started by reading the book and followed by students interpreting (Tholkhah, 2004). And in the learning process Ustadz conveys the material very clearly and easily understood, which in his explanation an ustadz adds material from other sources or references (Chiari & Zahid, 2019). Therefore, how to explain it is quite detailed and quite simple in giving examples and at certain times certain materials are usually used other auxiliary media. And when the material has been delivered to the students, the ustadz often gives the opportunity to ask questions but that is very rarely done. (Rizkon, 2020) And usually the ustadz gives students the opportunity to think critically in understanding the book of Fathul Qarib, but unfortunately many of the students are not quite able to understand it (Washil, A, 2021).

From the results of the research above, it can be concluded that the learning process of

Ubudiyah Fiqh with the Book of Fathul Qarib at the Al Hikmah 2 Islamic Boarding School uses two methods. The method in learning the book of Fathul Qarib uses the method of bandongan and question and answer (Wulandari, 2019) as can be seen in Fig. 1. The learning process of ubudiyah fiqh uses the bandongan method, in which the ustadz usually explains and interprets the book of Fathul Qarib. In addition, the ustadz added material from other sources or references, so that explaining the material was quite detailed and simple.

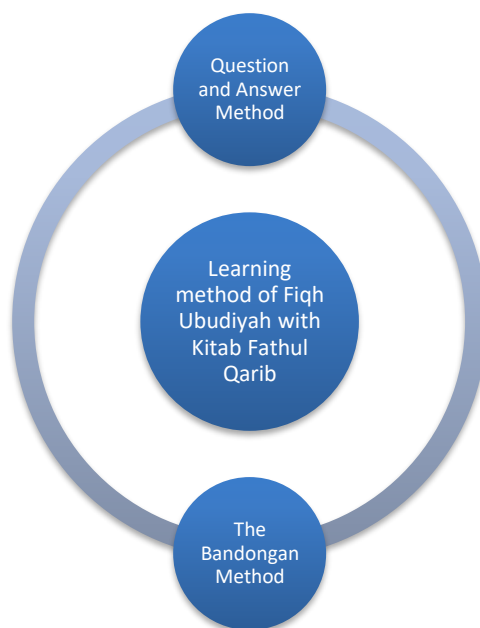


Fig.1. Methods in studying the book of Fathul Qarib

Besides that, the students interpret and listen to the ustadz who is reading the book, as well as giving examples. When discussing certain material, other supporting media are usually used so that students can easily understand. For example, when the ustadz explained the ubudiyah material in the prayer chapter. But before interpreting the book of Fathul Qarib, it would be nice for students to know the Javanese absahan/pegon formula. In this process the teacher reads the book Fathul Qarib and students interpret the book. In addition, the teacher explains the material requirements for prayer. After explaining the material, the ustadz occasionally explained his nahwu, Sharaf, and I'rob. In this case, the advantages and disadvantages of using the bandongan method in studying Ubudiyah fiqh with the book of fathul qarib can be seen in Table 1.

Furthermore, the learning process is carried out using the question and answer method. This method is used when a santri is invited by Ustadz to ask questions, and this method is used after the learning process using the bandongan method. When the researchers made observations, they found that this method was used at the time after the bandongan method was used, with the aim that students who did not understand, could ask questions to Ustadz.

Table 1. Strengths and Weaknesses of the Bandungan Method

<i>Advantages of the Bandungan Method</i>	<i>Disadvantages of the Bandungan Method</i>
Faster and more practical for teaching large numbers of students	This method is considered slow and traditional, because the delivery of material is often repeated.
More effective for students who have followed the sorogan system intensively	Ustadz is more creative than santri because the learning process takes place in one line, so santri are less creative.
The material taught is often repeated, making it easier for children to understand.	Dialogue between students does not occur much so that students get bored quickly.
Very efficient in teaching accuracy in understanding sentences that are difficult to learn.	Students become less active

So this question and answer supports the ongoing learning process and gives students the opportunity to think critically in understanding the book of Fathul Qarib. In this case, the advantages and disadvantages of using the question and answer method in studying fiqh ubudiyah with the book of fathul qarib can be seen in Table 2.

Table 2. Strengths and Weaknesses of the Question and Answer Method

<i>Advantages of Question and Answer Method</i>	<i>Disadvantages of the Question and Answer Method</i>
Stimulates students to train and develop memory and reasoning.	The learning process takes more time
Generate the courage and skills of students in asking questions, answering, expressing opinions, and questioning the opinions of others.	With questions and answers, it can cause deviation from the subject matter, especially if one of the students gives an answer or asks a question that can cause new problems and deviate from the subject matter.
Learning is more active because students do not just listen.	Can cause deviation from the subject matter / subject matter, this happens if the Ustadz cannot control the answers to all santri questions.
Ustadz can find out to what extent students catch everything that is explained.	For students who are not active, it will make them bored and bored.

Regarding the arrangement or management of learning fiqh ubudiyah with the book Fathul Qarib at the Al-Hikmah 2 Benda Sirampog Brebes Islamic Boarding School, good cooperation is needed between related administrators. Many processes must be carried out and carried out in collaboration and with interesting learning methods so that santri understanding increases, in addition to learning Fiqh Ubudiyah running in accordance with its purpose or planning. (Rohman et al., 2021). In addition, there are also supporting factors and inhibiting factors, for supporting factors, namely learning Ubudiyah Fiqh with the Book of Fathul Qarib at the Al Hikmah 2 Islamic Boarding School is a supporting and comfortable facilities and infrastructure, provided by the Al Hikmah 2 Islamic boarding school to carry out learning activities, each student has their own book, the teacher masters the material so that it is not confused when conveying to the students, Ustadz who always pays attention to his students by absenting every meeting, Ustadz ability to provide material by providing simple examples so that it is

easy to understand (Nadhifah, 2021).

In addition to supporting factors, there are also inhibiting factors in the implementation of Ubudiyah Fiqh learning with the Book of Fathul Qarib at the Al Hikmah 2 Benda Sirampog Brebes Islamic Boarding School. One of the most frequently complained inhibiting factors is the dense activities of Islamic boarding schools that are crowded until late at night, making students often feel sleepy during learning because it will make them miss in meaning (Maknun, 2010). Another factor is the limited time in learning besides being required by khatam because of the requirement to take a road letter so sometimes it means it too quickly. The language barrier also makes students complain and this needs special attention from a teacher and the students themselves so that they can understand it far (Vienna, 2006).

From the observations made, researchers observed that the supporting factors that support learning are the facilities and infrastructure provided by the Al Hikmah 2 Islamic boarding school sirampog brebes objects, and the strictness of an administrator who is so disciplined in securing and assisting the learning process carried out at the Al Hikmah 2 Islamic boarding school, besides that with the requirements in the process of taking a road letter when approaching the holiday, it makes students Increase enthusiasm in following the learning (Alam & Maulana, 2021). And the internal factor is an ustadz who has broad insight in understanding the book of Fathul Qarib and is a graduate / alumni of the Islamic boarding school Al Hikmah 2. Researchers also found an inhibiting factor in making observations, namely the external factor is the existence of school activities that are too crowded and drain the mind of time on students, not to mention cottage activities that are so dense and time-consuming as well as making memorization deposits or other salary demands (Romli, 2022). And for the internal factor is the emergence of laziness and sleepiness during learning, therefore a cleric likes to commemorate it. Therefore, researchers conclude from the results of interviews and observations that the internal and external factors contained in the learning are very supportive and hinder a student in carrying it out (Ruspandi, 2012).

Evaluation is a systematic process of collecting, analyzing, and interpreting information to determine the level of mastery of learners over learning objectives (Hasan, 2019). But uniquely, in this learning there is no systematic evaluation as usual, it's just using the MUMU system (*musyawarah Munaqosah*), which is a system used so that students do not underestimate attendance. The attendance aims to make students orderly in learning (Noviana, 2019). From the results of the interview that the learning of Ubudiyah Fiqh with the Book of Fathul Qarib is very important. Although only limited to part of the requirements for taking a road letter using the book of Fathul Qarib, it increases children's motivation in learning and participating in these learning activities (Fahru Rozi, Farida Isroani, Lailatul Fitriyah, Ulva

Badi' Rohmawati, 2021). From the observation that there is no systematic evaluation system, but with absence, which when it does not come more than 3 times, punishment / sanctions will be given. Where the sanctions are usually gradual, namely in the form of warnings, and if they have violated too often they will be given commensurate sanctions (Fitrianur, 2015). From the observations and interviews above, there is no evaluation of learning and the implementation of the MUMU system (musyawarah Munaqosah) and is only limited to warnings and punishments for those who do not leave for 3 days.

Conclusion

Based on the results of research conducted at the Al Hikmah 2 Benda Sirampog Brebes Islamic Boarding School, it can be concluded that the Urgency of Learning Ubudiyah Fiqh with the Book of Fathul Qarib includes the Learning Process, supporting and inhibiting factors, and Learning Evaluation as follows:; The learning process uses two methods, namely the bandongan method and the question and answer method. Starting with greetings, the ustadz then absented the students. After that, in the practical system, the ustadz read the book followed by the students interpreting it. Furthermore, the ustadz explained the material contained in the book and gave examples simply. Sometimes ustazd provides material from other references to expand the material, and also in using learning media seen from the need for material. Not to forget that occasionally the ustadz gives the opportunity to ask students who are not familiar with the material explained. In the learning process, there are no supporting and inhibiting factors, for supporting factors such as teachers have broad insights, neatly organized learning systems, crowded facilities and infrastructure, disciplined administrators, learning from sources directly, motivation for return requirements. In addition to supporting factors, there are also inhibiting factors, namely: cottage activities that are too crowded, crowded school activities, language barriers in understanding the material, interpreting too quickly. With the supporting and inhibiting factors, it is not imaginary if an evaluation is held, but in practice the evaluation used is not systematic but uses the MUMU system and is intended for students who violate absence. If students who are caught missing more than three times, punishment will be imposed, and the punishment will be carried out gradually.

Declarations

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