

Effectiveness of Participatory Learning Strategies in Student Activity and Result in Fiqih's Subject

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Abstract: This study examines the effectiveness of participatory learning strategies on the activeness and result of Fiqh. Quantitative experimental design with 40 students. Data collection techniques used questionnaires, observations, tests, and documentation. The validity test used construct validity while the reliability test used Cronbach's Alpha. The data prerequisite test used the normality test and parametric test, and the data was analyzed using a simple regression test. The results of this study indicate that: (1) there is significant effectiveness between participatory learning strategies and student's liveliness with the results of $R > p\text{-value}$ ($0.467 > 0.038$). (2) There is significant effectiveness between participatory learning strategies and student's result with the results of $Y > p\text{-value}$ ($0.324 > 0.164$). And (3) There is an increase in students' grades after using the Participatory Learning strategy when compared to students' mid-term exam grades on the subject of fiqh. Participatory strategies significantly increase activeness, but the effect on result needs further verification.

Keywords: *Participatory Learning Strategy, Student Activity, result*

A. Introduction

The most important learning outcome in the long term is the learner's ability to develop easier and more effective ways of learning. With this ability, it means that they have acquired knowledge and skills of the process and learning (Mundir, 2021). The main task of a teacher is to teach students by encouraging them to learn actively so that their potential in all aspects (cognitive, affective, and psychomotor) can develop optimally (AlAfnan, 2025). By actively participating in learning activities and being involved, students will develop the competence to do positive things, which will ultimately form life skills that will help them in life (Mulyono et al., 2018).

The purpose of learning is basically to change student behavior. Therefore, in the assessment, it is necessary to pay attention to the extent to which the development of student behavior

takes place during the learning process (Do, 2023). Thus, the hope is that it can be known whether the learning objectives have been achieved or not. If not, corrective actions will be taken to improve the learning process and support the development of the students concerned. In other words, evaluation is not only used to assess whether student behavior has been achieved or not (Somers et al., 2025).

However, the results can also be used as useful input in improving the teaching and learning process (Rasid et al., 2024). By increasing the teaching and learning process in the classroom, it will be one of the reasons for the increase in the quality of the madrasah. Based on the efforts made, there have been various actions to improve the quality of education, such as making changes to the curriculum, developing new learning models, and revising the evaluation system (Alvunger, 2024). The learning strategies implemented by teachers in the classroom greatly influence the performance and Result of students (Williams et al., 2024). Now, teachers are not only the center of learning, but also leaders, promoters, and facilitators for students (Nur'aini, 2021) (Aparicio-Gómez et al., 2024). It is necessary to implement effective learning strategies to improve students' learning efforts, such as developing critical and creative thinking skills (Khaled Mohammad Salameh et al., 2025).

The importance of effective learning strategies as the core in improving the quality of student learning achievement. Educators need to implement strategies that can adapt to the various learning styles of students in order to achieve learning goals optimally (Tang & Ruannakarn, 2024). Effective learning strategies not only focus on delivering subjects, but also utilize techniques that can encourage active student participation (Ruijuan et al., 2023). This shows that student academic success can be significantly influenced by the implementation of appropriate learning strategies. Therefore, educators must choose and adjust learning strategies to the needs and character of students during the education process (Nzuza & Chitiyo, 2024). The extent to which learning strategies can be applied in various learning situations also affects their effectiveness (Oudat et al., 2025). Research has shown that student activeness is an important factor in determining the effectiveness of learning strategies (Gruber & Kurahashi-Friedmann, 2024). Fiqh learning, as one of the important religious subjects, has a crucial role in shaping students' character and beliefs (Mahanani et al., 2022). However, fiqh learning is often still trapped in traditional methods that tend to be passive. In a place where students receive more information from teachers without them being actively involved (Rodis, 2024). This can reduce students' interest in learning and hinder their understanding of fiqh subjects. Will affect their Result.

From observations made in class, Effective learning is essential, teachers must motivate students to be active. Learning objectives change behavior. Strategies affect result (Cowan et al., 2023). Fiqh learning is often passive, it needs participatory strategies. Students are less active, scores below KKM. Participatory strategies are expected to increase activity and result. It is important to find a more effective learning strategy to improve students' activeness and Result in fiqh subjects in the current situation. One strategy that can be an option is participatory learning. Participatory learning emphasizes the active involvement of students throughout the learning process, from planning, implementation, to evaluation. Thus, students

not only receive information, but also play a role in finding and building their own knowledge. With participatory learning, it is hoped that student involvement in fiqh learning can increase. This is because students are given the opportunity to be involved in discussions with their groups. Teachers need to plan participatory-based fiqh learning strategies to make students interested. This involves all students without distinguishing status, making students actors, and including elements of student involvement to increase accountability, collaboration, healthy competition, and opportunities to learn. The reason for conducting research on participatory learning by researchers is to be used as one of the references in learning strategies. So that students can increase their activeness in participating in learning and experience improvements in terms of Result.

B. Methods

A research method is a systematic way of collecting, analyzing, and interpreting data to answer research questions or test hypotheses. This method serves as a framework for the entire research process, from planning to compiling the final report (Utomo et al., 2024). Systematic research method collect, analyze data. This study uses quantitative experiments. This quantitative research is conducted to test the effectiveness of the experimental variables. Experimental research is usually used more in the exact field (Fadilla et al., 2022). This research design uses a design with a control group and pre-treatment measurements consisting of 6 types, one of which is used by researchers in this design, namely the control group design that does not receive treatment with the same pre-treatment and post-treatment samples accompanied by a control group that is given the opposite treatment (Untreated control group design with dependent pretest and posttest samples using reversed-treatment control group) (Astuti et al., 2022). This research is an experimental study with two sample groups, as follows:

1. Experimental Group, namely the group of students who receive participatory learning.
2. Control Group: a group of students who receive conventional learning.

Control group design and post-test experiments. Population of 65 students, sample of 2 random groups. Questionnaire data, observation, test, documentation. Test the validity and reliability of the instrument. Data analysis using Jamovi, prerequisite test and regression. Data collection techniques are techniques or methods used to collect data. Methods refer to a method so that its use can be demonstrated through questionnaires, observations, tests, and documentation. Meanwhile, data collection instruments are tools used to collect data. Because they are tools, instruments can be in the form of questionnaire checklist sheets, interview guidelines, camera photos, and others (Tupthong & Chatwattana, 2024). Before conducting data analysis, analysis requirement testing is carried out to determine whether the data analysis for hypothesis testing is successful. There are several methods for analyzing data that require analysis requirement testing. Analysis of variance requires data normality and homogeneity tests because the data is taken from a population with a normal distribution and homogeneous groups being compared. Data processing, also known as data analysis, contributes to decision making and drawing conclusions; therefore, this step is an important part of the research process. The data collected and calculated must be correct. so that the level

of significance meets the initial hypothesis. This data calculation is carried out using the help of the Jamovi program.

C. Results and Discussion

MA Ahlul Qur'an was established in 2021, complete facilities, 15 teachers, 64 students. Theoretical and practical validity instrument tests were successful, good reliability. Before distributing the questionnaire to obtain the data to be processed, the researcher first validated the instrument to ensure that the instrument to be tested was valid or invalid. The instrument validation test was conducted twice, the first was a theoretical validation test which was corrected by three validators from the PGRI Postgraduate University of Palembang who had stated that the instruments of the three variables to be tested were valid. The second instrument validity test was conducted practically which was distributed to 20 students of the Ahlul Qur'an Islamic Boarding School of Palembang with the results of all instruments on the X variable being declared valid with a reliability test of 0.962. Furthermore, the data obtained was then processed statistically. From the results of the processing, data was obtained which can be explained in the following frequency distribution table:

Table 4.8 Frequency Distribution of Learning Strategy Effectiveness

Intervall	Category	Frequency	Percentage(%)
60-70	Bad	0	0%
71-80	Enough	8	27%
81-90	Good	22	73%
91-100	Very good	0	0%

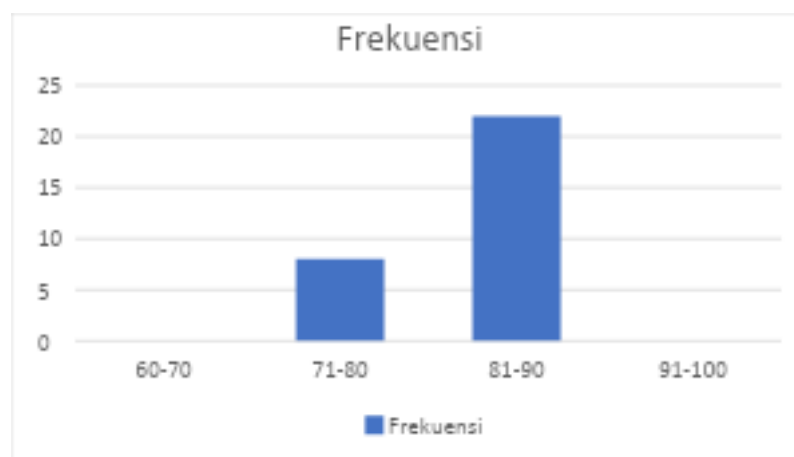


Figure 4.2 Frequency Distribution Diagram of Variable X

Referring to the score grouping in the table above, a number of 20 respondents are known that the learning strategies used in Islamic Senior High School of the Ahlul Quran Islamic Boarding

School are 0 (0%) students are included in the very poor category, 8 (27%) students are included in the sufficient category, 22 (73%) and students are included in the good category, 0 (0%) students are included in the very good category. So the level of student participation in participatory learning strategies is included in the good category with a percentage of 73% and an average of 80.

The second instrument validity test was conducted practically and distributed to 20 students of Islamic Senior High School of the Ahlul Quran Islamic Boarding School Palembang with the results of all instruments in the Y1 variable declared valid with a reliability test of 0.920. Furthermore, the data obtained were then processed statistically. From the results of the processing, data was obtained which can be explained in the following frequency distribution table:

Table 4.10 Frequency Distribution of Variable Y1

Interval	Category	Frequency	Percentage (%)
60-70	Bad	0	0%
71-80	Enough	0	0%
81-90	Good	26	87%
91-100	Very good	4	13%

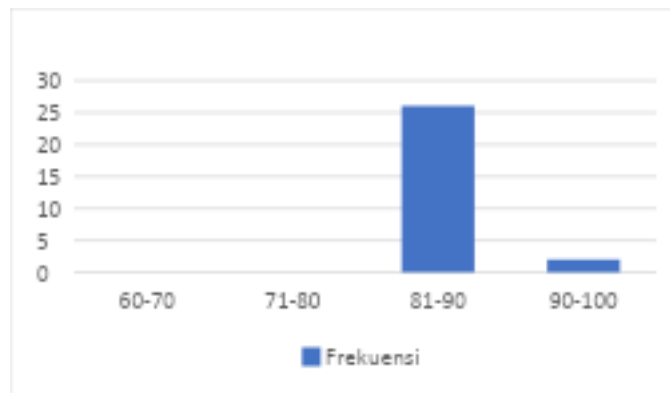


Figure 4.3 Frequency Distribution Diagram of Variable Y1

Referring to the score grouping in the table above, a number of 20 respondents are known that the learning strategies used in Islamic Senior High School of the Ahlul Quran Islamic Boarding School are 0 (0%) students are included in the very poor category, 0 (0%) students are included in the sufficient category, 26 (87%) and students are included in the good category, 4 (13%) students are included in the very good category. So the level of student participation in participatory learning strategies is included in the good category with a percentage of 87% and an average of 89.

The second instrument validity test was conducted practically and distributed to 20 students of Islamic Senior High School of the Ahlul Quran Islamic Boarding School Palembang with the results of all instruments in the Y2 variable declared valid with a reliability test of 0.972. Furthermore, the data obtained were then processed statistically. From the results of the

processing, data was obtained which can be explained in the following frequency distribution table:

Table 4.12 Frequency Distribution of Variable Y2

Interval	Category	Frequenc y	Percentage (%)
60-70	Bad	0	0%
71-80	Enough	8	27%
81-90	Good	22	73%
91-100	Very good	0	0%

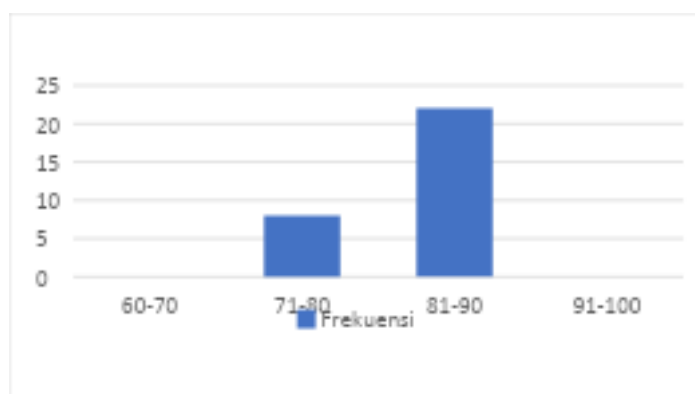


Figure 4.4 Frequency Distribution Diagram of Variable Y2

Referring to the score grouping in the table above, a number of 20 respondents are known that the learning strategies used in Islamic Senior High School of the Ahlul Quran Islamic Boarding School are 0 (0%) students are included in the very poor category, 8 (27%) students are included in the sufficient category, 22 (73%) and students are included in the good category, 0 (0%) students are included in the very good category. So the level of student participation in participatory learning strategies is included in the good category with a percentage of 73% and an average of 83.

Effectiveness of Participatory Learning Strategies on Student Activeness

1. Normality Test: Data from the control and experimental groups were normally distributed ($p > 0.05$).
2. Parametric Test: Significant correlation between participatory strategies and student activeness ($r = 0.467$, $p = 0.038$).
3. Simple Regression Test: Participatory strategies significantly influenced the activeness of the experimental group ($p = 0.038$). Control was not significant. Participatory strategies effectively increased student activeness.

Effectiveness of Participatory Learning Strategy on Student Result in Fiqh Subject

1. Normality Test: Data from the result of both groups were normally distributed ($p > 0.05$).
2. Parametric Test: Significant effectiveness of participatory strategies and result ($r = 0.324$, $p = 0.164$). Attention: the value of $p = 0.164$ is usually not significant at $\alpha = 0.05$.
3. Simple

Regression Test: Experimental regression: participatory strategies affect result ($R^2 = 0.105$, $p = 0.164$). Control is not significant.

Improvement of Student Result After Using Participatory Learning Strategies

1. Experimental group midterm exam scores

Table 4.21 Data on Respondents' Mid-Semester Exam Scores

NO	Interval	Frequency
1	50-59	13
2	60-69	6
3	70-79	1
4	Rate-rate	56

Based on the table above, 20 respondents have varying scores with an average total of 56, with a Minimum Completion Criteria score of 75. So it can be explained that the students' mid-semester scores in the fiqh subject have not reached the KKM.

2. Post-test scores of the experimental group

Table 4.21 Respondents' Post-test Value Data

NO	Interval	Frequency
1	1-74	1
2	75-80	7
3	81-89	7
4	90-95	5
	Rate Total rate	85

Based on the table above, 20 respondents have various scores with an average total of 85, with a Minimum Completion Criteria score of 75. So it can be explained that the post-test score of students in the fiqh subject is 1 student who has not reached the KKM and 19 others have reached the KKM.

The results of the analysis of student Result based on the comparison of post-test scores with students' mid-semester exam scores explain that there is an increase in individual student scores and the total average student scores (Pondongnok & Phrakhrusutheejarawattana, 2024). This is in line with the statement by Rini et al and Fikri et al. that students who are taught using participatory methods experience a significant increase in Result compared to the control group. The impact of this study shows that participatory learning methods can improve students' understanding and involvement in the learning process (Rini et al., 2024) (Fikri et al., 2025).

D. Conclusions

- 1) Based on the results of the first hypothesis test using a simple linear regression test, the results obtained were $R_{count}: 0.467$ with a significance level of $p\text{-value}: 0.038$. so that the $R_{value_{count}} > p\text{-value}$ ($0.467 > 0.038$). Thus, the hypothesis can be accepted which states that

there is a positive and significant impact between participatory learning strategies on student activity at Islamic Senior High School of the Ahlul Quran Islamic Boarding School Palembang in the 2024/2025 academic year.

- 2) Based on the results of the second hypothesis test using a simple linear regression test with the results of $R_{\text{count}}: 0.324$ with a significance level of $p\text{-value}: 0.164$ so that the $R_{\text{value}} > p\text{-value}$ ($0,324 > 0.164$). Thus, the hypothesis can be accepted which states that there is a positive and significant impact between participatory learning strategies on student Result at Islamic Senior High School of the Ahlul Quran Islamic Boarding School Palembang in the 2024/2025 academic year.
- 3) Based on the comparison of student Result in the research post-test with students' mid-semester exam scores, it can be stated that there is an increase in scores in the Fiqh subject. Thus, it can be stated that there is a positive and significant impact between participatory learning strategies on student Result at Islamic Senior High School of the Ahlul Quran Islamic Boarding School Palembang in the 2024/2025 academic year.

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