



The Influence of Limited Face-Face Learning on Student Learning Effectiveness in Fiqih Subjects

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Abstrak

Tujuan dalam penelitian ini, yaitu 1) untuk mengetahui realitas pembelajaran tatap muka terbatas pada mata pelajaran fiqih kelas VIII di MTs YPP Sukamiskin Bandung 2) untuk mengetahui efektivitas belajar siswa pada mata pelajaran fiqih kelas VIII di MTs YPP Sukamiskin Bandung 3) untuk mengetahui pengaruh pembelajaran tatap muka terbatas terhadap efektivitas belajar siswa pada mata pelajaran fiqih kelas VIII di MTs YPP Sukamiskin Bandung. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kuantitatif. Teknik atau pengambilan data yang digunakan dalam penelitian ini adalah angket, observasi dan studi dokumen. Dalam pengambilan sampelnya menggunakan purposive cluster random sampling. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis instrumen, uji asumsi klasik, uji statistik deskriptif dan pengujian hipotesis uji t. Untuk mengetahui besarnya pengaruh variabel efektivitas belajar siswa madrasah tsanawiyah swasta saat pembelajaran tatap muka terbatas terhadap efektivitas belajar siswa, peneliti menggunakan analisis regresi linear sederhana. Hasil dalam penelitian ini yakni, 1) hasil pengujian statistik deskriptif pada variabel X mendapatkan hasil rata-rata sebesar 53,90 dengan jawaban paling banyak adalah sangat setuju 2)) hasil pengujian statistik deskriptif pada variabel X mendapatkan hasil rata-rata sebesar 57,80 dengan jawaban paling banyak adalah setuju 3) berdasarkan analisis yang dilakukan, nilai koefisien variabel independen bertanda positif, yang berarti bahwa pembelajaran tatap muka terbatas berpengaruh positif terhadap Efektivitas belajar siswa sebesar 21,5% (Sangat Lemah).

Kata Kunci: efektivitas, regresi linear, pembelajaran, tatap muka terbatas

Abstract

The objectives of this study were: 1) to find out the reality of face-to-face learning limited to class VIII Fiqh subjects at MTs YPP Sukamiskin Bandung; 2) To find out the effectiveness of student learning in class VIII fiqh subjects at MTs YPP Sukamiskin Bandung. 3) Examine only the effectiveness of student learning in Fiqh Class VIII at MTs YPP Sukamiskin Bandung to determine the effect of face-to-face meetings on student learning. The method used in this research is a descriptive method with a quantitative approach. The techniques or methods of data collection used in this study were questionnaires, observation, and document studies. In taking the sample, we used purposive cluster random sampling. The data analysis technique used in this research is instrument analysis, the classic assumption test, descriptive statistics, and the t test for hypothesis testing. To find out the influence of the learning effectiveness variable on private madrasah tsanawiyah students when face-to-face learning is limited to student learning effectiveness, the researcher used a simple linear regression analysis. The results in this study are as follows: 1) The results of the descriptive statistical test on variable X get an average result of 53.90, with the most answers being

"strongly agree." 2) The results of the descriptive statistical test on variable X give an average result of 57.80, with the most answers agreeing. 3) Based on the analysis conducted, the coefficient value of the independent variable is positive, which means that limited face-to-face learning has a positive effect on student learning effectiveness of 21.5% (very weak).

Keywords: effectiveness, linear regression, learning, limited face-to-face

Introduction

Education is the most important thing in human life; this means that every human being has the right to get it and is expected to always develop in it; education will never end. Education can also be interpreted as a process of life that involves developing the self-potential of each individual in order to live. So being an educated person is very important. Humans are educated to become useful citizens of the State, Nusa, and Nation. (Alpian, 2019).

Learning effectiveness is very important as a measure of the success of students in achieving exclusive goals in order to maximize learning (Laily, 2021). The effectiveness of this learning can be obtained through effort and is the result of applying the teaching and learning process (Hidayati, 2018). Students become "actors" in learning who are expected to be able to obtain learning outcomes and experiences through effective learning created by the teacher. They become learning managers and class managers. (Kirom, 2017).

The results of each lesson are expected to be in sync with the objectives set in the lesson. Therefore, learning activities carried out by students can be said to be effective if what will occur from these learning activities explains the suitability of using the learning objectives. (Pangestika, 2021).

Based on the explanation above, researchers can understand that student learning effectiveness is one measure of the achievement of each student learning process that is in sync with the learning objectives that have been set with a series of effective learning processes that can be created through aspects of effective learning that convey positive results of learning effectiveness. (Fauzian, 2021) (Rohmawati, 2015).

The conditions that occur in students at school are the object of this research. Previously, during this pandemic, learning process activities were carried out only online or through distance learning; now they are combined with limited face-to-face learning.

Based on initial observations at the MTs YPP Sukamiskin Bandung school in September 2021, researchers found problems regarding the limited face-to-face learning process; the effectiveness of learning is not the same as learning carried out before the pandemic. The reality is that study time for fiqh subjects is only 45 minutes a week. Then the educator explains the material briefly because it must be completed in one semester. There is also a lack of interaction between educators and students. The majority of students also tend to be passive during the learning process. The enthusiasm of the students also decreased.

Based on the explanation above, research on effectiveness is very interesting to study, so researchers will take this theme as the theme of this study with the title The Effect of Limited Face-to-Face Learning on Student Learning Effectiveness in Class VIII Fiqih Subjects at Madrasah Pondok Pesantren Sukamiskin Bandung.

Method

The approach in this research is a quantitative approach because this research is presented with numbers. This is in accordance with the opinion, which states that quantitative research is a research approach that is required to strengthen numbers, starting from data collection, interpretation of the data, and the appearance of the results. (Suharsimi Arikunto, 2010).

Based on the problems studied, the method used in this research is a descriptive method with a quantitative approach.

Descriptive research is research that gives an accurate description of an individual, condition, symptom, or group. The quantitative research method described is a positivist-based method for conducting research on a specific population or sample, and sampling techniques are usually carried out by calculating appropriate certain sample techniques.(Sugiono, 2016).

The population is the entire research subject. (Arikunto, 2002: 108), The population in this study is made up of 159 students from Mount Pondok Pesantren Sukamiskin Bandung. Sampling in this study was 25% of the existing population because the total population exceeds 100, namely 159 students. This means $159 \times 25\%$ of 100 = 40, so the sample used in the study was 40 students.

The technique or decision used in this study is purposive cluster random sampling, that is, each individual in the population in each class must have a known opportunity to be clarified as an option in a study or, more precisely, as a sample in a study. Thus, a researcher can estimate the size of the sampling error.

The sampling method was to randomly take 25% of the class VIII students at MTs Pondok Pesantren Sukamiskin Bandung in each class without determining the characteristics of the students to be sampled. This means that if there are 159 students in class VIII MTs at the Sukamiskin Islamic Boarding School Foundation in Bandung and 25% of the 159, or 40 students, will be sampled, then each of these elements has a 40/159 probability of being selected as the sample. Purposive cluster random sampling was taken by lottery, namely drawing the names of individuals in the population in each class. The names are then drawn to take as many samples as needed.

This technique was chosen because the researcher wanted to provide equal opportunities for each class in the entire population of class VIII students at MTs Pondok Pesantren Sukamiskin Bandung to become a sample, and students were randomly selected in each classroom.

Results and Discussion

Overview of MTs YPP Sukamiskin

Before the Mts. Ypp Sukamiskin Bandung school was founded, KH. Raden Muhammad bin Alqo founded the Islamic Boarding School in 1881 AD in Sukamiskin, Bandung, West Java. Sukamiskin Islamic Boarding School has been under the leadership of KH. R. Muhammad bin Alqo for approximately 29 years (1881–1910 M/1300–1329 H). After KH.R. Muhammad bin Alqo died, the leadership of the pesantren turned to his son, KH.R. Ahmad Dimiyati, and his son-in-law, R.H.S. Anisah. In this second period, KH. R. Ahmad Dimiyati was assisted by KH. R. Muhammad Chalil, his own brother. For about 36 years, the Sukamiskin Islamic Boarding School has experienced its glories.

However, after the death of KH. R. Ahmad Dimiyati, the Sukamiskin Islamic Boarding School experienced a vacuum for about two years because it was hampered by the war leading up to Indonesian independence. After the country was safe again and independence had been proclaimed, KH. R. Haedar Dimiyati, the son of KH. R. Ahmad Dimiyati, started to re-pioneer the pesantren, which had been in a vacuum, and managed to restore it to its original state, even though it took a rather long time. KH. R. Haedar Dimiyati died in 1967.

Following the death of KH. R. Haedar Dimiyati, his wife, R.H. Siti Romlah bint KH. R. Muhammad Burhan (founder of Pondok Pesantren Cijawura Buah Batu Bandung), and his younger brother, KH. R. Sofwan, have assumed leadership of the Islamic Boarding School. While the son of KH. R. Haedar Dimiyati, namely R. Abdul Aziz, studied at the Lirboyo Kediri Islamic Boarding School led by KH. Mahrus Ali, But before completing his studies, R. Abdul Aziz, his older sister (KH. R. Haedar's eldest daughter), married one of the leading students, KH. Imam Shonhaji (also a student at the Lirboyo Islamic Boarding School, Kediri, before studying at the Sukamiskin Islamic Boarding School). So since then, the leadership of the Islamic Boarding School has turned to KH.

Imam Sohaji. Because many alumni asked to establish formal education, the entire family of KH. R. Haedar Dimiyati agreed to establish the foundation in 1988 AD, and the MTs YPP Sukamiskin school was founded, which has been headed by Dr. Abdul Muiz Haedar until now.

Result

To find out the reality of the responses of class VIII students at MTs. Ypp Sukamiskin Bandung on limited face-to-face learning, data were obtained from a questionnaire that was distributed to 40 respondents, namely the students who were sampled in this study. From the statement indicators, the researcher submitted 14 statements for each variable. For variable X indicators, namely: 1) Maintain a minimum distance of 1.5 meters with a maximum number of 18 students, or a maximum of 50% of the number of students in the class. 2) The education unit divides study groups by the number of hours and limited PTM hours (shifts) so that they continue to prioritize health protocol standards. 3) Discipline in implementing health protocols 4) Education unit residents must be in good health to carry out limited PTM. 5) Activities that have the potential to become a crowd are not allowed to occur in educational units.

The fourteen statement items are the elaboration of each indicator, which is equipped with alternative answers and a score of points for Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, and Strongly Disagree = 1. For the first indicator, namely, maintaining a minimum distance of 1.5 meters with a

maximum number of 18 students, or a maximum of 50% of the number of students in the class.

To find out the responses of class VIII students at MTs. YPP Sukamiskin Bandung to the effectiveness of student learning, data were obtained from a questionnaire that was distributed to 40 respondents, namely the students who were sampled in this study. From the statement indicators, the researcher submitted 14 statements for each variable. For Y variable indicators, namely: 1) Learning Quality 2) Appropriate Learning Level 3) incentives 4) Time.

The fourteen statement items are the elaboration of each indicator, which is equipped with alternative answers and a score of points for Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, and Strongly Disagree = 1. The first indicator is the quality of learning. On this indicator, the researcher submits six statements, namely nos. 1, 2, 3, 4, 5, and 6.

A validity test is used to measure whether or not a questionnaire is valid. The questionnaire is said to be valid if the statements in it are able to express something that will be measured by the questionnaire. The method used to assess the validity of the questionnaire is product-moment correlation, or bevariate Pearson.

Based on the results of the linearity test, it is known that the value of the sig. deviation from linearity is 0.067 > 0.05, and it can be concluded that there is a linear effect between limited face-to-face learning and student learning effectiveness.

The results of hypothesis testing show:

Table 1 results of hypothesis testing

Variabel	T count	Sig.	Information
PTMT	3,230	0,003	Signifikan

The results of SPSS statistical tests on limited face-to-face learning were t count = 3.230 > 2.0244 = t table and Sig. = 0.003 < 0.05 (5%), indicating that Ho is rejected. This

means that face-to-face learning has a significant effect on the effectiveness of student learning.

Discussion

Researchers carried out descriptive statistical analysis, namely the distribution of answers from respondents. The grouping of respondents' assessments is intended to find out each questionnaire of these variables by looking at the average as assessed by respondents with the criteria of "very high/very good," "high/good," "enough/moderate," "low/bad," or "very low/very bad."

Limited Face-to-Face Learning

In this variable, there are 5 indicators. The first indicator is maintaining a minimum distance of 1.5 meters with a maximum number of 18 students, or a maximum of 50% of the number of students in the class. In this indicator, the researcher submits four statements. The results obtained in statement 1 (one) are that students keep their distance from friends with an average of 3.90 with good criteria; in statement 2 (two), namely, where to sit, the distance is quite far with an average of 3.45 with good criteria; in statement 3 (three), namely, when chatting remotely, with an average of 3.30 with moderate criteria; and in statement 4 (four), each student sits alone with an average of 2.70 with moderate criteria. This means that students always maintain a minimum distance of 1.5 meters with a maximum of 18 students, or a maximum of 50% of the number of students in class.

So it can be concluded that students always maintain a minimum distance of 1.5 meters with a maximum number of 18 students, or a maximum of 50% of the number of students in class. The researcher agrees because this is in accordance with one of the basic principles of preparation for a new normal as stipulated in the regent's instruction No. 3 of 2020 concerning Guidelines for Preparation Towards a Productive and Safe New Normal for Corona Virus Disease 2019 (Covid-19), namely, the

implementation of keeping a minimum distance of 1 meter.

For the second indicator, the education unit divides study groups with a limited number of PTM hours (shifts) so that they continue to prioritize health protocol standards.

in statement 5 (five), namely that in one class there are only 9 people (limited) with an average of (2.33) with bad criteria, and in statement 6 (six), namely that learning is carried out in shifts with an average of (3.28) with moderate criteria. This means illustrating that the education unit divides study groups with a limited number of PTM hours (shifts) so that they still prioritize health protocol standards sufficiently.

So it can be concluded that the education unit divides study groups with a limited number of PTM hours (shifts) so that they continue to prioritize health protocol standards sufficiently. Researchers agree because this is in accordance with the principles of limited face-to-face learning, namely PTM activities for a maximum of two hours in each meeting and PTM activities for only 2-3 meetings a week.

In statement 7 (seven), students always wash their hands before entering class with an average of (4.43) with very good criteria, in statement 8 (eight), students always wear a mask during learning with an average of (4.57) with very good criteria, in statement 9 (nine), students always check the temperature before entering class with an average of (4.75) with very good criteria, and in statement 10 (ten), students always wash their hands again before going home with an average of (4.75) with very good criteria. This means that students are very disciplined in carrying out health protocols.

So it can be concluded that students are disciplined in carrying out health protocols very well. Researchers agree because this is in accordance with one of the principles of limited face-to-face learning, namely, schools ensuring strict health protocols (Gita, 2021),

and also in accordance with one of the basic principles of preparation for a new normal order as stipulated in the regent's instruction number 3 of 2020 concerning Guidelines for Preparation Towards Order. The New Normal is Productive and Safe for Corona Virus Disease 2019 (Covid-19), namely: discipline in complying with health protocols; health protocols are absolutely implemented while in the school environment. Health protocols are not only mandatory for educators, education staff, and students. This is because the health protocol must also be followed by guests visiting the school environment.

For the fifth indicator, activities that have the potential to attract crowds are not allowed to occur in educational units. In this indicator, the researcher submits three statements. The results show in statement 12 (twelve), namely, that students bring their own food and drink to school with an average of (3.98) with good criteria, in statement 13 (thirteen), namely, not playing ball when it's time to go home with an average of (4.08) with good criteria, and in point 14 (fourteen), namely, going straight to their respective homes when the time to go home has arrived

with an average of (4.20, 42) with very good criteria. This means describing activities that have the potential to attract a crowd are not allowed to occur in an education unit that is going well.

So it can be concluded that activities that have the potential to attract a crowd are not allowed to occur in educational units that are going well. The researcher agrees because this is in accordance with one of the basic principles of preparation for a new normal as stipulated in the regent's instruction number 3 of 2020 concerning Preparation Guidelines Towards a Productive and Safe New Normal for Corona Virus Disease 2019 (Covid-19), namely: avoiding crowds. Anticipating the occurrence of crowds is carried out by implementing face-to-face learning with a maximum of 50% of the normal capacity of participants. Schools must also divide the hours for entering and leaving school. This is done to minimize the crowd at the same time. Crowds often occur in locations such as school doors or gates, canteens, fields, and so on.

The test results of the descriptive statistical analysis are as follows:

Table 2 test results of descriptive statistical analysis

Variabel	Min	Max	Mean	Std. Deviation
Face to Face Learning Limited	34	70	53.90	7.837

Based on the analysis above, the average (mean) of limited face-to-face learning is strongly agreed to be 53.90, which is included in the sufficient category. The standard deviation value for the limited face-to-face learning variable is 7.837.

In this variable, there are 4 indicators. The first indicator is the quality of learning (the quality of insurance). To find out the average number of respondents' answers on the variable student learning effectiveness, researchers used descriptive statistical analysis. The results obtained were:

Student Learning Effectiveness

Table 3 Descriptive Statistical Analysis Test Results

Variabel	Min	Max	Mean	Std. Deviation

Learning Effectiveness Student	49	70	57.80	5.810
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Based on the above analysis, the average (mean) student learning effectiveness is agreed at 57.80, which is in the sufficient category. The variable student learning effectiveness has a standard deviation of 5.810.

Effect of Limited Face-to-Face Learning on Student Learning Effectiveness

This study discusses limited face-to-face learning with various provisions recommended by the government. Teachers and institutions must prepare for these requirements, namely: preparing health protocols, such as providing masks, CTPS facilities, hand sanitizers, thermo guns, disinfectants, being able to access health services, and preparing parental approval letters.

The implementation of limited face-to-face learning at MTs must adhere to the principles of the 5M health protocol by providing study shifts, face-to-face schedules, dividing children into study groups, spacing each child 1.5 meters apart, and carrying out activities with opening, core, and closing activities, but only activities with one subject.

The results of the analysis in the research in which I processed the data showed that class VIII students at MTs. YPP Sukamiskin Bandung did well in terms of implementing limited face-to-face learning.

And the results of this research analysis also show that limited face-to-face learning has a significant influence on student learning effectiveness. This is based on the results of statistical tests with SPSS in limited face-to-face learning, which obtained t count = $3.230 > 2.0244 = t$ table and $sig. = 0.003 < 0.05$ (5%), so H_0 is rejected and H_a is accepted. This means that face-to-face learning has a significant effect on the effectiveness of student learning.

These results are consistent with research (Nurillatiffah, Salsabila, and Pontoh, 2021), which states that limited face-to-face learning has a significant effect on student learning effectiveness. The coefficient value of the predictor variables (1, 2, and 3) is positive, which means that the variables of students' activeness while studying at limited PTM, students' concentration while studying at limited PTM, and the level of students' understanding while studying at limited PTM have a positive effect on learning effectiveness during limited PTM. The coefficient of variable 2 is 0.069, meaning that for every 1 increase in student activity during limited PTM, there will be an increase in learning effectiveness of 0.069, or it can be concluded that the variable student activity during limited PTM affects learning effectiveness on a scale of 0.6 out of 10. The coefficient of variable 2 is 0.351, which means that for every 1 increase in student concentration during PTM Limited, there will be an increase in learning effectiveness by 0.351, or it can be concluded that the variable student concentration during PTM Limited has an effect on learning effectiveness on a scale of 3.5 out of 10. The coefficient of variable 3 is 0.364, meaning that for every increase in 1 student's understanding during limited PTM, there will be an increase in learning effectiveness of 0.364, or it can be concluded that the student's understanding variable during limited PTM affects learning effectiveness on a scale of 3.6 out of 10.

And based on data analysis, the regression equation connecting X and Y variables is $y = 0.344x + 39.256$, which means that limited face-to-face learning has a positive effect on student learning effectiveness. This can be seen from the coefficient $X = 0.344$, which is positive. The magnitude of the relationship between student learning effectiveness and limited

face-to-face learning is 0.464. This value means that the relationship between the two variables is quite strong. The positive correlation coefficient (0.464) indicates that the relationship between the two variables is unidirectional. This shows that if the variable of student learning effectiveness increases, limited face-to-face learning will also increase.

The R square value in the table above is 0.215; the R square number is also the coefficient of determination, or 21.5%. This figure shows that 21.5% of the effectiveness of student learning in the subject of fiqh that occurs can be explained using limited face-to-face learning variables. while the remaining 78.5% (100%–21.5%) must be explained by other causal factors. In other words, the magnitude of the influence of student learning effectiveness with face-to-face learning is limited to 21.5%, while the remaining 78.5% is influenced by other factors outside the regression model.

Conclusion

Limited face-to-face learning at MTs. YPP Sukamiskin Bandung has been well implemented, which is in accordance with limited face-to-face learning indicators. From the results of the descriptive statistical analysis, the researcher obtained an average score that was classified as sufficient because limited face-to-face learning was very influential in the learning process of fiqh. The effectiveness of student learning has also been well implemented at Mts. Ypp Sukamiskin Bandung, which is in accordance with the indicators of learning effectiveness. The results of the descriptive statistical analysis test showed that the researcher obtained an average score that was classified as sufficient because the effectiveness of student learning greatly increased during the learning process of fiqh. There is a positive influence and significance between face-to-face learning and the effectiveness of student learning (research at the MTs YPP Sukamiskin school in Bandung).

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