



## Efforts to Improve Learning Outcomes in Fiqh Subjects through Advocacy Methods at MTS Al-Huda East Bekasi

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**Abstract:** This study aims to improve student learning outcomes in Islamic Jurisprudence learning using the advocacy learning method. The advocacy method is a student-centered learning method that is often identified with the debate process. The research used is classroom action research (CAR) with two cycles. The implementation procedure refers to the model developed by Kurt Lewin where each cycle consists of four components, namely planning, implementation, observation, and reflection. The subjects of the study were 35 students of class VIII-1 MTs Al-Huda Bekasi Timur in the 2014/2015 academic year, consisting of 19 female students and 16 male students. Based on the results of the tests that have been carried out by students, the number of students who achieved the predetermined KKM was 70. In cycle I, 29 students or 85.7% achieved KKM. And learning outcomes in cycle II, 35 students or 100% achieved KKM. Then the average student learning outcomes in cycle I reached 72.9 and in cycle II there was a better increase reaching 82.6. From the results of this study, it can be concluded that the advocacy method can improve the learning outcomes of Islamic jurisprudence for class VIII-1 students at MTs Al-Huda Bekasi.

**Keywords:** Classroom Action Research, Student Learning Outcomes, Advocacy Methods

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### INTRODUCTION

Education is a continuous learning process for humans, so that they become good individuals both physically and mentally. Therefore, if education produces individuals who are weak, irresponsible, and not independent, then it means that the education program has failed. This failure may be caused by errors in the philosophy or management of education so that the results are not in accordance with the objectives of education itself. Utomo Dananjaya explains that education is a conscious, planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. The objectives of National Education are generally stated in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System which reads: National Education aims to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop potential to become humans who are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Islamic Religious Education is one part of the educational material that has the responsibility to be able to realize the goals of national education.

In Madrasah, Islamic Religious Education subjects are divided into several fields of study, including: Al-Qur'an Hadith, Akidah-Akhlak, Fiqh, and History of Islamic Culture. Each field of study is basically interrelated. Fiqh in general is one of the fields of Islamic study that discusses a lot about the laws that regulate the pattern of human relations with God, between humans and humans, and between humans and their environment. Through this fiqh field of study, it is hoped that students will not be separated from the reach of religious norms and carry out the rules of Islamic law. Even though this subject is important, there are still several problems that occur in the learning process. Based on the results of an interview with Mr. Maftuhin, a teacher at MTs Al-Huda, he said that. The problems experienced by fiqh subject teachers at MTs Al-Huda East Bekasi include the lack of learning time available, which is only 2x40 minutes a week, while the material that must be delivered is a lot. This results in indicators in fiqh learning not being achieved as expected. In addition, school facilities and infrastructure are also part of the problem. The lack of aids during the teaching and learning process results in students' interest in learning decreasing. Not only that, other obstacles include the educational background of students. The majority of MTs Al-Huda students come from general education backgrounds such as Elementary Schools (SD) whose basic religious knowledge is lacking when compared to students from Madrasah Ibtidaiyah (MI) who generally receive quite a lot of knowledge about religion. This obstacle is a separate homework for fiqh teachers in balancing religious knowledge in students with elementary school and MI educational backgrounds so that students' interest in learning increases. Different economic factors and family environments also affect students' interests and learning outcomes, most MTs Al-Huda students come from lower middle class and diverse family environments, there are some students who do understand religious issues in their family environment, but not a few students' family environments still do not understand religion so that from an early age students have not been fully introduced to religious knowledge.

Based on the results of observer observations when conducting observations before the study, the low interest and learning outcomes of MTs Al-Huda Bekasi Timur class VIII students in the field of fiqh studies so far indicate that the subject of fiqh is less popular with students, because the teacher's learning process in delivering lesson materials uses more lecture methods which are monotonous and less interesting. This can be seen when teaching and learning activities are taking place, there are several students who are sleepy, sleeping and talking to themselves with their deskmates, and there are even some students who are busy moving from one bench to another. So that this has an impact on student learning outcomes which are less than satisfactory and have to retake the exam again. Thus, the interest in learning MTs Al-Huda students in this fiqh subject still needs to be improved, so that later the results of the student's teaching and learning process will increase so that students' religious knowledge will increase and students are able to carry out Islamic teachings well.

Learning activities are one aspect of the educational process, therefore they must be designed in such a way through systematic and innovative planning. When talking about learning, it cannot be separated from the role of the teacher. According to Abdul Majid, "Learning planning can be realized when the teacher has a number of competencies". Before planning a lesson, the teacher should see the condition of his students. Pupuh Fathurrohman and M. Sobry Sutikno argue that, "Students with all their differences such as motivation, interests, talents, attention, expectations, socio-cultural backgrounds, are united in a learning system in the classroom and these differences must be managed by the teacher to achieve an optimal learning process". In this field of fiqh study, of course, in their teaching, teachers are required to have the ability to develop a creative, imaginative teaching and learning system, master the material to be delivered and be able to arouse students' interest in learning in teaching and learning activities in order to create an interesting and enjoyable learning atmosphere so that the desired learning objectives are achieved according to expectations. When implementing learning management, teachers are also required to make careful planning by utilizing all available resources and paying

attention to the level of intellectual development and the development of students' learning psychology. This is usually related to the learning method because the learning method is a component that has an important function in learning.

The success of achieving learning objectives is largely determined by this component, although the other components are complete if they cannot be implemented through the right method, then these components will not have meaning in the process of achieving the objectives. According to Hamzah B. Uno, "Learning objectives are one aspect that is considered in planning learning, because all learning activities lead to achieving these objectives". Therefore, every teacher needs to understand well the role and function of the method in implementing the learning process. So the task of religious teachers is not only to develop students' intellects, but also to try to shape the inner and soul of religion so that students carry out what has been taught by the teacher and in the end students are expected to become someone who is obedient to religion and has knowledge of religious law and can practice it in everyday life.

Many learning methods are used by teachers in teaching and learning activities. One learning method that can arouse students' interest in learning is by using the Advocacy method. This method is one of the active learning methods that can invite students' interest in learning and participation. According to M. Dalyono, "Active learning is one of the ways or learning strategies that demands optimal student activity and participation, so that students are able to change their behavior more effectively and efficiently." The advocacy method is almost the same as the debate method, the only difference is that the advocacy method emphasizes more on the cohesiveness and teamwork in each group and is delivered by representatives to convey the results of their group discussions as a lawyer who has many people behind him who help to solve a problem he is defending. In this case, Oemar Hamalik explained that,

The advocacy method is a teaching method with a student-centered advocacy learning method often identified with the debate process. Advocacy learning is seen as an alternative approach to didactic teaching in the classroom that provides opportunities for students to learn about social and personal issues through direct involvement and personal participation. The advocacy learning model requires students to focus on a previously determined topic and submit opinions related to the topic. So basically the advocacy learning model is very valuable for improving mindset and reflection, especially if students are faced with expressing opinions that contradict their own. This is also a debate learning that actively involves every student in the class, not just those who are debating. Based on the problems that have been explained above, the author is interested in conducting research on "Efforts to Improve Learning Outcomes of Fiqh Subjects Through Advocacy Methods (Classroom Action Research in Class VIII at MTs Al-Huda Bekasi Timur)".

## **METHODS**

This research aims to improve student learning outcomes in Fiqh lessons by utilizing the advocacy method. The advocacy method is a student-centered approach often associated with debate processes. The study employs a Classroom Action Research (CAR) methodology, implemented in two cycles. Each cycle follows the model developed by Kurt Lewin, which consists of four stages: planning, action, observation, and reflection. The participants of this study are the students of class VIII-1 at MTs Al-Huda Bekasi Timur for the 2014/2015 academic year, with 35 students in total, consisting of 19 female students and 16 male students. The first step in the research process was to prepare a well-structured lesson plan that incorporated the advocacy method. The lesson plan was designed to facilitate active participation from the students, allowing them to engage in debates on various Fiqh topics. The goal was to stimulate critical thinking, argumentation, and reasoning skills, which are essential in understanding Fiqh concepts. The topics

chosen for the debate were relevant to the curriculum and allowed students to demonstrate their knowledge and viewpoints.

Before implementing the advocacy method, a pre-test was conducted to assess the baseline knowledge of the students. The test results showed that many students had not yet reached the Minimum Completeness Criteria (KKM), which was set at a score of 70. The pre-test results revealed that the majority of the students struggled to meet the required standard, highlighting the need for an alternative teaching approach to improve their understanding of Fiqh. In this phase, the teacher also prepared the necessary materials, including reference books, multimedia tools, and guidelines for conducting debates. The class was divided into small groups, each representing a different viewpoint or opinion on a Fiqh topic. These groups were tasked with researching their assigned positions and preparing arguments to present during the class debates.

The action phase of the study focused on implementing the advocacy method in the classroom. In this phase, the teacher guided the students through a structured debate process. The debates were conducted in a way that encouraged active student participation, as they were required to research, present, and defend their arguments on various Fiqh topics. The debates were designed to be informative, allowing students to engage deeply with the content of the lessons. During the first cycle, the students were introduced to the debate process. The teacher assigned Fiqh topics to the groups and explained the rules and expectations for the debates. The students were encouraged to use their critical thinking skills to develop well-supported arguments and rebuttals. The teacher facilitated the debates, ensuring that all students had the opportunity to speak and contribute to the discussion. Throughout the debates, the teacher provided feedback and guidance, helping students refine their arguments and deepen their understanding of the topics.

The students actively participated in the debates, showing enthusiasm for the new method. Although some students initially struggled with the debating format, most became more confident as the cycle progressed. The debates helped the students engage with the material more effectively and encouraged them to think critically about the subject matter. At the end of Cycle 1, a post-test was administered to evaluate the students' learning outcomes. The results showed that 29 out of the 35 students (85.7%) achieved the KKM of 70. The average score of the class in Cycle 1 was 72.9, indicating a moderate improvement in students' understanding of Fiqh compared to the pre-test.

During the observation phase, data was collected through direct observation of the students' participation in the debates, as well as through written tests and assignments. The teacher observed how the students interacted with each other during the debates, noting their ability to construct and present arguments, as well as how well they engaged with opposing viewpoints. Additionally, the teacher monitored the students' attitudes toward the subject, paying attention to their enthusiasm and motivation. The observations revealed that students were becoming more confident in expressing their ideas and opinions. Many students who had been reluctant to participate in discussions in the past began to speak up during the debates. This shift in behavior indicated that the advocacy method was helping students develop communication skills and engage with the material in a more meaningful way. The teacher also observed that students were improving their problem-solving and critical thinking skills. Through the debates, students were challenged to think logically and critically about the topics, considering multiple perspectives and providing evidence to support their arguments. This process not only helped students understand the content better but also contributed to their cognitive development in general.

The reflection phase involved analyzing the results of the first cycle and considering ways to improve the implementation of the advocacy method in the second cycle. After reviewing the outcomes of the post-test, the teacher reflected on the strengths and weaknesses of the first cycle. The results showed that most students had made progress, but there were still areas that needed further attention. One of the key reflections from



Cycle 1 was the need to improve the structure of the debates. Some students had difficulty organizing their thoughts and presenting clear arguments. The teacher decided to spend more time on teaching students how to structure their arguments and how to respond to opposing viewpoints in Cycle 2. Additionally, the teacher recognized the importance of providing more opportunities for all students to participate, as some students were more dominant in the debates, while others were less engaged. Based on these reflections, adjustments were made to the second cycle to ensure that students had a better understanding of how to conduct effective debates. The teacher also focused on encouraging more balanced participation, ensuring that every student had an opportunity to contribute to the discussion. The teaching strategies in Cycle 2 were adjusted to build on the successes of the first cycle while addressing the areas for improvement.

In the second cycle, the teacher refined the approach to conducting the debates. More emphasis was placed on guiding the students through the process of formulating strong arguments and counterarguments. Students were provided with additional resources and given more time to prepare for their debates. The teacher also worked closely with students to help them develop strategies for managing debate time and staying focused on the topic. The debates in Cycle 2 were more structured, with clearer guidelines and expectations. The teacher ensured that each student had an opportunity to present their arguments and respond to others. This cycle saw improved participation from all students, and the debates became more dynamic and engaging. The students' ability to think critically and present well-reasoned arguments improved significantly. At the end of Cycle 2, a post-test was administered again to assess the overall improvement in student learning outcomes. The results were highly positive, with all 35 students (100%) achieving the KKM score of 70. The average score of the class in Cycle 2 was 82.6, showing a substantial improvement over the previous cycle. This indicated that the advocacy method had a significant impact on the students' understanding of Fiqh.

Reflecting on both cycles, it can be concluded that the advocacy method effectively improved the learning outcomes of students in Fiqh. The debates encouraged active participation, critical thinking, and engagement with the subject matter. As the students became more skilled in presenting arguments and considering different viewpoints, their understanding of Fiqh deepened. The improvements in student learning outcomes between Cycle 1 and Cycle 2 were significant, with the percentage of students achieving the KKM increasing from 85.7% to 100%. The average score of the class also improved from 72.9 in Cycle 1 to 82.6 in Cycle 2. These results indicate that the advocacy method was successful in enhancing student learning and that it can be an effective strategy for teaching Fiqh.

In conclusion, this Classroom Action Research demonstrates that the advocacy method is a valuable teaching approach for improving student engagement, critical thinking, and learning outcomes in Fiqh. By using debates as a tool for learning, students were able to deepen their understanding of Fiqh concepts while developing essential skills such as communication, argumentation, and problem-solving. The results of this research suggest that the advocacy method can be a beneficial addition to the teaching practices at MTs Al-Huda Bekasi Timur.

## **RESULTS**

The Classroom Action Research (CAR) conducted at MTs Al-Huda Bekasi Timur aimed to improve student learning outcomes in the Fiqh subject by implementing the advocacy method. This study was carried out in two cycles, following the process of planning, action, observation, and reflection. The results from both cycles demonstrated significant improvement in the students' ability to achieve the Minimum Completeness Criteria (KKM) for the subject, reflecting the efficacy of the advocacy method in enhancing student learning.

In Cycle 1, the advocacy method was introduced to the students of Class VIII-1 at MTs Al-Huda Bekasi Timur. This group consisted of 35 students, including 19 females and 16 males. Prior to implementing the advocacy method, a pre-test was conducted to assess the students' initial understanding of the Fiqh subject. The pre-test results showed that a large number of students had not achieved the KKM, which was set at a score of 70. The pre-test scores varied significantly, with many students scoring below the required threshold. In the action phase of Cycle 1, the teacher began implementing the advocacy method by introducing a series of debates based on Fiqh topics. The students were divided into small groups, and each group was tasked with researching a particular topic related to Fiqh. The debates allowed students to present and defend their viewpoints, using reasoning and evidence to support their arguments. Throughout this cycle, the teacher acted as a facilitator, guiding the students in structuring their arguments and encouraging them to engage with different perspectives. During Cycle 1, the students showed varying levels of engagement and ability to present coherent arguments. Some students excelled in the debate process, demonstrating good critical thinking skills and the ability to argue effectively. However, others struggled to articulate their viewpoints clearly, and many required additional support and guidance from the teacher. Despite these challenges, the majority of students participated actively in the debates, showing increasing interest in the subject matter. After completing the debates, a post-test was administered to assess the students' learning outcomes. The results of the post-test indicated that 29 out of the 35 students (85.7%) achieved the KKM, meaning they scored 70 or higher. This was a significant improvement over the pre-test results, indicating that the advocacy method had positively impacted the students' understanding of Fiqh. The average score for the class in Cycle 1 was 72.9, which demonstrated a moderate improvement compared to the pre-test scores.

In Cycle 2, the advocacy method was further refined based on the reflections and observations from Cycle 1. The teacher made adjustments to the debate process to ensure more balanced participation among the students. Additional time was provided for students to prepare their arguments, and the teacher offered more guidance on how to effectively structure and present their viewpoints. The teacher also encouraged the students to be more critical of the arguments presented by their peers, fostering a deeper level of engagement and understanding. The debates in Cycle 2 were more structured and organized compared to Cycle 1. Each group was given clear instructions on how to present their arguments and respond to opposing views. The teacher ensured that all students had the opportunity to participate in the debates, paying close attention to those who were less confident in presenting their ideas. As a result, more students became active contributors in the debates, and their arguments became more logical and well-supported by evidence. One of the notable improvements in Cycle 2 was the increased confidence of the students. Many students who were initially hesitant to participate in debates in Cycle 1 gained more confidence in presenting their arguments. The debates became more dynamic and engaging, with students demonstrating improved communication skills and critical thinking. The ability of students to construct well-reasoned arguments and respond to counterarguments also improved, indicating a deeper understanding of the Fiqh topics being discussed. The post-test conducted at the end of Cycle 2 revealed a significant improvement in the students' learning outcomes. All 35 students (100%) achieved the KKM of 70, a remarkable improvement compared to the results of Cycle 1. The average score for the class in Cycle 2 was 82.6, which represented a significant increase from the average score of 72.9 in Cycle 1. This outcome demonstrated the effectiveness of the advocacy method in improving student learning and engagement in the Fiqh subject.

Throughout both cycles, observations were made on how the students interacted with each other and engaged with the content. In Cycle 1, students were still adapting to the debate format, and many found it challenging to organize their thoughts and present their arguments clearly. However, as the cycles progressed, there was a noticeable

improvement in how students communicated with one another. Students became more adept at listening to opposing arguments, formulating counterarguments, and defending their positions. The advocacy method encouraged a more active form of learning, where students were not just passive recipients of information but active participants in the learning process. The debates provided an opportunity for students to engage critically with the material, think independently, and develop their reasoning skills. The students' ability to analyze, evaluate, and present their ideas improved significantly, and this was reflected in their performance during the post-tests. In addition to improving cognitive skills, the advocacy method also had positive effects on the students' social skills. Through the debates, students learned how to collaborate with their peers, listen actively, and respect differing opinions. The group discussions fostered teamwork and encouraged students to work together to develop strong arguments. The social dynamics of the class improved, as students became more comfortable expressing their ideas and supporting one another during the debates.

The teacher's reflections after both cycles highlighted the positive impact of the advocacy method on student learning outcomes. In Cycle 1, the teacher observed that while some students initially struggled with the debate format, many showed noticeable progress as the cycle went on. The teacher's role in guiding the students and providing feedback during the debates was crucial in helping them refine their arguments and improve their understanding of the subject matter. In Cycle 2, the teacher focused on ensuring more balanced participation and providing clearer guidance on how to structure arguments. The increased confidence and improved performance of the students in Cycle 2 were attributed to these adjustments. The teacher's reflection emphasized the importance of fostering an environment where students felt encouraged to take risks and express their opinions, even if they were unsure of their answers. The teacher also noted that the debates allowed for more active student involvement, which contributed to greater retention of knowledge and a deeper understanding of the Fiqh content.

The final results of the research showed that the advocacy method had a significant impact on student learning outcomes. In Cycle 1, 29 students (85.7%) achieved the KKM of 70, with an average score of 72.9. In Cycle 2, 100% of the students achieved the KKM, with an average score of 82.6. These results demonstrated that the advocacy method was highly effective in improving student performance in Fiqh. Furthermore, the results from Cycle 2 indicated that the students had developed stronger critical thinking, reasoning, and communication skills. They were able to engage more deeply with the Fiqh topics and present well-structured arguments during the debates. The overall increase in student scores from Cycle 1 to Cycle 2 highlighted the positive impact of the advocacy method on student learning outcomes.

One of the key benefits of the advocacy method was the opportunity for peer learning. In both cycles, students worked together in groups to research and present their arguments. This collaborative approach allowed students to learn from each other, exchange ideas, and build on one another's strengths. Peer support was especially important for students who initially found the debate format challenging. More confident students often helped their peers by providing guidance and suggestions on how to improve their arguments. The social interaction fostered by the debates also contributed to a positive classroom environment. Students who may have been less engaged in traditional lectures became more active participants in the debates. The peer-to-peer support created a sense of community in the classroom, where students were encouraged to help one another and learn together.

The overall assessment of the research results indicates that the advocacy method significantly improved student learning outcomes in Fiqh. The students' engagement, critical thinking, and reasoning abilities were enhanced through the debates, and their academic performance showed a marked improvement from Cycle 1 to Cycle 2. The results from both cycles suggest that the advocacy method is an effective approach to teaching Fiqh, as it promotes active learning, critical thinking, and collaboration among

students. In conclusion, the findings of this research highlight the effectiveness of the advocacy method in improving student learning outcomes. The advocacy method not only helped students achieve the KKM but also fostered skills such as communication, argumentation, and problem-solving. Based on the success of this study, it is recommended that the advocacy method be used as an alternative teaching strategy in other subjects to encourage active student participation and enhance overall learning outcomes.

## **DISCUSSION**

This Classroom Action Research (CAR) aimed to enhance student learning outcomes in Fiqh through the implementation of the advocacy method at MTs Al-Huda Bekasi Timur. The results showed a significant improvement in student performance from the first cycle to the second cycle, demonstrating the effectiveness of the advocacy method in promoting better understanding of Fiqh among students. This section will discuss the findings, their implications, and the factors that contributed to the success of the study. In the first cycle, the pre-test results revealed that a significant number of students had not achieved the Minimum Completeness Criteria (KKM), which was set at a score of 70. Many students were struggling with the material, and the pre-test scores indicated that a change in teaching methodology was needed. The introduction of the advocacy method allowed the students to engage more actively with the material, promoting deeper understanding and critical thinking. As the students began to participate in debates and express their viewpoints, they became more involved in the learning process, which helped them grasp the concepts better.

The advocacy method was successful because it shifted the focus from a teacher-centered approach to a student-centered one. By engaging students in debates, they were encouraged to actively think, reason, and articulate their ideas. This method also helped to improve their ability to listen and respond to opposing arguments, which is an essential skill in learning Fiqh. The debates provided a platform for students to explore different perspectives and form their own opinions based on evidence and reasoning. The success of Cycle 1, where 85.7% of students achieved the KKM, indicated that the advocacy method had a positive impact. However, there were still areas for improvement. Some students struggled with presenting coherent arguments, and others lacked the confidence to speak in front of their peers. These challenges were addressed in Cycle 2 by making adjustments to the teaching strategies and providing more support to students who needed it. The reflection phase after Cycle 1 was crucial in identifying these areas and preparing for a more effective Cycle 2.

In Cycle 2, the teacher focused on refining the debate structure, giving students clearer guidelines on how to present arguments and respond to opposing views. This helped students organize their thoughts more effectively and engage in more meaningful debates. The additional time for preparation also contributed to better performance, as students were able to research their topics more thoroughly and prepare stronger arguments. The second cycle showed an even more significant improvement in student outcomes, with all 35 students (100%) achieving the KKM and an average score of 82.6, which was a notable improvement from Cycle 1. One of the key factors that contributed to the success of Cycle 2 was the increased confidence of the students. In Cycle 1, many students were hesitant to participate in debates, especially when presenting their arguments. However, in Cycle 2, there was a noticeable shift in student behavior. Students who were initially reluctant to speak became more confident in expressing their ideas. This increase in confidence can be attributed to the teacher's efforts in providing more support and creating a more inclusive environment that encouraged all students to participate.

The structured nature of the debates in Cycle 2 helped to level the playing field, ensuring that all students had an opportunity to contribute. The teacher made sure to



involve quieter students by asking them direct questions or encouraging them to present their arguments in smaller groups before addressing the class. This approach ensured that no student was left behind, and everyone had a chance to practice their debating skills and improve their understanding of Fiqh. Another important aspect of the advocacy method was the peer learning that took place during the debates. In both cycles, students worked together in groups, discussing their topics, researching materials, and preparing their arguments. This collaborative approach allowed students to learn from one another and share their perspectives. More confident students often helped their peers, which not only strengthened the group dynamic but also fostered a sense of teamwork and mutual support. Peer learning is an important aspect of the advocacy method, as it encourages students to respect and value different viewpoints, which is essential in developing critical thinking skills.

The social interaction that occurred during the debates also contributed to the overall success of the advocacy method. Students who were usually shy or withdrawn in traditional classroom settings became more engaged and active participants in the debates. The debates encouraged them to speak up, listen carefully, and think critically about the material. This increased interaction among students helped build a positive and collaborative classroom environment, where students felt comfortable expressing their ideas and learning from each other. Throughout the implementation of the advocacy method, the teacher played a crucial role in facilitating the debates and providing feedback to students. In Cycle 1, the teacher's role was more focused on guiding students through the debate process and offering support to those who struggled with presenting their arguments. In Cycle 2, the teacher's role evolved to include more specific feedback on argumentation skills, helping students refine their reasoning and improve the structure of their debates. The teacher also ensured that students respected each other's opinions and maintained a respectful tone during the debates, which created a conducive learning environment. The teacher's reflections after both cycles highlighted the importance of creating a supportive and structured environment for students. In Cycle 1, while the debates helped students engage with the material, the teacher realized that some students needed more guidance in structuring their arguments and managing the debate time. This insight led to improvements in Cycle 2, where the teacher provided clearer instructions and allowed more time for preparation, ensuring that students could organize their thoughts more effectively. The reflections also emphasized the need for the teacher to provide balanced participation opportunities, as some students were more dominant in the debates, while others were less engaged. These adjustments helped make Cycle 2 more successful.

In terms of learning outcomes, the results from Cycle 1 to Cycle 2 were highly encouraging. The increase in the percentage of students achieving the KKM, from 85.7% in Cycle 1 to 100% in Cycle 2, demonstrates the effectiveness of the advocacy method in improving student performance. The increase in the average score from 72.9 to 82.6 further indicates the positive impact of the advocacy method on student understanding of Fiqh. This improvement reflects the students' ability to think critically about Fiqh topics, present well-reasoned arguments, and engage more deeply with the material. One of the most notable outcomes of this research was the development of students' critical thinking and communication skills. Through the debates, students were required to think critically about the material, evaluate different viewpoints, and construct logical arguments. These skills are essential not only for understanding Fiqh but also for general cognitive development. The advocacy method provided students with the opportunity to practice these skills in a supportive and structured environment.

The increased engagement of students in Cycle 2, where all students achieved the KKM, is a testament to the effectiveness of the advocacy method in fostering active participation. The debates encouraged students to take ownership of their learning, as they were responsible for researching and presenting arguments on the Fiqh topics. This sense of ownership empowered students to engage more deeply with the material and

take responsibility for their learning progress. In conclusion, the advocacy method proved to be a highly effective strategy for improving student learning outcomes in Fiqh. The results from Cycle 1 and Cycle 2 demonstrated significant improvement in student performance, with all students achieving the KKM in Cycle 2. The increase in the average score, from 72.9 to 82.6, reflects the positive impact of the advocacy method on student engagement, critical thinking, and communication skills. By fostering a student-centered learning environment and encouraging active participation, the advocacy method helped students develop a deeper understanding of Fiqh and improved their academic performance. This research suggests that the advocacy method can be a valuable addition to the teaching strategies used at MTs Al-Huda Bekasi Timur and can be applied in other subjects to encourage active learning and enhance student outcomes.

## **CONCLUSION**

From the results of the research data analysis, it shows that learning Fiqh with the Advocacy method which in its implementation is identical to the debate method, the use of debate media as a learning medium, image media and mapping of student seats can improve the learning outcomes of class VIII students of MTs Al-Huda Bekasi Timur. Through the advocacy method with the basic steps of implementing the debate, namely: analyzing student characteristics and learning objectives at the beginning of the process will make it easier for researchers to choose a debate topic based on considerations of its meaningful aspects, student levels, relevance to the curriculum, and student interests. In the implementation of the advocacy method, the use of debate media and the use of visual media for students can easily understand the material about the meaning of joint decisions that have an impact on increased learning outcomes, in addition it can attract students' attention so that learning is more effective, efficient, and interesting. Students look more active, more courageous to appear in front of the class, making students more skilled, creative and easy to solve problems from a problem topic. With students' understanding of the material given, students are also able to work on questions correctly, carefully, and accurately. Students can also show high learning motivation, as well as a sense of joy, enthusiasm, and interest in learning Fiqh more enthusiastically. The advantages of this advocacy method include students being more active and creative in expressing their opinions and in defending those opinions, better teamwork and cohesiveness from each group, and getting students used to speaking in front of many people.

The disadvantages of this advocacy method include not all lesson materials can be used using the advocacy method, must be able to choose topics that can be debated, not all students can be active in expressing their opinions, not all students want to participate, it takes time to clean up chairs and tables so that lesson time is reduced because it is used for that. Based on the results of classroom action research carried out in class VIII-I MTs Al-Huda Bekasi Timur, the Advocacy learning method can improve students' fiqh learning outcomes. Students' fiqh learning outcomes increased after the Advocacy learning method was implemented, this can be seen from the learning outcome scores in the posttest cycle I and cycle II. In cycle I, students' learning outcomes reached an average of 72.9 and in cycle II, the average student learning outcomes increased to 82.6.

Thus, statistically there was a significant increase in the percentage of student learning outcomes before the action was taken and after the actions were taken, both in cycle I and cycle II. So it can be concluded that the use of the Advocacy method can improve the learning outcomes of Fiqh in class VIII-I students of MTs Al-Huda Bekasi Timur.

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