
THE USE OF ACTIVE LEARNING METHODS IN LEARNING FIQH SUBJECT AT ISLAMIC BOARDING SCHOOL

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Abstract:

This study discussed about the use of active learning methods in Fiqh learning in Islamic Boarding School. This research used qualitative approach by collecting data through library research. The primary data was articles about active learning methods. Data collection procedures were carried out by collecting various books, articles, theses, and dissertations that discussed about Fiqh subject and Islamic education in Islamic boarding school (pesantren). Research data were analyzed through deductive and inductive process. The result indicated that Active Learning method could be used to teach Fiqh subject in the Islamic Boarding School. The material taught should be appropriated with the Active Learning Method used. By using active learning method, it was expected that the students of Islamic boarding school were engaged, motivated, and interested to learn Fiqh subject.

Abstrak:

Penelitian ini membahas tentang penggunaan metode pembelajaran aktif dalam pembelajaran Fiqh di Pondok Pesantren. Penelitian ini menggunakan pendekatan kualitatif dengan mengumpulkan data melalui penelitian kepustakaan. Data primer adalah artikel tentang metode pembelajaran aktif. Prosedur pengumpulan data dilakukan dengan mengumpulkan berbagai buku, artikel, tesis, dan disertasi yang membahas tentang mata pelajaran Fiqh dan pendidikan Islam di pondok pesantren. Data penelitian dianalisis melalui proses deduktif dan induktif. Hasil penelitian menunjukkan bahwa metode Pembelajaran Aktif dapat digunakan untuk mengajar mata pelajaran Fiqh di Pondok Pesantren. Materi yang diajarkan harus disesuaikan dengan Metode Pembelajaran Aktif yang digunakan. Dengan menggunakan metode pembelajaran aktif, diharapkan para siswa pondok pesantren terlibat, termotivasi, dan tertarik untuk belajar mata pelajaran Fiqh.

Keywords:

Active Learning Methods, Fiqh, Islamic Boarding School

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INTRODUCTION

The essence to improve learning quality in schools especially Islamic boarding school (pesantren) and to complete the national education goals have been established, in accordance with the mandate of the constitution (Fauzan & Fuadah, 2017). It is commonly known that learning is a process that educators engage with learners in a learning environment. Learning can be called as an educator delivers knowledge and skills to form a noble character. Education is an essential thing in human life, (Purnomo, Mansir, &

Tumin, 2020). Speaking of globalization in the world of education, this is certainly a challenge and hope for educators because automatically the requirement to increase the quality standard of education will be even higher (Mansir & Karim, 2020).

Education is expected to emerge the next generation that can build the country well. In addition to learning and teaching, learning is something that needs attention from this education system. How individual learners can learn well, influenced by the internal and external influences of the individual itself. A good teacher is a teacher who knows the students themselves (Purnomo, Mansir, Tumin, & Suliswiyadi, 2020: 12).

Education is the process by preparing young generation in the future (Mansir, 2019). Educators may be struggling with the various learning methods that exist in education, the difficulties in which they are difficult in choosing the right method to use according to the needs of learners and subjects. The truth is that every learner has different abilities and background. But to make it easier for educators to choose the appropriate methods can be measured by adjusting media, material, classroom and students conditions (Hartika, 2017). If the whole is right and good, then the method used can also be called as a good method.

Because educators are leaders in learning, it is already imperative that educators have a new set of innovations in lessons that learners can certainly receive. It is as implied in the Qur'an of Surah Al-Mujis verse 11 about learning, which means that the believers, if asked to shift in a council, have a turn, the Lord will give you a space (Q. S Al-Mujis: 11). Education is important for the ideals of Indonesian life ahead. Islamic schools appeared to answer the challenge

Religious lessons are lessons that not only emphasize the cognitive understanding of learners, but also how they apply in their daily lives. Fiqh is one of the sub-lessons found in Islamic religious studies in Islamic Boarding School. Fiqh means to comprehend or to understand (Arifin, Nurdiansyah, Rindaningsih, Fauji, 2019). It is a science that discusses various kinds of practical issues on how to worship to Allah (God), to do social daily activities in order to fulfill life necessity, to relate with the family and society, and to ensure peace in social life (Yafi, 1994). In addition, Athoillah (2015) stated that Fiqh will affect the real life of individual or society in worship as well as in being muamalah.

Fiqh subject becomes compulsory subject in Islamic boarding schools (pesantren). Unlike other religious sub-subjects such as morality, Islamic history, Arabic, and Aqidah, Fiqh subject is a lesson that targets the learning objectives that the learners must have the ability to apply them in daily life. Thus, the learning method that will be used should be considered in order to create innovations in the learning process to be obtained quality in good learning. The important of Fiqh subject is supported by Bruinessen (1995), he stated that even though there are various knowledge disciplines taught in pesantren such as Arabic language, Theology, and Ethics, the main subject of education in Islamic boarding schools is Fiqh.

Learning Fiqh is very monotonous nowadays. The method used to teach this subject sometimes does not engage the students. The methods employed by educators in the classroom usually use lecture methods, where the ability of learners is considered the

same as educators (Yudanto, Sarwi, & Mosik, 2013). Whether in each understanding or any speech raised by educators, learners are expected to capture them well. Classroom learning is dominated by educators, an active education during the learning process, but students are only subject to and obedient during this process with the students' expectations being able to reach the target value during the exam and the given task complete submission deadline. In various seminar forums emerged criticism that the concept of education has been revealed to be teaching and teaching is derived or can be said to narrow the process done in the classroom but the activities there is not more just a teaching educator activities to students to get the test value target and curriculum targets made (Yudanto, Sarwi, & Mosik, 2013).

The teachers need interesting method to get the students' attention and motivation. In the learning methods, active learning is expected for learners to be more comprehensive in following the teaching and learning activities in the classroom. This method is made in a variety of ways educators who off set the creativity of educators in the classroom so that students can understand the material presented with the lack of a reciprocal in the process, so that the learners do not feel saturated in learning. Quality learning can be seen from how the interaction between educators and learners is exciting and does not saturate in the classroom (Syarifuddin, 2016). In addition, Mansir & Purnomo (2020) say that learning process indicates a shift of paradigm that is oriented towards the dominance of the role educators in learning (teacher center) to student-centered learning (student center).

To avoid boredom and saturation of learners in the learning process, especially learning Fiqh, it is necessary to active learning methods. This method is one that can foster the spirit of learners in learning and hopefully able to understand and apply the material in his/her life not only focused on the final value of the exam or the acquisition of the curriculum standards Desired. Therefore, the curriculum is an important part of the education process (Saufi & Hambali, 2019: 26).

This research discusses about teaching Fiqh subject using active learning method. Active learning is a processing of learning systems from active learning to independent learning. Thus, active learning method emphasizes the activeness of students, with the intention that they can be independent in learning activities in the class. Regarding the implementation of active learning in teaching Fiqh, this will be a brilliant innovation. This innovation is expected to provide answers to solutions regarding methods, learning strategies in class, from the application of active learning method to Fiqh learning can generate active and independent learning conditions for students and teachers. In addition, the advantages of active learning in learning Fiqh will be very useful in terms of fostering active learning abilities within students, and can explore the potential of students and teachers to be equally able to develop and share knowledge, skills and experiences. Therefore, the researchers were interested to conduct this study relating the use of active learning method in teaching Fiqh subject.

RESEARCH METHOD

This study used qualitative approach by collecting data through library research. George (2008) stated that library research was not a mystery or a lucky dodge, but an investigation controlled from start to finish, even though the sources discovered could not be told. On other side, library research was a form of structured inquiry with specific tools, rules, and techniques. Both primary and secondary data of this research were obtained from several major references. The primary data was articles about active learning methods. In addition, secondary data was obtained from various researches that had spread from various research journals, books, theses, and dissertations related to research objects. Data collection procedures were carried out by collecting various books, articles, theses, and dissertations that discussed about Fiqh subject and Islamic education in Islamic boarding school. Once the data was collected, then it was done a sorting between books, articles, theses, and dissertations discussing the active learning methods. Further data were analyzed through deductive and inductive process. The deductive method was used in order to obtain an overview of the active learning method in detail while inductive method was used in order to acquire and reveal an overview of active learning as a whole. Data analysis was processed the data obtained during the study until it could be drawn a conclusion.

RESULT AND DISCUSSION

According to Khaeruddin in Hartika (2017), active learning is a learning model where the learners are more active and many involved in the learning process, such as exploring the information needed as a differentiated material learning in class. From this method, hopefully the students in Islamic boarding school get experience that can improve the ability and competence in the learners. In addition to the experience of accessing information, learners are expected to gain more experience about the ability to analyze and formulate a problem from the analysis of the results.

Mubayyinah & Ashari (2017) states that active learning is a method of learning that uses an individual approach, because every student has different potential and abilities that are not equal, the learning process of active learning make the students get guidance in knowing and developing their skills and talents. There are basic concepts that exist in Active Learning according to Dawam in Mubayyinah & Ashari (2017): (1) Shaping early in the educational atmosphere in active learning, for example by applying teamwork in the team so that each of them depends on others. (2) Making the classroom a place that makes fun of discussing, asking and answering, doing games and drama, self-learning, and so forth. (3) Understanding the ability of learners to pay attention to it and to be able to sit neatly as it is expected to be limited.

In the learning process that uses active learning methods where learners are actively involved in each step of the activity, this method is an efficient and efficient method in its application, because we can see from the illustration of the infant learning process where a baby is active in every step of learning. Cognitive, affective and psychomotor skill of the toddler is growing rapidly at the age of 1-5 years. This is because a toddler is active in

knowing something he/she has not known. If a toddler is given something that has never been known before, babies will see it carefully to stretch even until the oral ability of the toddler moves to observe something.

Learning is a process of getting experience and knowledge in the form of changes the students' behavior in the ability of reaction in the interaction with the environment of their lives Agustina, Priyatna, & Arif (2019), activity in learning is also an important element in the creation of learning activity. It can be concluded that the activity of learning is activities conducted by learners who can support the success of learning, whether it is learning inside and outside the classroom. The school climate can be easily manipulated directly affecting the behavior of people associated with the school (Wahyono, 2019).

There are signs of learners having activity in the spiritual learning process in the completeness of the students' active indicators (Diedrich in Agustina, Priyatna, & Arif (2019). They are; (1) Oral activity; it is an activity to ask, convey opinions, discuss, formulate problems, make speeches, give advice, etc. (2) Visual activity, it is an activity regarding something, such as taking pictures, reading, demonstrations, etc. (3) Listening activity, it is an activity that uses hearing, listening to materials, descriptions, speeches, Nasik, etc. (4) Drawing activity, it is one of the activities with the ability of art, making images of maps, graphs, designs, patterns, etc. (5) Writing activity, it is a literary activity that needs to be continuously improved, e.g. composing, writing reports, writing stories, fictionalized writing, copying, etc. (6) Mental activity, it is the activity of remembering, thinking, analyzing, making decisions, etc. (7) Motor Activity, it is the motor activity of a person that is game, gardening, conducting experiments, etc. (8) Emotional activity, it is activity in organizing emotion such as bored, sad, happy, nervous, brave etc.

According to Abu Ahmadi in Syarifuddin (2016), the principles that encourage the existence of Active Learning methods are: (a) Stimulus Learning, it is the form of information that educators provide to students, this stimulus can be motivation, direction, advice, material etc. (b) Attention and motivation, it is a condition that cannot be far from learning activities. (c) The response taught, being a learners' participation in responding to the learning process, it can be said for the reciprocal relationship and learners, if there is no response and reciprocal relationship in learning, then it cannot be said to learning method. (d) Strengthening, it is the students' response in the form of learners' approval in the learning process. This is derived from two directions, the internal direction of the students' own students and the external direction of the educator. (e) Usage and transfer, it is an upcoming venture so that students can have the ability to move the ones he/she has received against other situations that the students will find later in the future.

The active learning functions were; (1) Provide a provision of requirements that learners need in the future. (2) Assisting the learning process of learners to be passionate and have an active spirit in doing something dis-natural class. (3) Help learners build a sense of self-confidence, responsible, and mutual help. (4) Expanding how to think so that the learners are knowledgeable.

The research conducted by Agustina, Priyatna, & Arif (2019) about Active Learning methods especially active debate in Islamic boarding school Darut Tafsir was obtained that

by using this type of active debate the activity of learners in the class is higher than the students' activity using other method, the class felt boring during running lectures. Active debate learning model is an active learning model where learners are directly from beginning to end in the learning process, the educator function here is a command and mentor who is the guiding direction in the implementation of a fun debate. Debate is an activity conducted individually or in groups with the argument of one another in order to discuss a matter of deciding on a matter of distinction as well as the association.

In the process of learning in the class conducted by learners, the debate that is used will certainly remain in the protection, direction and guidance of an educator, so that learners can develop their intellectual skills of science. In addition, debate can also develop the ability to express and listen to different opinions but still conveyed clearly, logically and well. This method can be used by educators by customizing the material. There is suitable material and unsuitable for debate. This strategy can be used if the educator's objective in the lesson is to present topics and issues that can lead to pros and cons. In the implementation of this debate type, the full participation of all learners is not only individual or a few students. The benefits of the life that are included in this type are students have the experience of well-communion, and convey ideas and ideas that have to others, and make them critical people.

Another active learning method is Jigsaw. This learning model was developed and tested by Elliot Aronson and his colleagues. By using jigsaw, students are placed into heterogeneous learning teams of five to six people. Each group provides information that addresses one topic from their current subject matter. From the information provided in each of these groups, each member must discuss the different parts of the information. For example, if there is information about a novel, then the five members in it must visit smaller parts of the novel, such as themes, plot, characters, conflict, and background (Huda, 2013). In this technique, the teacher pays attention to the schemata or background of the students' experiences and helps students activate these schemata so that the learning material becomes more meaningful. In addition, students work together with fellow students in a mutual cooperative atmosphere and have many opportunities to process information and improve communication skills. Jigsaw learning model is a type of cooperative learning that consists of several members in a group who are responsible for the mastery of the learning material section and are able to teach the material to other members in the group (Vivi, 2016).

Jigsaw method is a learning method in which learners are active in the learning process because the learners are directly involved in teaching the material to their friends (Hamdi & Farida, 2019). This method is used for the materials which there are divisions in order to be formed as a group in one class. The material that can be used is Al-Tahaarah consist of Wudhu, Tayamum, bath, etc. Learners are invited by educators to give information of each group with the specified sub-material, after students explain each other their sub-materials and continue the question and answer process as well as discussions that are guided and directed by educators as facilitators in the classroom. This method is interesting enough to develop learners' ability to discuss and appreciate each

other. Also, the ability to listen and to pay attention to the material delivered by friends, so the learners are more enthusiastic and unsaturated during the learning process.

Active Learning with Everyone Is Teacher type is a method by which educators invite learners to take part in reading aloud (read aloud a book and explain it) (Hamdi & Farida, 2019). Learners are asked to become teachers for their friends by reading to explain and answer questions they have been asked by their friends. From this method the learner demanded confidence and his/her responsibility for everything that was buried from him. Be confident in answering questions from friends and be responsible for the material submitted. In addition to providing material to students in the classroom, educators also benefit from using this method, which is that educators do not speak in class, but also keep the participants in order to make the learning process not monotonous and saturate.

Other active learning type is Question Student Have. It is a method that requires the participation of learners to maximize the potential owned by providing questions about learners who can offend their wishes and expectations. From this method, the learners can find out what the learners' wishes and expectations are. The educators are expected to provide an innovation of motivational creativity during the learning process. It can also be said that this method is a learning by emphasizing students to be active in bringing together opinions on their desires and hopes and able to measure the understanding of learners in the material content using the written knowledge system, which answers the question should not contain essays but also can use checklist (Vianata, 2012).

Active Learning by Reading Aloud is a suitable method used in the Fiqh material because this method needs hard reading to read a proposition of Al-Qu'ran and Hadith which is not allowed mistake in pronunciation. Almost the overall Fiqh material is the evidence that manages it. The educators must be creative in managing this method into an interesting method that can be accepted by learners to not be saturated. Usually Reading Aloud is combined with the method Everyone is A Teacher here.

In making an Active Learning Strategy, learning planning must be carried out, which will not be separated from learning theory. It is a step to determine and use the principles carried out by educators and developers to achieve learning goals. Besides learning theory are an integrated set of principles from learning theory, other relevant methods, and research results that make a person able to predict the impact of learning conditions, students' cognitive processes and the resulting abilities (Yaumi in Anwar 2019).

Active Learning Strategy is the teacher's skills in teaching. Where the teacher teaches in learning, teachers must have their appropriate methods, including role-playing, group work, discussion, etc., which is suitable according to the education carried out. The Islamic boarding school must pay special attention to the Active Learning Strategy, especially in Fiqh learning, so that the knowledge applied to students can be useful and become a provision in the next life and make students more interested in learning. However, if it is not absorbing it will change education, by always evaluating knowledge.

To succeed in Active Learning Strategies, especially in Fiqh Learning, there are several solutions to learning plan (Athoillah, 2015). As follows: 1) Teachers must be more selective in preparing learning plans appropriately, starting from the teacher making lesson plans (RPP), making research instruments namely activity observation sheets, teacher observation sheets on learning, interview guidelines for teachers and students, making worksheets for each meeting and test questions. 2) the Islamic boarding school must also do a workshop to the teacher, in preparing the lesson plan. 3) Learning Implementation Plan (RPP) is made and discussed with the teachers to develop the lesson plan following the curriculum set at the boarding school. 4) The teacher changes the method of learning so that students are interested in following the learning process. 5) Learners understand the steps in implementing Active Learning Strategies in learning.

In choosing a learning method in an active learning strategy, the teacher can choose the following method that is suitable for Fiqh lessons, Silberman (1996) suggested several active learning in his book entitled "Active Learning (101 Ways to learn Active Learners)". In this book, the teacher can choose one of the active learning methods to teach Fiqh subject in Islamic boarding school. Several of them are Targeted Teaching Method, Practicing the Material Taught, Arguments and Competing Arguments, Card Sorting, Every One can be Teacher, Learning Jigsaw, etc.

CONCLUSION

Based on the information found from several sources, it can be concluded that Active Learning method can be used to teach Fiqh subject in the Islamic Boarding School. The material taught should be appropriated with the Active Learning Method used. For example, Al-Tahaarah as a part of Fiqh lesson material can be taught by using active learning with Jigsaw learning type. By using active learning method, it is expected that the students of Islamic boarding school are engaged, motivated, and interested to learn Fiqh subject.

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