

Application Of Student Facilitator and Explaining Model in Learning

Afandi

Sekolah Tinggi Ilmu Tarbiyah Al-Ibrohimy Bangkalan
afandiabbas229@gmail.com

Mudmainnah

IAI Al-Khiarat, Pamekasan
Mudmainnah2000@gmail.com

Corresponding Author: Miskari

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Abstract

This study examines the application of the Student Facilitator and Explaining (SFE) Model in learning fiqh class VIII at SMP Mambaul Ulum Bata-Bata. Using a qualitative approach with a case study, data were collected through non-participant observation, interviews with the principal and fiqh teachers, as well as documentation related to student activities and attendance. Data analysis was conducted using the Miles and Huberman interactive model, including data reduction, data presentation, and conclusion drawing. The results showed that the implementation of the SFE model had a significant impact on student learning and development. This model increases students' critical thinking skills, enthusiasm in learning, and a deeper understanding of the material. Students become more active in asking and answering logical questions in the context of fiqh law, and are able to understand information better. Teachers can also control and monitor students' understanding effectively. Overall, the SFE model not only increases students' interest in learning but also develops their critical thinking skills and mental courage. This model proves to be an effective tool in achieving better learning objectives in the modern educational environment.

Keywords: Student Facilitator and Explaining (SFE) model; fiqh learning; critical thinking skills.

INTRODUCTION

Education is the deliberate effort by families, communities and governments to prepare individuals to effectively fulfill their roles in life, both spiritually and physically. (Biesta, 2009) It encompasses lifelong programmed learning experiences in formal, non-formal, or informal settings aimed at optimizing individual abilities. Education serves as the cornerstone of human culture, which evolves dynamically to meet the needs and aspirations of society. In today's global context, the focus on intellectual, social, cultural and personal skills underscores its critical role in fostering capable and educated human resources.

Education as an integral part of community life in the global era must be able to provide and facilitate the growth and development of people's intellectual, social, cultural and personal skills. (Tolchah & Mu'ammara, 2019) Because education is one form of manifestation of human culture that is dynamic and full of development. Changes in the sense of improving education at all levels need to be carried out continuously in anticipation of future interests. Heqal Mardiyah, "Application of Student Facilitator And Explaining Learning Model with Student Team Heroic Leadership Strategy to Improve Critical Thinking Ability and Accounting Learning Outcomes of Xi Accounting Class Students of Smk Negeri 1 Medan Learning Year 2018/2019," Thesis (2019): 2018. This change also has implications for changes in the learning system paradigm, namely, from a *teacher-centered learning* system (*teacher centered*) to *student-centered learning* (*student centered*). (Minter, 2011)

Despite its pivotal role, the education system faces various challenges that hinder its effectiveness, especially in terms of student engagement and the development of critical thinking. (Aziz, Mokodenseho, Komaruddin, & Majdi, 2023) , In pesantren-based schools such as SMP Mambaul Ulum Bata-Bata, traditional teaching methods often favor memorization over understanding and application of knowledge. This results in a passive learning environment and low student participation. (Kholili, 2021)

The teacher-centered learning system often does not provide space for students to actively think critically and connect the information learned with their daily life experiences. (Utha & Rinzin, 2019) As a result, students tend to be passive recipients of information without really understanding or being able to apply the knowledge in a practical context. This challenge calls for fundamental changes in educational approaches in order to create a more dynamic and participatory learning environment, capable of developing students' critical thinking abilities and skills more effectively. (Muganga & Ssenkusu, 2019)

The results of research conducted by several researchers such as Bayu Bambang Nur Fauzi,(B. B. N. Fauzi, Qomaruzzaman, & Zaqiah, 2023) Abdul Azis,(Azis, Jannah, & Nasution, 2023) Ira Puspita:(Puspita & Arief, 2015) indicate a significant gap regarding effective strategies to increase student participation and critical thinking skills in subjects such as Fiqh. Many studies underscore the persistent challenges of teacher-centered approaches and the need for more student-centered methodologies to encourage active learning.

To overcome this problem, a paradigm shift towards more engaging and participatory teaching methods is required, such as the Student Facilitator and Explaining (SFE) model.(Aulia & Savitri, 2021) This approach empowers students to articulate and discuss concepts collaboratively, thus encouraging deeper understanding and critical thinking in Fiqh education. The purpose of this study was to examine the effectiveness of the Student Facilitator and Explaining model in improving students' critical thinking skills in Fiqh subject. Specific objectives included assessing the level of student engagement, analyzing learning outcomes, and identifying areas for further improvement in educational practice.

The urgency of this research lies in its potential to contribute empirical evidence on the efficacy of the SFE model in enhancing students' learning experiences and critical thinking skills in the context of Islamic education. By promoting students' active participation and deeper conceptual understanding, this research seeks to inform educational practices that aim to optimize learning outcomes and foster a more dynamic educational environment.

RESEARCH METHODOLOGY

Based on the research problems and objectives in this study, this research uses a qualitative approach, the type in this research is a case study.(Yin, 2015) The data use procedures carried out by researchers include; *first*, observation; this research uses non-participant observation, in collecting data by direct observation of the research location but not involved in activities only acting as an observer and making observations of the symptoms that occur at the research location. *Second*, interviews, the informants interviewed were the principal and fiqh teacher; *third*, documentation, this method was used to obtain data regarding students' personal documents, in the form of photographs of students in carrying out fiqh learning, and student attendance.

While the analysis technique used in this research is this research uses the interactive model technique offered by Miles and Huberman, namely, first, data reduction, at this stage, researchers reduce data by sorting, categorizing and making abstractions from

field notes, interviews, and documentation. Second, data presentation; researchers limit the presentation of data to structured information that gives the possibility of drawing conclusions and taking data. Third, conclusion drawing; In this conclusion drawing, all data that has been selected and presented is then summarized to become one unit. To ensure the validity of the data obtained from this study, researchers used; observation persistence and data triangulation.(Miles & Huberman, 1984).

RESULTS & DISCUSSION

Application of Student Facilitator and Explaining (SFE) Learning Model in Mambaul Ulum Bata-Bata Junior High School

The application of the student facilitator and explaining (SFE) learning model at SMP Mambaul Ulum Bata-Bata in fiqh subjects in class VIII is a step taken to improve the effectiveness of the learning process. This model aims to facilitate students to be more actively involved in learning with the role of a facilitator, which directly contributes to the understanding and development of critical thinking skills. The same findings were revealed by Zulfadli Hamdi.(Hamdi, Mukminin, Irfan, & Sururuddin, 2021)

SFE is implemented with the main purpose of making it easier for students to understand fiqh subject matter in a more interactive and in-depth way.(I. Fauzi & Sabila, 2022) Teachers at SMP Mambaul Ulum Bata-Bata not only act as teachers, but also as organizers and supporters in the students' learning process. By providing opportunities for students to act as facilitators, students not only receive information, but also actively participate in delivering and discussing material with classmates.

The SFE model at SMP Mambaul Ulum Bata-Bata is also designed to stimulate students to think critically. Through discussions, problem solving, and presentation of material, students are empowered to develop analytical skills. In Emi Sulistri's findings, this method allows students to not only understand fiqh concepts theoretically, but also apply them in a practical context.(Sulistri & Rosdianto, 2023)

In addition, the implementation of SFE in this school also aims to create an inclusive and collaborative learning environment where students can support and learn from each other. Thus, SFE not only aims to improve students' academic achievement but also to develop social, leadership and cooperation skills among students.(Ritonga & Maryanti, 2023)

In the context of modern education as expressed by Ihsan,(Ihsan, 2023) interaction and active participation are the keys to successful learning, the SFE model at SMP Mambaul

Ulum Bata-Bata shows the potential to be an effective paradigm in improving the quality of learning and holistic personal development of students.

The application of the student facilitator and explaining model in class VIII at SMP Mambaul Ulum Bata-Bata is an effort made by the teacher so that students are able to have a high interest in learning. In applying the student facilitator and explaining model, Ustadzah Aminatur Rahmah as a teacher at SMP Mambaul Ulum Bata-Bata has steps in the learning process, as for the steps that can be taken in this student facilitator and explaining type learning model, namely as follows:

1. The teacher distributes the groups first
2. The teacher makes a concept map according to the material
3. Explaining the material on the board in the form of a chart
4. Provide an opportunity to present more extensively in front of the group.
5. And provide opportunities to ask questions to other groups
6. Cover

The application of the SFE model at Mambaul Ulum Bata-Bata Junior High School shows conformity between the steps applied by the teacher and the theory of Miftahul Huda that has been described previously.(Huda, 2013) However, the researcher found an innovation in the steps applied at SMP Mambaul Ulum Bata-Bata, namely that the teacher distributed the groups first before discussing, and the results of the discussion were presented in front of the class due to time constraints. Thus, the use of the SFE learning model can be considered successful. The SFE learning model aims to transfer knowledge, skills and values to students. The teacher's role is to design learning, deliver information, act as a professional facilitator, and guide students in understanding the material in depth.

Meanwhile, the role of students as facilitators and explainers in the SFE model involves planning how students help friends understand the material being studied, either through oral presentations or by using charts to other group members.(Yudi, 2018) In addition, students provide specific feedback related to other students' work and help complete the task by asking other students to demonstrate how to complete the task. By playing this role, students with limited knowledge can be helped and motivated to improve their understanding of the learning material, which in turn can improve student learning outcomes.(Maulinda, 2024)

In the SFE learning process at SMP Mambaul Ulum Bata-Bata, students not only experience but also do the process. With this SFE model, students are required to be more

active and think critically. This model is in accordance with the critical thinking indicators applied at SMP Mambaul Ulum Bata-Bata, such as formulating questions, analyzing arguments, and asking and answering questions. This concept is consistent with Ennis' theory that identifies 12 indicators of critical thinking, which can be summarized in five stages, including:

1. *The basic clarification* stage includes formulating questions, analyzing arguments, and asking and answering questions,
2. *The bases for the decision* stage includes assessing the credibility of information sources as well as making observations and assessing observation reports,
3. *The inference* stage includes making deductions and assessing deductions, making inductions and assessing inductions, and evaluating.
4. *The advanced clarification* stage includes defining and assessing definitions, and identifying assumptions,
5. *supposition and integration* stages include, conjecturing, and integrating. (Ennis & McCauley, 2002)

In carrying out learning model activities carried out in the classroom, it can increase students' interest in learning and be able to improve their critical thinking skills, which can be seen by researchers from how students formulate questions, analyze arguments, and ask and answer questions, and the results of interviews with students say that the test scores exceed the 70% KKM value, which is in accordance with the opinion of Ennis's theory described above, so this model is quite good and develops the student learning process.

Thus, it can be concluded that the application of the SFE model at SMP Mambaul Ulum Bata-Bata is not only in accordance with Miftahul Huda's theory in the context of increasing students' interest in learning but also effective in developing students' critical thinking skills as revealed by the results of Indah Mustikasari's research, (Mustikasari, Supandi, & Damayani, 2019) as measured through concrete indicators such as the ability to formulate questions, analyze arguments, and actively participate in class discussions. This model encourages students to engage more actively and independently in the learning process, which ultimately contributes to the development of their overall learning process.

Effectiveness of the Application of the Student Facilitator And Explaining Method for Class VIII Students on Fiqh Material at Mambaul Ulum Bata-Bata Junior High School.

Effective learning implementation is highly dependent on understanding the individual characteristics of learners. Giving adequate attention to each student can increase motivation and enthusiasm for learning, which in turn will increase the efficiency of the learning process as a whole. Learning effectiveness is a critical parameter in achieving the expected educational goals. (Rahma, Hasibuan, Simamora, & Shena, 2021)

In the context of implementing the student facilitator and explaining (SFE) learning model at Mambaul Ulum Bata-Bata Junior High School, the main focus is to improve students' critical thinking skills in Fiqh subjects. This model is designed with the aim of supporting the teaching-learning process effectively, so as to achieve more optimal educational goals. The implementation of the SFE model aims to create an interactive and dynamic learning environment, where students not only passively receive information but are also actively involved in the learning process. (Rezki, Farma, & Lufri, 2019)

As Nikita Nabila said, the SFE model allows students to play the role of facilitator, where they are responsible for delivering the subject matter to their classmates. In this role, students are expected to master the material well, prepare presentations, and be able to explain important concepts clearly and precisely. This encourages students to think critically, as they have to understand the material in depth and be ready to answer questions and address various arguments that may arise during the discussion. (Nabila, Harjono, & Ermiana, 2021)

The implementation of the student facilitator and explaining model at Mambaul Ulum Bata-Bata Junior High School shows that learning effectiveness can be achieved with a short period of time and the application of the right model. This model helps to improve students' critical thinking skills, create meaningful learning situations, and train students' intellectual and mental aspects. Thus, students are encouraged to actively participate in the learning process, which has the potential to improve overall learning effectiveness and outcomes.

Meanwhile, the indicators of the effectiveness of SFE learning in Mambaul Ulum Bata-Bata Junior High School can be seen from:

- a. Students' enthusiasm in following the learning process.
- b. Makes the learning process more fun.
- c. Learners' understanding improved both verbally in asking questions.
- d. Make students' intellect more developed.
- e. Teaches mental courage.

Based on the indicators of learning effectiveness above, it can be concluded that the student facilitator and explaining model at SMP Mambaul Ulum Bata-Bata is effective in attracting students' interest and enthusiasm in learning. This model makes the learning process more fun and improves students' critical thinking skills through active interaction in class. This can be seen from the level of student participation in asking questions, answering, as well as the understanding gained from the subject matter. Based on the criteria of this research, the results show that the student facilitator and explaining method in fiqh subjects at SMP Mambaul Ulum Bata-Bata Pamekasan is considered very good.

Benefits of Student Facilitator and Explaining Learning Model

The implementation of the student facilitator and explaining (SFE) model at SMP Mambaul Ulum Bata-Bata brings significant benefits in the context of increasing students' interest in learning and critical thinking skills. This model allows students to play an active role as facilitators, which directly improves their understanding of the subject matter. The main benefit according to Sulistri from the implementation of SFE is the development of students' ability to understand information more easily and clearly, as well as the development of mental courage in opinion and discussion. (Nurjanah, Putri, & Handayani, 2019)

Academically, the SFE learning model encourages students to achieve learning objectives more effectively through increased interest in learning. (Hadiwasito, 2022) The teacher as a facilitator in this model has a key role in controlling and monitoring students' understanding of the material. Teachers can adjust the order and depth of the material and overcome the decline in students' enthusiasm for learning by holding discussions and providing opportunities for students to become facilitators in conveying material to their peers. (Khairina, Alberida, Fitri, & Ardi, 2021)

In addition, the application of SFE also helps build students' character and intellectual spirit by encouraging them to develop an interest in self-learning and critical thinking. Through this model, students not only understand the material taught, but also master the ability to convey their understanding to classmates in their own language. Thus, students are not only passive consumers of information, but also active actors in the teaching-learning process.

Students benefit greatly from the learning model used by their teachers. They are always given directions to keep the learning objectives in mind, and are encouraged to understand the lessons delivered so that they continue to learn in order to master the

material. The implementation of the SFE model at SMP Mambaul Ulum Bata-Bata has had a significant positive impact. Students show a positive response to this approach, feeling engaged and helped in understanding and internalizing the subject matter. They also feel encouraged to continue to innovate in opinion and discussion, thus improving critical thinking skills.

This confirms that SFE is not just a teaching method, but also an important instrument in developing students' character and intellectual abilities in the context of dynamic and result-oriented modern education. The SFE learning model succeeds in creating an interactive and effective learning environment, which is able to support students in achieving optimal learning outcomes and forming strong and independent characters.

CONCLUSION

The conclusion of this study shows that the application of the student facilitator and explaining (SFE) model at SMP Mambaul Ulum Bata-Bata has a significant impact on student learning and development. This model helps improve the critical thinking skills of grade VIII students by developing learning potential and providing a broader and clearer understanding of the subject matter. The effectiveness of the SFE model is evident from the observed indicators, such as an increase in student enthusiasm in learning which makes learning activities more enjoyable. In addition, students are also able to develop critical thinking skills through the way students ask and answer logical questions in the context of fiqh law.

The benefits of implementing the SFE learning model at SMP Mambaul Ulum Bata-Bata include students' ability to easily understand information, as well as teachers' ability to control and monitor students' understanding of the material. This model also teaches students to be facilitators, who not only deliver the material but also observe and train students' mental abilities. Overall, the SFE model not only increases students' interest in learning, but also develops students' critical thinking skills and mental courage. The implications of the results of this study suggest that the SFE model can be an effective tool in achieving better learning objectives in modern educational environments.

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