CHAPTER I
INTRODUCTION

A. The Background of the Study

Education is widely recognized as a cornerstone of national development. It transcends the mere acquisition of knowledge; it encompasses a transformative process that fosters personal growth and societal progress. Education plays a crucial role in shaping individuals by cultivating intellectual, emotional, and social skills. It equips individuals with the knowledge, values, and competencies necessary to become productive members of society. By nurturing a well-educated citizenry, a nation can enhance its human capital, drive economic growth, and foster social and cultural development.[1]

The primary objective of education is to foster the holistic development of learners, nurturing their intellectual, emotional, social, and spiritual potential. This involves guiding students to become pious, responsible, and productive citizens. Educators play a pivotal role in achieving these educational goals through effective teaching and learning processes.

The effectiveness of the teaching and learning process is heavily influenced by the choice of instructional methods. Teachers play a crucial role in selecting and implementing appropriate teaching methods that can effectively engage students and facilitate their learning. The interaction between teaching methods and student learning is dynamic, with each influencing the other and ultimately determining the learning outcomes.

Based on the learning of Fiqh class VIII, the average is below the minimum passing standard. This data I got from preliminary observations from the Fiqh teacher, Fiqh learning conducted by the teacher in class, the method used is less varied (monotonous). In transferring information, the teacher mostly uses the lecture method and involves fewer students. In traditional teaching approaches, where student engagement is limited, such as in lecture-based classes,

---

[1] *201190029 Annisa Ayu Fitria PAI.pdf*, https://etheses.iainponorogo.ac.id/24324/1/201190029%20Annisa%20Ayu%20Fitria%20PAI.pdf, accessed 3 Jun 2024.

students may passively receive information without actively participating in the learning process. This lack of active engagement can lead to decreased motivation, reduced learning outcomes, and hindered student potential.[2]

Based on initial observations, several factors contributed to the suboptimal learning outcomes in Fiqh among Grade 8 students. These factors included:

- Limited use of diverse teaching methods: The predominant use of traditional teaching methods, such as lectures, discussions, and question-and-answer sessions, may not have adequately engaged all students.
- Student disengagement: Some students may have experienced difficulty in understanding the Fiqh material, leading to decreased motivation and engagement in the learning process.
- Low student interest: The monotonous nature of traditional teaching methods may have contributed to a decline in student interest and increased passivity.

These factors collectively contributed to lower-than-expected learning outcomes in Fiqh.

The teaching and learning process is a very important thing in education, which is carried out by teachers and students to produce a change in behavior. Changes in student behavior that occur after participating in the learning process, the results are expressed in the form of numbers or grades referred to as learning result. As often happens in class, students are less active in learning, students sometimes talk to friends when the teacher explains the material, and the teacher rarely gives assignments to students, so that student learning result are less than optimal or still below kkm. Oriented to this problem, the researcher conducted a study using the Wizer.me educational quiz in the Fiqh learning process. Through the Wizer.me educational quiz, this learning can train students to learn

---

[2] Eli Sri Nurlaeli, "Upaya Meningkatkan Kualitas Pembelajaran PKn Materi Dampak Globalisasi Dengan Cara Pemberian Tugas Kliping Dengan Media Powerpoint", *UNIEDU: Universal Journal of Educational Research*, vol. 3, no. 3 (2022), pp. 129–40.

independently or be responsible for their own or group assignments.[3]

The high and low learning result of students in learning activities are influenced by several factors. Factors that affect learning result include internal factors and external factors. Internal factors are factors that come from within students such as intelligence, motivation, discipline and interest. While external factors are factors that come from outside students in the form of the environment, learning infrastructure, and teachers, where one factor with another influences and supports each other in achieving optimal student learning result.

Learning result are the abilities that exist in students after they receive learning experiences in the learning process. Learning achievement is basically the result that a person gets after participating in learning activities. Learning achievements are usually expressed in the form of numbers, symbols, letters, or sentences. Student learning result can be interpreted as the value obtained by students during teaching and learning activities. In general, learning result are changes in overall behavior and abilities possessed by students after learning, which take the form of cognitive, effective and psychomotor abilities caused by experience and not just one aspect of potential.[4]

Therefore, learning result can be defined as the results achieved by an individual after engaging in learning activities. These outcomes encompass cognitive, affective, and psychomotor domains and can be expressed through various means, such as symbols, numbers, letters, or sentences, to reflect the quality of individual performance in a specific learning process.[5]

Fiqh is a core subject within the Islamic Religious Education (PAI) curriculum. It aims to provide students with a comprehensive understanding of Islamic law and its application in everyday life. In Madrasah Tsanawiyyah, Fiqh education emphasizes the development of critical thinking and analytical skills,

---

[3] Mar'atus Solichah Septia Ningsih et al., "Meta Analisis Pengaruh Metode Resitasi Terhadap Hasil Belajar Bahasa Indonesia Siswa Sekolah Dasar", *Indonesian Research Journal on Education*, vol. 4, no. 3 (2024), pp. 512–9.

[4] *201190029 Annisa Ayu Fitria PAI.pdf*.

[5] Lilik Sundari, "Peningkatan Pembelajaran Hukum Bacaan Qolqolah Dan Ra' Melalui Metode Pemberian Tugas Belajar Dan Resitasi", *ULUL ALBAB Balikpapan*, vol. 1, no. 1 (2022), pp. 56–66.

the cultivation of noble character traits such as Taqwa (god-consciousness), patience, and justice, and the practical application of Islamic teachings in daily life.[6]

Naturally, there are numerous challenges to overcome when studying Fiqh content. Teachers, students, the surroundings, facilities, and other factors are the root causes of both issues. Linguistic and non-linguistic barriers are the two main categories into which issues with learning Fiqh content at Madrasah Tsanawiyah can be generally classified. Problems with reading, writing, memory, translation, and comprehension are the several categories of linguistic barriers. Conversely, non-linguistic barriers can be classified as exogenous (originating from outside the child) or endogenous (originating from within the child). Interest, aptitude, drive, and intelligence are examples of endogenous factors. whereas curriculum, facilities, and learning programs (models, strategies, and technical methods) are examples of exogenous causes.[7]

One of the critical challenges in Fiqh education lies in the selection and implementation of effective learning models. The choice of learning model significantly impacts the success of the learning process.[8]

Traditionally, lectures have been a widely used teaching method due to their ease of implementation. However, this teacher-centered approach, where information is primarily delivered through verbal instruction, can limit student engagement and understanding. Students may struggle to absorb information passively, and their learning outcomes may be constrained by their individual learning styles.[9]

While lectures are often employed in Fiqh instruction, their exclusive use

---

[6] Yohana Nawang Wulan, "Improving Student's Abilities In Writing Description Texts For Class VII With The Recitation Method In SMPN 1 BANGILAN (Bangilan District, Tuban Regency)", *EDUTAMA* (LPPM IKIP PGRI BOJONEGORO, 2022), https://ejurnal.ikippgribojonegoro.ac.id/index.php/JPE, accessed 9 Aug 2024.

[7] Dedek Ardiansyah, "Pemanfaatan Media Dalam Penerapan Strategi Pembelajaran PAI (Hadis NABI SAW.) Di Sekolah", *Pedagogik: Jurnal Pendidikan dan Riset*, vol. 1, no. 1 (2023), pp. 77–90.

[8] Muthia Dewi et al., "Penerapan Metode Small Group Discussion (SGD) Untuk Meningkatkan Kemampuan Berpikir Kritis Mahasiswa", *JOURNAL OF SCIENCE AND SOCIAL RESEARCH*, vol. 6, no. 3 (2023), pp. 750–5.

[9] *172410080.pdf*, https://repository.uir.ac.id/16099/1/172410080.pdf, accessed 3 Jun 2024.

can lead to student disengagement and boredom. The monotonous delivery of information can hinder student attention and limit their active participation in the learning process. Fortunately, educators have access to a variety of teaching media beyond traditional lectures that can enhance student learning. Therefore, teachers must try to design effective, innovative, creative and fun learning, so that students can understand the material well.

One of the platforms that teachers can use in Fiqh subjects is the Wizer.me website. The Wizer.me educational quiz is a platform that presenting material where teachers design interactive assignments and activities that students complete through the Wizer.me platform. In this approach, students engage in various learning activities by solving problems, completing tasks, or answering questions provided in the quiz format on the platform. Tasks can be designed in multiple formats, such as a list of questions related to Fiqh topics, labeling diagrams, completing matching activities, or solving problems individually or in groups. These tasks may also include multimedia elements like videos or images for better conceptual understanding. Assignments can range from answering written questions, reflecting on scenarios, or completing interactive tasks like dragging and dropping, creating observations, or conducting virtual experiments.[10]

Along with the times, learning media around the world is progressing very rapidly. Currently, teachers can convey their knowledge through any media, including through electronic media such as laptops, cellphones and so on. One website that can help teachers in designing interactive learning media is the Wizer.me website. Through this Wizer.me website, teachers can design assignments or learning materials easily and according to the needs of students who are not too monotonous and boring. With this Wizer.me website, the teacher easily conveys the material, and students also accept it enthusiastically so that there is a possibility to support the expected learning result.

---

[10] Rahmad Ramadhan and Muamar Al-Qadri, "Penerapan Pendekatan Saintifik Dalam Meningkatkan Prestasi Belajar Siswa Pada Materi Shalat Jamak Dan Qasar Kelas VII SMP Negeri 1 Tanjung Pura", *Journal Millia Islamia* (2023), pp. 184–96.

By using the Wizer.me website, it will be easier to reduce the burden on students and, in the end, can instill in them the importance of the meaning and benefits of learning so as to stimulate enthusiasm and enterprise in their studies so that learning result will be high. In real life, a teacher knows a lot about laziness in learning in students, both at home and at school. Usually a student will not study if he does not get a learning task from his teacher, either individual or group learning tasks.[11]

One of the madrasahs that attracted the attention of researchers in Fiqh learning activities is Pondok Modern Darussalam Krasak East Cilamaya. Because the learning result of Fiqh subject at Pondok Modern Darussalam Krasak still below the minimum completeness criteria score of 6.5, which should be able to achieve a score of 7.0. Therefore, researchers chose the learning media of Wizer.me educational quiz that will be tested in the learning Fiqh class VIII at Pondok Modern Darussalam Krasak East Cilamaya. Through the application of this quiz, the Wizer.me educational quiz, it is hoped that class eight students of Pondok Modern Darussalam Krasak East Cilamaya will be able to: 1) take the initiative, be responsible and stand alone, 2) be able to deepen the material studied, 3) be able to seek and process their own information and communication, 4) be able to strengthen a sense of responsibility for the tasks given by the teacher.

Therefore, the author is interested in conducting research on the Wizer.me educational quiz applied by teachers in Fiqh subjects. Based on the background of the problem, the authors conducted research at Pondok Modern Darussalam Krasak Cilamaya Wetan with the title: "The Effectiveness of the Wizer.me Educational Quiz in Improving the Learning Result of Class VIII Students in Fiqh Subjects at Pondok Modern Darussalam Krasak East Cilamaya".

B. Problem Formulation

From the explanation of the background of the study above, the problem that was addressed by this research is:

---

[11] Ningsih et al., "Meta Analisis Pengaruh Metode Resitasi Terhadap Hasil Belajar Bahasa Indonesia Siswa Sekolah Dasar".

Can the use of Wizer.me Educational Quizzes be effective in enhancing student learning result in Fiqh for Grade 8 students at Modern Boarding School Darussalam Krasak East Cilamaya?. The provided question effectively outlines a research topic but can be improved for clarity and focus. Here's a revised version.

C. The Aims of the Study

This study aims to investigate the effectiveness of Wizer.me Educational Quizzes in enhancing student learning result in Fiqh for Grade VIII students at Modern Boarding School Darussalam Krasak East Cilamaya.

D. Significance of the Study

Based on the topics discussed previously, these include the focus of research problems, research objectives, and the findings or significance of research that discusses the implementation of the learning process using the Wizer.me educational quiz in class VIII Modern Boarding School Darussalam Krasak East Cilamaya, among the many benefits that can be taken from this research are as follows, both theoretically and empirically:

1. **Theoretical Benefits:**
   a. Theoretically, it can provide insight for teachers and students of class VIII of Modern Boarding School Darussalam Krasak East Cilamaya so that they can improve Fiqh learning result.
   b. To add insight for researchers in particular and readers in general.

2. **Practical Benefits:**
   a. For students, it can help in a pleasant learning process in the classroom for the maximum realization of the Wizer.me Educational Quiz.
   b. For teachers, there is a means to add insight, which can improve the quality of teaching and can develop the teacher's ability to deliver lessons.
   c. For schools to be useful in developing the potential of teachers to improve creative and innovative learning models and can also

improve the learning result of Fiqh students in class VIII of Modern Boarding School Darussalam Krasak East Cilamaya.

d. For the researchers themselves, it is useful for in-depth knowledge about the Wizer.me Educational Quiz with Learning Result in Fiqh Class VIII Subjects at Modern Boarding School Darussalam Krasak East Cilamaya.

E. Systemazation of the Writing

This thesis consists of four chapters, which included of an introduction (background), problem formulation, problem objectives, research objectives, research benefits, literature review, theoretical basis, research methods, in which there are types of research, research methods, source approaches used, data collection techniques, sample locations and research subject populations, data analysis and systematic discussion, which can be described in detail as follows:

Chapter I: Background: Introduction, The Research Question, Research Objectives, Usefulness of Research Results, Writing Systematics.

Chapter II: Theoretical Studies: Theoretical Foundations (Bound Variable, Treatment Variable), Relevant Research Results, Thinking Framework, Research Hypothesis.

Chapter III: Research Methodology: Place and Time of Research, Research Methods, Population and Sample, Data Collection Techniques (Conceptual Definition, Operational Definition, Instrument Grids, Instrument Types), Validity Testers and Instrument Reliability Calculations, Data Analysis Techniques, Systematic Hypotheses.

Chapter IV: Data Presentation, Analysis and Discussion: Data Presentation (General Data, Special Data), Data Analysis (Descriptive Analysis, Analysis Requirements Testing, Hypothesis Testing), Discussion.

Chapter V: Closing: Conclusion, Suggestions.