



Implementation of Active Knowledge-Sharing Strategy to Improve *Fikih* Learning Outcomes


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Article Info	Abstract
<p>Article History</p> <p>Received: September 14, 2022</p> <p>Revised: November 18, 2022</p> <p>Accepted: November 23, 2022</p> <p>Published: November 25, 2022</p> <p>Keyword: Implementation, Sharing Strategy, Innovation, Learning Outcomes</p> <p>Copyright (c) 2022 Ihwan Mahmudi, Dyah Purnama Ketty Ketty, Shafwatul Widad</p> 	<p>A good teacher always has innovation and variety to achieve good learning outcomes. However, <i>Fikih</i>'s learning in class one intensive F is less than optimal. As we know, the average value limit in this Boarding School is 4.9, but class 1 is intensive f only achieved a score of 4.48. There are 26 out of 38 students who have not graduated, or 68.42 %, and only 12 students who have graduated, or 31.57 %. It is because the teacher's teaching strategy is monotonous. Based on this problem, the research wants to discuss the Active Knowledge Sharing learning strategy to teach <i>Fikih</i> lesson 1. For knowing enhancement liveliness study student KMI class 1 intensive F in <i>Fikih</i> lesson, 2. To know enhancement results, study KMI class 1 intensify in <i>Fikih</i> lesson. This type of study is called Classroom Action Research (CAR). By following Kurt Lewin's model. Classroom Action Research is implemented in 2 cycles: planning, implementation, observation, and reflection. Research results are 1. Implementing an Active Knowledge Sharing strategy can increase learning results, and 2. Active students. In the first cycle, the results of liveliness among students reached 77.27%, then increased in the second cycle to 79.15%. Learning outcomes in the first cycle reached 84.84%, and in the second cycle increased by 93.93%. Based on this study.</p>

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Introduction

The progress and setbacks of a nation are determined by progress education, where education should help really attention, Educational and preparation activities for students so that they can adapt and contribute when they grow up, and it is an easy task. Education takes awareness, patience, readiness, tenacity, courage, and constancy. A teacher should understand the learning strategies to be applied. Knowledge and understanding of the learning strategy become essential because it relates to optimizing the learning outcomes (Arifin, 2018). Education quality level, as Very good as level quality Source Power Humans, become reject measuring development and the nation's progress (Fernando, 2020). The essence of education is a gift to help man becomes human or an effort to humanize human (Chasanah, 2017). Education is a process that includes three things, individual or community, and content perfection physically and spiritually, which determines the nature, destiny, and form of humans and society (Nurkholis, 2013).

The teacher is one element important in education. Without a teacher, the wheel of education does not rotate maximally because the quality of the teacher influences it. Because as the leading actor, the teacher is responsible for himself, his students, and their surroundings. The teacher determines the success of the teaching process. The learning process will also be good if the teaching is high quality. If the quality of teachers is low, the teaching process will be delayed. In this case, students do not get good teaching either, and it is feared that the nation will not be able to produce competitive, dynamic, and productive cadres in the future. Because of that, the success and failure of the world of education impact on success and failure of the entire nation (Nurdiana, 2019).

The teacher must know that one student is not the same as another student in terms of learning and must use a strategy that includes the ability, interest, and level of readiness of students. The teacher uses various methods, so all students are interested in the study. Teachers should also have some strategies for teaching (Kaufeldt, 2008). The teacher in to does teaching they should know some strategies for learning. This strategy is fundamental because as a medium for reaching a purpose. Function one of the teachers as giver inspirational job very strategic teacher in society because that, then needed a teacher should have some criteria the standard that a teacher must own so that capable of answering challenges that occur. Teachers with some requirements and components are usually called professional teachers. The strategy used in the teaching process aims for, say, a successful study. Class 1 Intensive 2020 is divided into six types. The distribution class this sorted based on academic score. From the result observation, some problems occur in Class 1 Intensive F, namely that the limit score the smallest that should be achieved is 4.9; however, the grade achieved by Class 1 Intensive F is 4.48, which is 26 students who have not reached the limit of 38 students or 68.42 % and 12 students who have reach limit score of 38 students or 31.71%.

After observing, some teachers use the lecture method, so many students ignore the teacher. Hence, the lack of strategies in teaching, challenging to deliver because the learning process is less attractive. and make student becomes bored and sleepy moment learning Fikih, including happening problem in Class 1 intensive F, because score Class 1 Intensive E get better value and better from Class 1 Intensive F. From the results observations and various problem on it's evident that student, not good excitement and interesting moment follow lesson Fikih

on going, from here researcher will discuss the discussion entitled implementation of active knowledge sharing strategy to improve Fikih learning outcomes.

Strategy is stepped broad direction in the process of education to reach goals that have been determined related to the learning process, and the approach can interpret as teacher activities for students in embodiment activity learning process to reach a goal.

Active knowledge-sharing is an education strategy to make students understand the lessons taught and encourage students to exchange sufficient knowledge with friends who cannot solve the problem. Finally, the teacher introduces topics important from the results work students with various knowledge. The *Active Knowledge Sharing strategy* is a strategy that prepares participants to educate with fast acceptance of theory lessons (Hindayani, 2017). Moreover, active knowledge sharing can increase student enthusiasm in the learning process, with proof of many once-discussed activity learning processes with this Strategy (Nurdiana, 2019).

The active knowledge-sharing strategy is one of the strategies so that students fast understand the lesson through short, apart discussions between groups. This strategy is used to see the ability of students. We can implement this strategy in most assignments (Nurdiana, 2019). Learning with an *Active Knowledge Sharing strategy* encourages participants to understand the study's nature, meaning, and benefits. This strategy could be used to measure the level of student knowledge while simultaneously doing several team building; this strategy works with some learning and some theory learning (Wardani, 2021).

As for the step application *Active, Knowledge Sharing* strategy is: to prepare a list of related questions with the theory lesson and ask the students for an answer to that question. Then, invite the students to go around the class to look for other students who can answer the question that they did not could he answer. Encourage students to help each other. Next, collect all the students back to discuss answers. Fill in the answers that the students do not know. Use the information as a way to introduce essential topics in class. The advantages of this strategy are: The student gets new information from classmates, cultivate a sense of each other shares and care among fellow students, while weaknesses: It requires quite a long time, then class conditions are not conducive good (Hidayat, 2019).

Fikih lessons teach about Islamic laws, even about *taharah*, worship, *muamalah*, *jinayah*, and soon (Ratih, 2021). Science Fikih is science in charge of defining norms of law, reading the Qur'an, and the provisions commonly available in the recorded sunnah of the Prophet in the hadith books. It could also mean that knowledge Fikih is a science that strives to understand existing laws in the Qur'an and the Sunnah of the Prophet Muhammad for applied to actions of humans who have a healthy adult mind is obligated to do law Islam (Nurhayati, 2018).

According Sriwiyata said, activity learning and active study could be seen from students' physical and mental activity during the learning process (Sriwiyata, 2021). Wibowo also said, physical and spiritual training, or what is meant by moving and thinking, cannot be separated (Wibowo, 2016). Activity student is something condition moment study; students do many activities and use their brains to learn ideas to solve problems (Zukin, 2022). The framework of thinking in a study of this research is, the application of *the Active Knowledge Sharing* strategy can increase student learning activities in Class 1 Intensive F, and the implementation of the active knowledge-sharing *strategy* can increase score study student

Class 1 Intensive F. Learning outcomes are changes in behavior and overall abilities possessed by students after study in the form of cognitive, affective, and psychomotor (Tholibin, 2022).

Research Method

The research procedure was carried out through three–a stage cycle consisting of four stages: the first stage is planning, the second is an implementation of class actions, the third stage is observation, and the last is a reflection (Suci, 2021). Study this is type classroom action research that will hold in odd semesters Class 1 Intensive F at Gontor for Girls Campus 2 years 2020 teaching. In Fikih lesson, with a total of 33 students. This thing shows cooperative work. Study action class has an essential role from a strategic point of view in increasing the value of education if appropriately used (Kunandar, 2008). This research was conducted in two-cycle; each cycle consists of four phases: planning, execution, observation, and reflex (Apriliyana, 2016).

Method data collection carried out is written documentation. Then, researchers prepare anything for the teaching process, such as teaching preparation, questions paper, and schedules. The second one is observations, such as sheet observation for knowing the liveliness of study students and sheets observation from the teacher. The last one is *the ikhtibar* (test); researchers also prepare questions for the test to know the ability of study students. Observed indicator variables in the study include; a) application of *Active Knowledge Sharing Strategy*, namely data about teachers' activity and students' activities during the teaching and learning process, b) Students' study results are obtained through tests after action cycle I and action cycle II.

There are several definitions of research, especially according to Kurt Lewin; research action is a series of steps that consist of four stages: planning, implementation, observation, and reflex (Kunandar, 2008). Method data analysis during the implementation process, researchers, identify related data with things that will be observed, and from the data with easy for the teacher to know how far success has been achieved teacher after teacher.

In measuring the standard value of student learning activity, the researcher uses the following range of values, if the value is 1 to 5, it is the bed; if the value is 5,5 to 6, it is poor; if the value is 6,5 to 7, it means good, if the value is 7,5 to 8 means very good, if the value is 8,5 to 9 it means excellent. The teacher success study is 5.5, the result obtained from discussion Among researchers and in charge of the institution. It is according to the data in the table below.

Table 1. Students learning activity

Number	Standard	MES
1	Excellent	81-100
2	Very good	61-80
3	Good	41-60
4	Poor	21-40
5	Bad	1-20

In measuring the standard value of student learning outcomes, the researcher uses the following range of values, if the value is 1 to 5, it is bad; if the value is 5,5 to 6, it is poor; if the value is 6,5 to 7, it means good, if the value is 7,5 to 8 means very good, if the value is 8,5 until 9 it means excellent. So, for example, the teacher success study is 5.5, and the result obtained from discussion Among researchers and in charge of the institution. It is according to the data in the table below.

Table 2. Student learning outcomes

Number	Standard	MES
1	Excellent	8.5-9
2	Very Good	7.5-8
3	Good	6.5-7
4	Poor	5.5-6
5	Bad	1-5

There are many things to do researcher prepare consist of prepare first, guide teaching, as well as illustration or tools needed moment to teach in this strategy. Questions that will be used in the implementation of the active knowledge sharing strategy, paper matter. The steps that the researcher will prepare in planning this are guide teaching, questions *ikhtibar*, table observation for knowing Students learning activity, facilities and everything designed for education, and table observation for knowing evaluation from side teacher.

Table 3. Student learning activity in the first cycle

Number	Indicator liveliness	Observed aspects
1	Visual	Activity student in notice Theory
2	Oral	Activity students in give input in every group
3	Listen	Activity students in understanding theory teach
4	Think	Activity student in ask answer

The data above is about student learning activity liveliness, which are several indicators of vitality that are observed to determine the level of enthusiasm of students during the learning process in the first cycle. The first is visual, and the practical aspect is student activity in notice theory. Then, the oral thing we examine is student activity in giving in to every group, and the third is listening. In this section, the researcher pays attention to student activity in understanding theory teaching. The last is to think about what is seen in student activity in asking for answers. These are essential things that researchers will observe to find out the results of student enthusiasm when learning uses active knowledge-sharing strategies in the first cycle and second cycles.

Results and Discussion

In the research, there is two a cycle carried out by researchers, and here researcher has to prepare several factors that will be observed when to do classroom action research and information blank about the elements you want to be monitored and researched in research on February 6, 2021.

In the first cycle, the researcher has to prepare several Things, among them design teaching; before doing classroom action research, there are several factors that a researcher must prepare, and one of them is a book guide educator alone. And book the first guide that is a book guide that will use by educators in teaching. When using this Active Knowledge Sharing strategy, the tool ingredients that will help smooth the learning process go on education. And the material to be submitted to research is titled fasting. On the material, this researcher prepared questions in to do Classroom Action research with an *Active Knowledge Sharing strategy*, then small paper pieces containing questions that will be used when teaching.

Some things to do prepared by researchers namely: the first thing is Fikih book or book preparations that will use the teacher in teaching, following that is a test (*ikhtibar*), prepare paper observation to know the level of enthusiasm students and all tools that will be used in the learning process teach, then fill in the blank for observing from side teacher.

Next is implementation, implementation carried out in the first cycle; this was conducted on February 6, 2021, in the lesson second with a duration time for 45 minutes, and it starts from 7.45 to 8.30 with amount 33 students. And in implementation, there are several things to do carried out by the teacher, such as opening, implementing, evaluating, and closing. What to do first is open; opening covers convey greetings, the teacher arranges students' seats neat, and then the teacher asks before the lesson.

This part includes: the teacher must connect Among knowledge previously taught with lessons that will be introduced. Next, the teacher explains vocabulary that is difficult for students to understand. After that, the teacher starts explaining the material, then the teacher instructs the student to read a book in preparation to answer the question, and the last one is evaluation, evaluation for tests how the ability of students to know how far is understanding students, who must conduct educator the first time, namely, teacher share student to in several groups, then teacher start to share the question in question to every group. Then, the teacher asks one student from every group to spread in space class to look for another possible student to answer the question. Then, the teacher asks the student to Return to the place again. And the last one covered, inside closing, this educator discusses with students about already answers obtained by students. Then, the teacher and students summarize the material discussed together, and finally, the educator evaluates after teaching.

Next is observation; inside the method, researchers must observe several factors, particularly things that happen in the class during the learning process, like what is already written on blank observation, such as indicators of enthusiasm and results of the study. After conducted implementation, the results in activity on cycle first are as follows:

Table 4. Indicators of Student Learning Activity Percentage

Number	Indicator liveliness	Total	Average	Percentage	Criteria Ability
1	Visual	103	3.12	78.03%	Good
2	Oral	100	3.03	75.75%	Good
3	Listen	104	3.15	78.78%	Good
4	think	102	3.06	76.51%	Good
Total				77.27%	Good

Table 5. Percentage results study students for cycle first

Number	Statement	Amount student	Percentage
1	Pass	28	84.84%
2	Fail	5	15.15%

Reflection from the data listed in the cycle first on the Fikih lesson, in research conducted on Saturday, February 6, 2021, in 1 intensive F student of KMI, we know that the number of active learning students who managed to reach the standard is 77.27%. But on the other hand, the number of results learning that have to get a scoring standard is 28 students or 84.84%, and the average effect of study students who haven't reached the norm is five students or 15.15%.

After doing this research, the researcher found several shortages from the teacher while teaching; that is, the teacher has yet to follow the steps that should be taken; the teacher leaves one of the teaching steps to explain complex vocabulary. It is one of the most excellent evaluations for the teacher to give and explain new terminology to make it easier for students to understand the subsequent explanation. To achieve the average value limit score or expected value for success in learning, the teacher is expected to carry out all the teaching steps that have been prepared, and it is hoped that this will not happen in the second cycle.

In the second cycle, the implementation carried out in the first cycle was carried out on February 13, 2021, in the lesson second with a duration time of 45 minutes, and it starts from 7.45 to 8.30 with amount 33 students. And in this implementation, the teacher must do several things, such as opening, implementing, evaluating, and closing. What is done first is the opening; the beginning includes a greeting, the teacher arranges the student's seats neatly, then the teacher asks about the previous lesson.

Next is the implementation process, which includes: the teacher must connect the knowledge previously taught with the lessons to be taught; next, the teacher explains vocabulary that is difficult for students to understand, then the teacher begins to explain the material, then the teacher instructs students to read books in preparation for answering the question, and finally evaluation. In this evaluation, to test how the student's abilities and to find out the extent of student understanding, the teacher must first is, the teacher divide the students into several groups. Next, the teacher separates the questions in question into each group. Then the teacher asks one student from each group to spread out in the classroom to

find another student who can answer the question. Then the teacher asks students to return to their original place. And the last one is closing; in this closing, the teacher discusses with students the answer that has been obtained. Next, the teacher and students summarize the material, and finally, the teacher provides an evaluation after teaching.

Next is observation; in this way, several factors must be observed by researchers, especially things that happen in the classroom during the teaching and learning process, like what has been written in the observation blank, such as indicators of enthusiasm and learning outcomes like visual, oral, listen and think.

The data that will be presented is the same as the beginning, about the criteria of enthusiasm that the researcher will assess to see the difference in the value of enthusiasm in the first and second cycles. And the data will be presented about student learning activity liveliness, which are several indicators of vitality that are observed to determine the level of enthusiasm of students during the learning process in the first cycle. The first is visual, and the practical aspect is student activity in notice theory. Then, the oral thing we examine is student activity in giving input in every group, and the third is listening. In this section, the researcher pays attention to student activity in understanding theory teaching, and the last is to think here about what is seen in student activity in ask answers. These are essential things that researchers will observe to find out the results of student enthusiasm when learning uses active knowledge-sharing strategies in the first cycle and second cycles.

Table 6. Instruction for student learning activities in the second round

No	Indicator liveliness	Observed Aspects
1	Visual	Activity student in notice Theory
2	Oral	Activity students in give input in every group
3	Listen	Activity students in understanding theory teach
4	think	Activity student in ask answer

Table 7. Percentage of student learning outcomes for the second cycle

Number	Statement	Amount student	Percentage
1	Succeed	31	93.93%
2	not yet succeed	2	6.06%

The reflection of the data listed in the second cycle on Fikih subjects has increased from the results of the first cycle of teaching; in research conducted on Saturday, February 13, 2021, in class X senior high school students of KMI, we know that the number of student learning activities who succeed in achieving the standard is a percentage 79.15%, and the amount results learning that reach score standard is 31 students or 93.93%. On the other hand, the average result of study students who haven't come standard is five or 6.06%.

Analysis of data collection in each cycle, Here, the researcher will explain the results of student enthusiasm during the learning process. After implementing this strategy with the

Active Knowledge Sharing strategy, students' confidence increased and reached 77.27%. Then after doing the second cycle with the following recapitulation: The results of observing students' enthusiasm in the second cycle showed that confidence in the second cycle increased to 79.15%. Next is the blank of learning outcomes in the first cycle.

The percentage of passed students is 84,84%, and for failed students is 15,15%. Therefore, they are learning outcomes for students on the first cycle. To find out the value of students who passed in the first cycle, by using the following method, the number of students multiplied by 100 percent, then to find out the average value of student learning outcomes in the first cycle is as follows, the sum of passed students divided by the sum of all students, which is 6,63 percent.

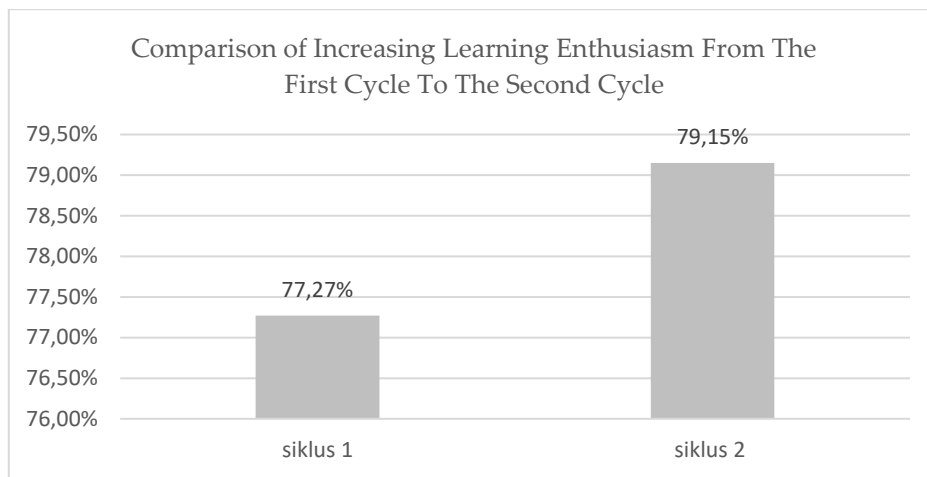
And in the second cycle, student learning outcomes in Fikih lessons also increased, as expected, presented with the following results, the average score achieved by all students as a whole is 93,93 percent. In this cycle, only one person failed, and the others were successful. However, some of them had weak or even excellent scores, with the following details, those who got a score of 5 were classified as soft, one student who received a score of 6 was classified as good, seven students who earned a score of 7 are classified as good are four students, who get a score of 8 are classified as Excellent is 12 students, who get a score of 9 are classified as good are eight students. Therefore, to determine the percentage of student learning outcomes in the second cycle is as follows.

To find the percentage, the sum of passed students is divided by the sum of all students multiplied by 100 percent or 93,93 percent. To determine the average value of student learning outcomes in the first cycle, the sum of passed students is divided by the sum of all students, which is 7,48 percent.

Table. 12 Comparison of the increase in student enthusiasm from the first cycle to the second cycle:

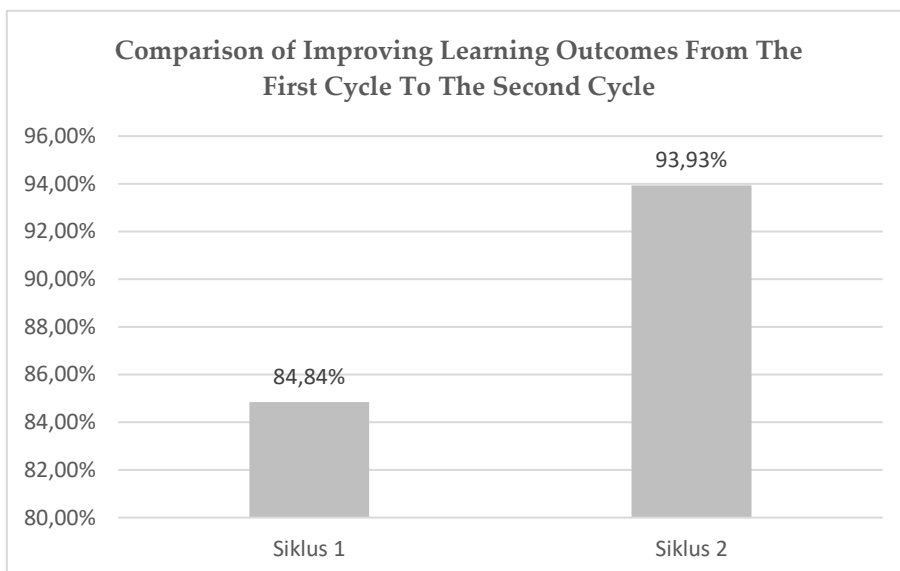
No	Cycle first			Cycle second	
	indicator enthusiasm	Average value	Percentage	average score	Percentage
1	Visual	3.12	78.03	3.24	81.06%
2	Oral	3.03	75.75%	3.06	76.51%
3	Listen	3.15	78.78%	3.09	77.27%
4	think	3.06	76.51%	3.27	81.81%
Total			309.07		316.05%
Percentage value			77.27%		79.15%

After looking at the data presented for student enthusiasm, it was evident that there was an increase in the second cycle compared to the first cycle; using the active Knowledge Sharing strategy, there was a comparison between the first and second cycles. The first cycle achieved 30 students, or 77.27%, and the second reached 31 students or 79.15%. From this comparison, it is evident that this *Active Knowledge Sharing* strategy greatly influences student enthusiasm for learning. As in the graph below:



The graph above clearly illustrates the level of increase in learning from the first cycle to the second cycle. Here it is evident that there is an increase in enthusiasm in the learning process when using an active knowledge-sharing strategy. However, it is due to several obstacles, one of which is that students do not understand the learning process using strategic active knowledge sharing.

There is also an increase in student learning outcomes in the second cycle than in the first cycle; as we can see in the table, there are 28 successful students or 84.84%, and five students have not succeeded, or 15.15%, and in the second cycle, there are 31 successful student or 93.93% and two students who have not achieved or 6.06% as shown in the graphic below:



From the graph that has been presented, it is clear that the increase in grades occurred from the first cycle to the second cycle. In the first cycle, the scores achieved were 84,84 percent. In comparison, the scores in the second cycle the scores of students increased 93,93 percent, this proves that in the second cycle, students already

understand learning using active knowledge-sharing strategies, and it is proven that operational knowledge-sharing strategy. Therefore, it is proven that active knowledge-sharing strategies are very influential in increasing the value of Fikih lessons. So shortly, there is no doubt that this Active Knowledge Sharing strategy can improve student learning outcomes.

Conclusion

In the learning process, the teacher's ability to design learning significantly affects the success of the learning process in school. With the school possessed, the teacher can manage the learning process well. Learning management is determined by the teacher's ability to control the classroom and their skill in developing teaching materials, strategies increasing student motivation in learning, and evaluating knowledge. It proves that active and innovative teachers significantly affect student learning outcomes in achieving the expected goals. The teacher is one element important in education. Without a teacher, the wheel of education does not rotate maximally because the quality of the teacher influences it. The teacher determines the success of the teaching process. The learning process will also be good if the teaching is of high quality. If the teacher quality is low, the teaching process will be delayed.

In this case, students do not get good teaching either, and it is feared that the nation will not be able to produce competitive, dynamic, and productive cadres in the future. The strategy used in the teaching process aims for, say, a successful study. The system is stepped broad direction in the process of education to reach goals that have been determined related to the learning process, and strategy can interpret as teacher activities for students in the embodiment activity learning process to reach a goal. To sum up, the researcher's share becomes two parts: the first, After the researcher using an *Active Knowledge Sharing strategy*, Activity students greatly improved, considering the increase in research results in the second cycle which was better than the first cycle. The second, namely strategies that encourage students to understand learning, we can see an increase in learning outcomes in the second cycle from implementing the active knowledge-sharing strategy. For each role, we know that student learning activity and outcomes increase in each process. In the first cycle, student activity reached 77.27%, and student learning outcomes that got the standard were 28 students or 84.84%

In this role, the result desired research is not achieved, causing two reasons, first, students are not used to this strategy, and second, the teacher does not complete the teaching steps. However, after the second research was carried out, students' activities and learning outcomes increased, with a percentage of activeness of 79.15% and learning outcomes of 93.93%; with this research, students began to get used to learning with this strategy, and the teacher worked on the steps prepared by the study. So, according to the researcher, one of the essential things in this research is the data that has been presented because by looking at the data or results from the study, it is very evident that the Active Knowledge Sharing strategy is very influential in increasing activity and learning outcomes.

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