The Effectiveness of the Bahtsul Masa'il Method in Improving Student Motivation and Competence in Islamic Education Learning at Pesantren

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Abstract

Learning motivation plays a big role in a student's success. Motivation is seen as a mental impulse that moves and directs human behavior, including learning behavior. Learning outcomes will be optimal if accompanied by the right motivation to learn. In addition to learning motivation, things that can affect the success of the learning process are learning methods. However, this research focuses on the bahtsul masail method, which is often used in the learning process in Islamic boarding schools. This study used qualitative research methods. This study aims to obtain general information on social life from the opinion of the informants. The data collection techniques used were observation and interview methods. The observation used in this study is a focused type of observation. Meanwhile, the type of interview is a semi-structured interview in the in-depth interview category. The results of the study show that this activity is effective for student motivation in PAI learning, as evidenced by the results of the questionnaire before participating in the Bahtsul Masa'il activity and after participating in the activity, which has increased. Through student indicators, the characteristics of motivated students are those who already possess these traits in the learning process. In addition, the impact of Bahtsul Masail activities in PAI learning includes students becoming confident, thinking critically, and practicing problem solving.

Keywords: *Effectiveness, Learning motivation, Bahtsul Masail*

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INTRODUCTION

Motivation is a conscious drive within an individual to do something with a specific purpose. Motivation is divided into two types, the first being external motivation (which comes from outside the individual due to the intervention of others in the formation process) and the second being internal motivation which comes from within the individual. Motivation is seen as a mental drive that moves and directs human behavior, including learning behavior. Thus, it can foster enthusiasm in learning.

Learning motivation is not only a stimulus for achieving good learning outcomes, but also involves efforts to achieve learning goals. Learning motivation plays a major role in a student's success. Learning outcomes will be optimal if accompanied by learning motivation. The more appropriate the motivation given, the better the learning outcomes will be. Thus, motivation always determines the intensity of a student's learning efforts.

The indicators of learning motivation consist of eight components, including: duration of activity, frequency of activity, persistence (ambition regarding the target to be achieved), devotion and sacrifice, perseverance, tenacity and ability, level of inspiration, level of qualification of results, and attitude towards the activity target. In addition to learning motivation, another factor that can

influence the success of the learning process is the learning method. There are various methods used in the learning process, but this study focuses on the bahtsul masail method, which is often used in the learning process at Islamic boarding schools

Bahtsul masa'il is a compound word derived from two words, namely: Bahts, which means discussion, and Masa'il (plural form of masalah), which means problems. Thus, bahtsul masa'il literally means discussion of issues. Bahtsul masa'il is an activity that has long been developed, especially among traditional Islamic boarding schools, which was later formalized as part of the Nahdlatul Ulama religious organization. At the 27th NU Congress in Yogyakarta in 1989, it was explained that the task of bahtsul masa'il is to collect, discuss, and solve mauquf and waqi'iyah issues that must immediately receive legal certainty (8)

Bahtsul masa'il refers to a scientific study forum among santri to solve religious problems that produce a law (fiqh). The solution to these problems refers to the opinions of fiqh experts in classical Islamic texts. This forum trains santri to think critically and at the same time accustoms them to how to express arguments scientifically.

The bahtsul masa'il or deliberation method aims to support students' analytical and critical abilities in understanding the material in classical texts, train their proficiency in using nahwu sharaf, and also identify and solve problems outside of fiqh together in one assembly.

From the introductory explanation above, the author can summarize the main points of discussion as the objectives of this study, including: (1) To determine the motivation for learning Islamic Religious Education (PAI) among students at SMK Nurul Hidayah Al- Falah. (2) To determine the effectiveness of bahtsul masa'il activities on the motivation for learning Islamic Religious Education at SMK Nurul Hidayah Al-Falah.

Research discussing bahtsul masa'il activities in the learning process has been conducted extensively, including in a journal by M. Al-Qodhi Abi Saidil Mahzumi Wasito entitled, "The Musyawarah Program in developing the cognitive abilities of students at Madrasah Diniyah Haji Ya'qub"12 , Jauharotul Insiyyah, Sri Jumini, Ahmad Khoiri, "Implementation of the Bahtsul Masail Method Based on Islamic Boarding School Education to Improve Critical Thinking and Analytical Skills of Students in Physics Learning in Senior High School"13However, what distinguishes this study from previous studies is that this study focuses more on student learning motivation using the Bahtsul Masail method.

METHOD

This study uses a qualitative research method. This study aims to obtain general information on social life from the opinions of informants. The data collection techniques used were observation and interviews. The observation used in this study was focused observation. Meanwhile, the interview type was a semi-structured in-depth interview, as described by Sugiyono in Metode Penelitian Pendidikan (Research Methods in Education), 26th edition (Bandung: Alfabeta, 2017).

Observations were conducted on 12th grade students at SMK Nurul Hidayah Al Falah using questionnaires twice to obtain an overview of students' learning motivation when participating in PAI learning processes at school before and after participating in Bahtsul Masa'il activities. The interviews were conducted with the research subjects and informants, namely PAI subject teachers and 12th grade students at SMK Nurul Hidayah Al Falah, to obtain information about the Bahtsul Masa'il activity at Pondok Nurul Hidayah Al Falah. The research instruments are described in the following table:

Table 1.
Indicators and Instruments of Motivation to Learn PAI

No	Indicator	Instruments
1	The existence of desire and willingness to succeed	I search for materials that are not in textbooks myself, either through the internet or other learning resources
2.	The presence of motivation and need to learn	I read the PAI material beforehand before the lesson begins
		I asked the teacherwhen did not understand the material presented in the PAI learning process
3.	Having hopes and dreams for the future	I always come on on during Islamic education
		I enthusiastic when attending Islamic Education lessons
4.	The existence of rewards in learning	I get a higher score if I submit when submitting assignments given by the teacher
		I, , received appreciation from teacher when presenting the material well
5.	There are interesting activities in the learning process	I am active in the PAI learning process
		I am actively involved in class discussions in Islamic Education learning
6.	The existence of a conducive learning environment that enables participants students to learn well	I pay attention to the teacher's explanations when explaining the material in the PAI learning process

RESULTS AND DISCUSSION

1. Questionnaire Data Presentation

To determine the learning motivation of PAI students in grade XII at SMK Nurul Hidayah Al Falah, the researcher conducted a study on 25 respondents, namely grade XII students at SMK Nurul Hidayah Al Falah, by distributing questionnaires. After distributing 25 questionnaires to the respondents, the data was presented as follows:

Table 2.
Statistical Description of Student Learning Motivation Data

Statistics	**Learning Motivation**	
	Before	**After**
Average	35.16	36.12
Mode	36	29
Median	36	37
Standard Deviation	2.85	4.17
Maximum	41	42
Minimum	29	29

From Table 2.1, it can be seen that the average learning motivation score of students before participating in the Bahtsul Masa'il activity was 35.16 and after participating in the Bahtsul Masa'il activity was 36.12. This shows that there was an increase in student learning motivation after participating in the Bahtsul Masa'il activity. Furthermore, the mode value before participating in the Bahtsul Masa'il activity, which is the value that appears most often, is 36, and after participating in the Bahtsul Masa'il activity, the value that appears most often is 29. The median value, also known as the middle value, previously showed a figure of 36, while afterwards it showed a figure of 37, indicating that there was an increase in the higher value, so that the median value also increased. The standard deviation was previously 2.85, and after participating in the Bahtsul Masa'il activity, it became 4.17, meaning that the average deviation value increased, indicating an increase in effectiveness. Furthermore, the maximum value was previously 41, and afterwards it increased to 42. Furthermore, the minimum value before and after was the same, namely 29.

Table 3.
Frequency Distribution of PAI Learning Motivation Among Students

No	**Interval**	**Category**	**Frequency**	
			Before	**After**
1	41-42	Very High	2	6
2	38-40	High	1	5
3	35-37	Medium	12	5
4	32-34	Low	8	5
5	29-31	Very Low	2	4
Total			25	25

Based on Table 2.2 above, it can be seen that the level of student learning motivation before participating in the Bahtsul Masa'il activity was mostly in the 35-37 interval, which is in the moderate category, with 12 respondents. Meanwhile, after participating in the Bahtsul Masa'il activity, the most respondents were in the 41-42 interval, which is in the high category, with 6 respondents.

2. Analysis of the Effectiveness of Bahtsul Masa'il Activities on PAI Learning Motivation

SMK Nurul Hidayah Al-Falah is a pesantren-based school where the students are santri at the Nurul Hidayah Al Falah Islamic Boarding School. In learning, there are several components that support the success of the learning process. These components include educators, students, curriculum, methods, facilities and infrastructure, and the living environment.

At the Nurul Hidayah Al-Falah Islamic boarding school, Bahtsul Masa'il activities are held once a month. These activities are attended by all students who are in the Diniyah Wustho class. Bahtsul Masa'il participants are divided into two large groups, namely the male and female groups. The topics discussed are current issues, especially regarding fiqh law, which are then discussed together in the group, after which the legal basis is sought and concluded by the council of Ustadz who are waiting for the Bahtsul Masa'il to take place. The book that is used as a reference in Bahtsul Masa'il are of various kinds, including: the book Kasyifah an-Naja, Hasyiyah Bajuri, the book I'anah at-Thalibin, and so on.

The bahtsul masa'il or deliberation method greatly supports students' analytical and critical abilities in understanding the material in the classical texts as well as issues outside of them. In its development, santri need to be provided not only with knowledge related to practical and pragmatic daily rituals, but also with knowledge that involves reasoning using references. (15) Thus, the objectives of this deliberation activity can be achieved, namely to hone the santri's abilities in terms of understanding, delivery, and providing answers to issues that arise.

The Bahtsul Masa'il activity is similar to the CTL learning method, in which santri, under the guidance of an ustadz, discuss various issues found in the discussion text in accordance with the learning material. Meanwhile, CTL (Contextual and Teaching Learning) is a modern learning approach that emphasizes students as subjects of learning who explore and seek their own experiences to gain knowledge.

This learning emphasizes high thinking skills, knowledge transfer, collecting and analyzing data, and solving specific problems either individually or in groups.17 By participating in Bahtsul Masa'il activities, students can reap several benefits, including: (a) practicing reading classical Islamic texts (b) practicing critical thinking (c) practicing the courage to argue (d) practicing fluency in speaking in front of large groups of people. Through Bahtsul Masa'il activities, a learning environment has been created that has a significant impact on PAI learning.

The impact of the Bahtsul Masa'il activity on PAI learning in schools is enormous. The implementation of the Bahtsul Masail activity in PAI learning in schools is when using the problem-solving approach with the discussion method, students actively express their opinions and argue, so that students become confident and knowledge transfer with their friends. In addition, students' learning resources are more varied because they need additional material from other learning resources besides the textbooks they have. This enriches the learning experience because it is supported by various aspects. This was revealed by PAI teachers in the following interview: 18

"Bahtsul Masa'il activities have a huge impact on PAI learning. Moreover, Bahtsul Masa'il is basically a discussion about Fiqh law. When PAI material discusses Fiqh, it usually prefers to use the discussion method. For themes other than Fiqh, this method can also be used, but more emphasis is placed on critical thinking."

Sardiman (2010) argues that the characteristics of students who are motivated to learn include the following: 19) 1Persistent in facing tasks 2) Resilient in facing difficulties (not easily discouraged), does not need external encouragement to perform as well as possible 3) Shows interest in various issues 4) Prefers to work independently 5) Gets bored quickly with routine tasks 6) Can defend their opinions 7) Does not easily give up on what they believe in 8) Enjoys seeking and solving problems.

Thus, several points of learning motivation described by Sudirman above are more possessed by students who have participated in Bahtsul Masa'il activities, and their motivation differs before and after participating in Bahtsul Masa'il activities. In addition to the habit of Bahtsul Masa'il activities, the role of teachers is very important in providing motivation and a comfortable learning atmosphere that supports students to be motivated so that they are more enthusiastic and active in learning.

In influencing student learning motivation, Bahtsul Masa'il activities certainly have shortcomings. One of the shortcomings is that Bahtsul Masa'il activities are similar to the CTL approach, where students become subjects to discover their own learning experiences, and not all students can do this learning method. Second, not all subject themes can use the discussion method. Third, time efficiency is not effective, because students need a long time to prepare discussion materials and presentations. Fourth, in discussion groups, there are clusters of students who are active in speaking and those who are passive.

CONCLUSION

The Bahtsul Masa'il activity is an implementation of the CTL (Contextual Based Learning) approach model. This activity is effective for motivating students to learn PAI, as evidenced by the results of the questionnaire before and after participating in the Bahtsul Masa'il activity, which showed an increase. Through student indicators, the characteristics of motivated students can be seen in the learning process. In addition, the impact of Bahtsul Masail activities in PAI learning includes students becoming more confident, thinking critically, and practicing problem solving.

Given the importance of learning motivation in education, teachers play the most crucial role in motivating and encouraging their students to remain enthusiastic and diligent in their studies. Therefore, teachers' competencies must be continuously honed to achieve the desired educational goals.

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