



FIQH TEACHING ACTION AMONG ISLAMIC EDUCATORS IN BRUNEI DARUSSALAM

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ABSTRACT

Effective teaching is often associated with mastery of the content of the lesson and pedagogical skills. Thus, to implement effective teaching, Shulman introduced six-cycle processes of pedagogical reasoning and action that can help teachers organize their teaching. However, this study only focused on teaching action (the instruction process) in the class. Therefore, this study aims to explore the teaching practices of Fiqh teachers in religious schools. The study uses a method of qualitative research, through interviews, observation of teaching, and document analysis, to collect data. The study participants consisted of 10 Fiqh religious teachers who taught Grades IV, V, and VI. Thematic analysis was used in this study for the formation of themes and sub-themes. The results of the study found that there are several important elements for the instruction process in the cycle of pedagogical reasoning and actions in the classroom. The mastery of the teacher's pedagogical content knowledge and its application in the teaching practice in the classrooms has a positive impact on teaching Fiqh in religious schools. As a recommendation, religious teachers need to constantly expand their pedagogical content knowledge from time to time so that they can implement effective teaching.

Keyword: Pedagogical Reasoning and Action, Pedagogical Content Knowledge, Islamic Education

A. Introduction

Effective teaching is often associated with teachers mastering the content of the lessons and pedagogical skills. The teachers have a crucial role in the educational system. They also have a responsibility to teach and assist their students in reaching their full potential so that, in addition to educating students with a range of talents, they will raise a generation of knowledgeable, believing, pious, doing good deeds, and virtuous people and provide students with a variety of skills. It is the teacher's responsibility to mold the conduct, moral, and potential of his students (Norhaslina et al., 2018; Ab. Halim Tamuri & Khairul Azman, 2010).

Therefore, to effectively teach in the classroom, teachers must be knowledgeable about both the subject matter and pedagogy. This teacher's effectiveness in teaching is determined by the abilities and teaching skills that they impart, as well as by their method of teaching (Husni et al., 2018; Kamarul et al., 2012; Zamri & Magdeline, 2012). Teachers must be proficient in a variety of pedagogical techniques in addition to being subject-matter experts. These techniques include managing the classroom, using teaching aids and resources, and assessing students' learning outcomes (Heri, 2012).

Shulman introduced the concept of pedagogical content knowledge in his two articles, 'Knowledge and Teaching: Foundation of the New Reform' (1987) and 'Those Who Understand: Knowledge Growth in Teaching' (1986). Based on the conclusions of both articles, it can be said that this is a type of unique knowledge that consists of knowledge that links the teacher's understanding of the content lesson with their understanding of pedagogy for their students to make it easy for them to understand. This knowledge includes aspects of conveying an idea, doing analogies, illustrating, and creating a way of presenting a subject so that it is truly understood by students, including an understanding of certain topics, problems, or issues that are organized, represented, and directed according to interests and student abilities, and presented for instruction.

Accordingly, Shulman (1987) identified seven domains of fundamental teaching knowledge for teachers: i) content knowledge; ii) general pedagogical knowledge; iii) curriculum knowledge; iv) pedagogical content knowledge; v) knowledge of learners and their characteristics; vi) knowledge of the educational context; and vii) knowledge of educational goals.

Furthermore, Shulman (1987) also presented a teaching model that explains how teachers acquire teaching skills through six cycles of pedagogical reasoning and action: i) comprehension, ii) transformation, iii) instruction, iv) evaluation, v) reflection, and vi) new comprehension. However, this study focuses only on the discussion of the study findings on the level of teaching actions (instruction process) of teachers in the classroom.

According to Shulman, a teacher's participation in a variety of actions during the classroom teaching process goes well in terms of their teaching actions.

According to this model, the actions that teachers carry out include management, instruction, group work, a sense of humor, discipline, question-and-answer, and other dynamic facets of teaching, learning, or research. Thus, in this study, teachers must understand the instructional activity to vary their methods of teaching. This stage involves the teachers' prior knowledge of the lesson's content and teaching pedagogy, which includes managing the classroom, organizing it, presenting the material, examining the tasks that the students have to do, and implementing classroom interaction through questions-and-answers and responses and praise.

Regarding the benefits of this teaching strategy, the researchers have also used the teaching methodologies of Imam Al-Mawardi (2009) and Imam Al-Ghazali (2003), which include offering advice and motivation, skill in using innovation, applying *targhib wa tarhib* (reward and punishment), and applying moral values in the teaching of Fiqh in the classroom. This study integrates the teaching action approach, developed by Shulman (1987), with Islamic pedagogy to apply it to the setting of teaching Fiqh. Figure 1 below corresponds to these:

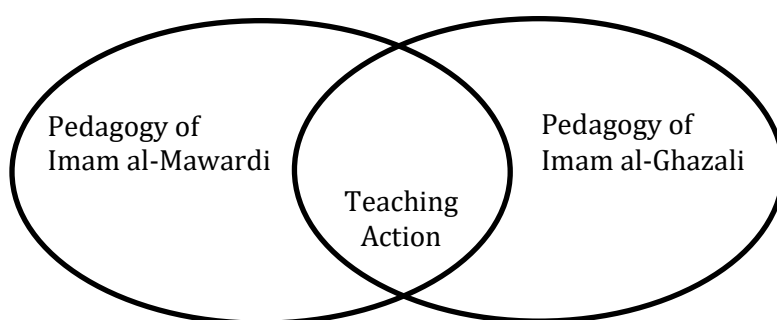


Figure 1. Model of Fiqh Teaching Action Among Religious Teachers

According to Mustofa al-Khin et al. (2019), Fiqh (فقه) from the perspective of language means 'understand'. From a terminological perspective, Fiqh is knowing about the Sharia laws related to the actions and speech of the accountable person (*mukallaf*), based on the sourced detailed arguments, which are al-Qur'an, as-Sunnah, Ijma', and Ijtihad concerning five categories: i) *Fard* or *Wajib* (obligatory or mandatory), ii) *Mustahabb* or *Mandub* (commendable or recommended), iii) *Haram* or *Mahzur* (forbidden), iv) *Makruh* (disliked and not recommended), and v) *Mubah* or *Halal* (permissible and allowed).

The Fiqh Lesson, however, is a subject taught to students in Grades IV, V, and VI at the religious school level. The goal of this Fiqh teaching is to educate the students as caliphs of Allah Subahanahu Wa Ta'ala and as servants of Allah who always approach Him by doing His command and leaving all of His prohibitions, are knowledgeable about Islamic laws, and apply the practice of worship in their daily lives.

As a result, Taharah, Solat, Zakat, Siam, Haji, Muammalat, Munakahat, and Jenayat are a few of the subtopics included in the Fiqh Subjects. The Grade IV Fiqh sub-subjects are specifically composed of three periods of Taharah lessons, four periods of Solat, and two periods of Shiam lessons. However, Grade V students are taught Solat for three periods and Zakat, Hajj, and Muammalat for two periods each. The sixth grade's subtopics are three periods of Munakahat lessons, Hajj for two periods, Solat, Zakat, Muammalat, and Jenayat, which are one period each. For an evening session, the allotted duration is 25 minutes, and for a morning session, 30 minutes (Sukatan Pelajaran JPI, 2019). Therefore, this period of teaching is usually conducted separately, i.e., one period per day.

Recent research, however, indicates that teachers continue to use traditional methods and non-diversified teaching strategies (Gamal et al., 2015; Norainah, 2012). The methods of speeches, memorization, and lectures are some of the techniques used. It's because the teachers are more comfortable using these methods (Norainah, 2012). Yet, this method has negative effects on student involvement at a minimum (Noorsiah, 2009), learning objectives not accomplished, and the effectiveness and attractiveness of teachers' teaching (Norainah, 2012).

In addition, a lack of varied teaching methods among teachers might be attributed to the constrained duration of their classes (Noraini, 2011) and syllabus density (Siti Astri, 2012). As a result, these variables have affected how teachers educate, making it challenging for them to impart knowledge and assess it with every student. Thus, the purpose of this study was to investigate the methods used by teachers in the teaching of Fiqh subjects. Regarding the literature review, the aims of this study to explore the teaching practices of Fiqh teachers in the classrooms of Grades IV, V, and VI at religious schools in Brunei Darussalam.

B. Research Metodology

This study is conducted qualitatively using a type of basic or generic study (generic qualitative research design). A total of 10 teachers in Grades IV, V, and VI in religious schools from the four districts of Brunei and Muara, Tutong, Kuala Belait, and Temburong were involved as participants. Interview protocols, observation checklists, and document analysis are the research instruments that are used. The study tools utilized are therefore adaptations and modifications of earlier research tools, including the interview protocols developed by Noor Shah (2006) and Nur Hanani (2015). The pedagogical reasoning and action described by Shulman (1987) served as the basis for the adaptation and modification of the observation checklist.

The study's procedural validity and reliability are acquired through various means, including the validation of supervisors and experts on interview protocol items and the formation of themes through the calculation of the Cohen Kappa

coefficient, the triangulation of data, the authentication of study participants, long-term field presence, and the recording of field notes. While the Atlas.ti program version 8 is used for thematic analysis, which defines sub-themes and creates themes, the data processing approach is used for qualitative studies.

C. Demographic

The background discussed in this section consists of gender, age, years of teaching experience, and level of education. Table 1 describes the demographic characteristics of the teacher selected as the participant.

Table 1. Demographics of Participants

Participants	Gender	Age	Teaching Experience	Level of Education
PI	F	32	10	Religious Teaching Certificate
P2	F	33	9	Higher National Diploma Religious Education
P3	F	32	10	Religious Teaching Certificate
P4	M	32	6	Higher National Diploma Religious Education
P5	F	33	9	Higher National Diploma Religious Education
P6	F	45	20	Diploma Religious Education
P7	F	55	36	Religious Teaching Certificate
P8	F	39	15	Religious Teaching Certificate
P9	P	36	12	Religious Teaching Certificate
P10	P	43	15	Diploma Religious Education

The participant's demographics are shown in Table 1. This study involved one male teacher and nine female teachers. The age range is from 32 to 45 years old, and the range for teaching experience is from 6 to 36 years old. The teachers who were involved held certificates from Maktab Perguruan Ugama Seri Begawan and Kolej Universiti Perguruan Ugama Seri Begawan: three participants graduated with the Higher National Diploma in Religious Education, two of the participants graduated with the Diploma in Religious Education, and five graduates from Maktab Perguruan Ugama Seri Begawan.

D. Fiqh Teaching Action Outcome

1. Induction Set

In this research, the initial phase of teaching Fiqh in the classroom is referred to as the induction set. Based on qualitative data from interviews and observations, it was discovered that the teachers began the induction set by having question-and-answer sessions at the beginning of class, repeating previous lessons, and reading the lesson content. The induction set is based on the following statement:

“Perancangan awalnya ia ada berkait sedikitlah dengan tajuk yang awal yang pengertian jenis-jenis Riba itu. Jadi ada dikaitkanlah sedikit”. (P1/I)

“saya akan memberikan soalan mudah. Di sana dinilai di awal pengajaran itu sebelum masuk tajuk ditanya...”. (P2/I)

“...Cikgu Laila meminta seorang wakil murid untuk membaca pengertian Pemberian. Seorang murid membaca pengertian Pemberian berpanduan kepada isi yang terkandung di dalam PowerPoint”. (P10/OB)

The above statement indicates that it's clear that teachers are capable of applying induction sets in their early lessons. The application of induction sets in the teaching process helps the teacher introduce the content of the lesson. This data supports the statement presented by Sherly et al. (2021) that the induction set provides an early synopsis of the lesson's material.

According to Sofia and Kamarul Azmi Jasmi (2021), using induction sets at the beginning of teaching is important. This is because of the idea that induction sets, as used by Mohd Syaubari and Ahmad Yunus (2016), help to convey and implant ideas into the minds of students. According to Ab. Halim Tamuri and Khairul Azman (2010), a competent teacher must first establish his teaching. Therefore, a professional teacher, according to Preeti (2015), involves teachers determining the actions of teaching and learning according to the students being taught.

2. Teaching Method

The study of qualitative findings showed that teachers used a range of methods when teaching Fiqh, including deductive reasoning, the question-and-answer method, storytelling, and repetition. The question-and-answer approach is a popular teaching method among teachers nowadays. Among the teaching methods that the teacher uses are the ones that follow:

“Semasa mengajar, Cikgu Jamilah membawakan sebuah kisah tentang bermulanya pengharaman arak di zaman nabi. Beliau menjelaskan pada zaman nabi...”. (P8/OB)

"Latih tubi penting kerana bagi pengukuhan murid dalam memahami isi pelajaran". (P1/OB)

"Masa Lailatul Qadar itu ia bermacam-macam pendapatlah. Pendapat daripada periwayat-periwayat atulah. And then ada yang memberitahu (beritahu) waktunya genap 22, 24, 26. Ada yang bagitahu riwayat itu ganjil 21, 23, 24". (P4/OB)

"Cikgu Laila menguji murid dengan bertanyakan tentang hukum pemberian yang diberi oleh orang yang sudah meninggal dunia". (P10/OB)

The above statement indicates that the teacher used various teaching methods in Fiqh. Furthermore, the study's findings show that teachers do not only use traditional methods in their teaching. The appropriateness of the teaching method used by the teachers usually impacts the students learning. This corresponds with Muhammad Zulfiqar and Anuar's (2021) statement that a teacher's style affects how effectively they educate.

Teachers can therefore deliver material clearly and effectively when they apply appropriate teaching methods. The statement made by Ibn Khaldun (2011) is that the quality of teaching can be impacted by the methods they use. Students may benefit from the application of methods in the classroom (Kamarul & Norhafizah, 2013; Syamsul & Erwin, 2013).

3. Use of Teaching Aids

Regarding the types of teaching aids used by teachers in the classroom, material, pictures, star dolls, text books, and PowerPoint are all addressed in the qualitative data findings. Usually, teachers will modify the types of teaching aids they use depending on the subject matter they are teach in class. As a result, a variety of teaching aids can be used for Fiqh teaching to help teachers in their teaching and to assist students in understanding. Here are some examples of teaching aid statements that teachers use:

"Sementara itu, Cikgu ada membawakan debu tanah yang sudah siap sedia ada". (P2/OB)

"Cikgu menggunakan model binatang semasa di dalam pengajaran. Model bintang tersebut terdiri daripada pelbagai jenis binatang...". (P5/OB)

"Cikgu membuat tayangan video mengenai dengan perbuatan tayamum". (P2, OB3)

"... dalam buku teks supaya kanak-kanak ani inda (tidak) kelirulah ah". (P3/I)

The above statement found that teachers used teaching aids when delivering lessons. Teachers used a variety of teaching aids as resources to assist students in understanding the lessons. Teachers can teach Fiqh because of the

variety of materials they use. According to Mohd Faez et al. (2016) and Zulkifli (2014), the use of teaching aids has an impact on the quality of teaching. Therefore, teaching aids may encourage student understanding (Nur Hanani, 2015; Zulkifli, 2014) and enhance learning interest (Muhd Zulhilmi et al., 2019).

4. Classroom Management

The effectiveness of a teacher's pedagogy is significantly affected by their ability to manage the classroom. It turned out that the teachers were quite firm when dealing with the misbehavior of the students in the classroom. Effective classroom management involves controlling student behavior, showing love, and treating all students similarly. Several statements on classroom management are shown here.

"...Semasa aktiviti berkumpulan dilaksanakan, beliau membuat pemantauan kepada kesemua kumpulan untuk memastikan setiap murid dalam kumpulan dapat melaksanakan tugas yang diberikan". (P6/OB)

"Cikgu Faizah sering memanggil nama Afiqah dan menyoal beliau mengenai isi pelajaran yang diajarkan. Cikgu Faizah juga dilihat sering memberikan semangat kepadanya untuk terus mengikuti pengajaran guru dan boleh bertanya apabila ia tidak dapat memahami pelajaran yang disampaikan". (P9/OB)

"Cikgu Maya, beliau juga dilihat sering menyebut nama murid tersebut agar murid itu dapat memberikan fokus terhadap pengajaran guru". (P6/OB)

The findings of the study show that teachers are capable of providing good classroom management throughout their teaching careers. Teachers use a variety of strategies to manage the classroom, such as student discipline, showing love, and treating every student equally. Understanding these components is essential for teaching Fiqh since it makes it possible to conduct learning sessions properly and perfectly.

Effective classroom management is therefore a component of effective teaching. In keeping with this perspective, Zulina (2015) and Mustapha Kamal (2015) say that a teacher's ability to teach is impacted by how well they manage the classroom. In this situation, the teacher acts as a student's second parent, and a sense of connection between the two is crucial to the teaching process. This aligns with the statements made by Imam al-Ghazali (2003) and Al-Zarnuji (t.th.) that teachers must have affection for their students.

5. Students Participating in Classroom Activities

Modern teaching and learning patterns are not restricted to teacher-centered strategies. By implementing activities in the classroom, teachers can involve their students in the learning process. To encourage student involvement

in the classroom, teachers must design various activities. In this changing educational setting, a student-centered strategy is essential. Therefore, among the activities in which students participate in the classroom are discussion, group sharing, presentations, and practical worship. The introduction of student-involved activities in the classroom is explained in the following statements:

Jadinya tiga lelaki satu kumpulan, dua belakang dan dua perempuan di depan". (P9/I)

"Mereka diberikan arahan untuk berbincang dengan ahli kumpulan lain...". (P1/OB)

"Aktiviti seterusnya ialah perbuatan praktikal yang dilakukan sendiri oleh murid". (P2/OB)

The data presented above indicates that teachers use student-centered teaching strategies. This can be seen through the activities that are provided to the students, such as getting students involved in the classroom. Student-centered teaching strategies are a crucial component of teaching that all teachers should incorporate into their lessons. The 21st-century educational system would be ideal for implementing this student-centered teaching strategy. It corresponds with Siti Astri and Noor Shah's (2019) statement that students need to be actively involved in 21st-century education.

According to Marshitah et al. (2013), the students' active participation in the classroom was an important contributor to their enthusiasm for learning. A student's learning environment can help them reach their full potential (Yahya et al., 2014; Kamarul & Noor Fadhlina, 2012). Therefore, for students to acquire the knowledge and abilities they desire, teacher-student involvement in Fiqh teaching must be maximized.

6. Connections of Other Discipline's Subjects and Contemporary Fiqh in Teaching

Establishing a link between contemporary Fiqh and other disciplines' subjects in Fiqh teaching is an essential approach to helping students comprehend the lesson's content. Students will have a deeper understanding of the subject matter taught due to this connection. Other disciplines' subject connections often occur without the teacher spotting it. As a result, this study found that teachers implemented extra-discipline subjects in their lessons. Furthermore, it is seen that throughout the teaching process, teachers reveal contemporary Fiqh. The following statements state that the teachers implicate other disciplines' subjects and contemporary Fiqh in their teaching:

"....kalau ada kelurusan ada kaitan task itu dengan lain itu perlu jua dianu (dikaitkan) tu ah, supaya pelajar-pelajar itu dapat lebih apanya orang, mengetahui lagi kali ah secara mendalamlah...". (P7/I)

"Cikgu Jamilah mengaitkan isi pelajaran dengan pelajaran Tauhid yang mana manusia diberikan akal fikiran untuk membolehkan mereka membezakan mana yang baik dan yang buruk...". (P8/OB)

"Cikgu Nor mengaitkan dengan isu jual beli barang secara dalam talian". (P3/OB)

The statement above shows that the teachers had links with extracurricular in addition to Fiqh teaching. In addition, teachers observe the use of contemporary Fiqh. Teachers are adept at making connections between Fiqh studies and other knowledge. This is done to allow teachers to expand on the concepts found in the textbook. The study's findings support Ahmad Tafsir's (2011) statement that teachers ought to be knowledgeable about the subject matter they are teaching and capable of making connections between it and other sources of information.

As a result, when teaching, the teacher should be knowledgeable about the subject matter of other lessons and include additional information from other sources or materials in the lessons. In line with the view of Yusuf al-Qaradhwī (2014), teachers need to know what they want to transmit to the students.

7. Giving Motivation to Students

Qualitative research indicates that teachers give motivation to students. Words or material can be used to provide motivation. Regarding the motivation provided, this can boost the student's enthusiasm for learning. These are the statements regarding giving motivation to students:

"beliau akan memuji murid-murid apabila mereka dapat menjawab soalan guru". (P4/I)

"Cikgu Zakiah, memberikan muridnya bernama Liza minuman milo sebagai ganjaran di atas kejayaannya menjawab soalan guru". (P5/OB)

"Cikgu Salwa memberikan pujian, 'bagus' kepada murid. Cikgu meminta rakan-rakan lain memberikan tepukan untuk murid perempuan tersebut". (P2/OB)

Based on the study's findings, it is clear that teachers use materials or verbal cues like compliments to motivate students. Teachers do this to increase their students' motivation to learn. The students will also feel that the teacher values their efforts when they receive this incentive. For students, this reward will make them feel that their efforts are appreciated by the teacher. Rewarding students is a method that can improve their motivation. This finding matches the statements made by Sapie et al. (2018) and Jahidih et al. (2019) on the impact of motivation on students. Therefore, Nur Ain and Zamri (2019) stated that this method of *tarhib* gives the student an impression of the importance of learning.

8. The Action of Giving Advice

According to qualitative analysis, teachers offered advice to their students while they were teaching. In addition to imparting knowledge, a teacher's role is to implant moral values in their students so that they will grow up to be morally conscious members of society. Therefore, the following evidence indicates that the teacher advises the student:

"... jangan mudah terikut-ikut, jangan mudah kan merasa nya saya. Kitani (kita) ingatkanlah murid atu". (P8/I)

"macam mesti ikhlas membagi atu ataupun tidak tamak, bini-bini (perempuan) inda (tidak) menentukan harga yang mahal untuk mahar atu....". (P1/I)

The data analysis showed that the teachers advise their students. Advice is mentioned in Qur'an Surah an-Nahl verse 125. One of the ethical duties of teachers, according to Imam al-Ghazali (2003), is to give advice. Therefore, it is the responsibility of teachers to play a role in shaping their students into a useful generation with a noble morality. Imam al-Ghazali (2018) likened a teacher to "a farmer who constantly throws dust and takes the grass that grows in the cracks of his crops. The plant shall be alive, and the fruit shall be perfect". Therefore, the teacher should give advice and provide moral lessons to their students.

9. Using the Element of Humor

The use of humor in the teaching process may result in a cheerful classroom. Whenever a lesson is delivered in a serious way, students feel bored and fearful of learning. However, the existence of the element of humor in teaching depends on the suitability of the lesson and the learning atmosphere of the student. This is expressed in the subsequent statements:

"Mesti sense of humour supaya murid inda boring (tidak bosan) bah...". (P8/I)

"kalau nada diselitkan dengan beibun (lawak) ah boring bah boring (bosan)". (P10/1)

"Sangat bersetuju, supaya inda (tidak) statik, inda pasif, inda sunyi, inda terlampau diam". (P2/I)

Based on the research mentioned above, it was found that teachers ought to bring humor into their lessons. The application of humor elements in teaching has an impact on the interaction between teacher and student. It supports Alis's (2016) statement that teachers who make humor of their students can develop positive relationships with them. A teacher who uses humor in their lessons could develop an effective connection with their students.

Students' learning environment can be impacted by humorous teaching methods (Shaffe et al., 2011). According to Hafifi and Musirin (2021), humor plays a significant role in the education of today's teachers. In addition to making learning easier for students, this component may reduce their learning fatigue. Students may lose focus on learning if they often feel stressed. By making sense of humor in teaching, students can relieve the tension immediately (Cyrene & Minah, 2019; Wan Nur Hasymy, 2014).

10. Lesson Closure

According to the results, teachers fall into two categories of lesson closure: i) cognitive lesson closure, and ii) social lesson closure. Usually, a teaching formula, repetition of the lesson's material, question-and-answer, and assigning advanced work are used to achieve this cognitive lesson closure. While the application of moral values in the teaching of Fiqh provides social lesson closure, using some statements to describe how the teacher ended their lesson:

"Saya menamatkan tadi dengan membagi kesimpulan mengenai pengertian".
(P10/I)

"Guru menamatkan pengajaran mengimbas semula perkara yang penting dalam pengajaran...". (P5/I)

"Akhir sekali disoal apa pengertian itu tanpa kanak-kanak melihat buku ataupun melihat whiteboard". (P3/I)

"Kemudian lagi latihan pengukuhan macam ani ah latihan pengukuhan juga dibagi". (P6/I)

"...diterapkan nilai-nilai itu ada jua tadi. Menerapkan jadikan sebagai amalan bersedekah tadi, keluarkan zakat kerana itu kewajipan kitani (kita)". (P9/I)

The above statement indicates that the teaching practice of teachers ends with the completion of teaching and learning. Closure is an important element in teaching. In line with Fakhru Anwar's (2019) perspective, he said that a key component of the teaching process is closure. Teachers typically use two types of closure practices: social closure and cognitive closure. Salleh (2004) and Imam al-Ghazali (2013) both made it clear that teachers should incorporate moral values into their teachings.

11. Linking Teachers' and Students' Experiences

Some participants stated that their methods of teaching had been formed by their teachers' previous experiences. It is up to teachers to decide how best to carry out the teaching process. Furthermore, experience plays an important part in a student's learning process. This allows kids to comprehend every aspect of the lesson's content. It is based on the following statements:

"...Jadi di tahun ani dicuba dibawa, dilihatkan. Saya rasa dapat meningkatkan dari segi keyakinan atu untuk mengajar atu jua. Dari pengalaman lepas atu ditingkatkan". (P2/I)

"guru atu mesti membagitahu kelebihan atu kalau mengikut pengalamanku lah". (P4/I)

"Melalui apa yang durang (murid) lihat. Dari gambar-gambar. Dari apa yang dilihat di TV. Murid sendiri sudah terdedah melalui bacaan dan melihat movie-movie". (P8/I)

The data discovery above indicates that teaching heavily relies on experience. Establishing connections with teachers' and students' past experiences can facilitate the start of teaching and learning processes in the classroom. In addition to providing knowledge that teachers can use to strengthen their delivery of lessons, past experiences help them improve the lessons they carry out. It is simple for teachers to interpret the lessons' content based on their experience with students as well as teachers. According to Khalid (2012) and Ivan Chong (2016), teacher experience can influence how well a teacher teaches.

E. Conclusion

Based on the findings of the study, the exploration of the teaching practices of religious teachers can be seen comprehensively. All teachers master the pedagogy of Fiqh teaching. Therefore, the teachings of the Fiqh are influenced by planned teaching practices and systematic implementation. To gain a deeper understanding of the outcomes of teaching in the classroom, teachers can use the study's findings as a basis for self-evaluation.

Effective teaching is largely dependent on the teacher's knowledge of the subject lesson and pedagogy. To ensure that the teaching and learning process of Fiqh is conducted correctly and efficiently, teachers must carefully organize their teaching pedagogy, which encompasses several aspects such as classroom management, student involvement, interaction, and the application of various teaching methodologies. As a recommendation, religious teachers need to constantly expand their pedagogical content knowledge from time to time so that they can implement effective teaching.

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