

## ABSTRAK

### **PRAKTIK *ABILITY GROUPING* DALAM MENINGKATKAN PEMAHAMAN PEMBELAJARAN FIKIH (STUDI FENOMENOLOGI DI KELAS X MADRASAH ALIYAH ISLAMIC CENTRE BIN BAZ YOGYAKARTA TAHUN AJARAN 2025/2026)**

Oleh: Ahmad Siyam Al Ihsan

Penelitian ini dilatarbelakangi oleh adanya kesenjangan antara tujuan ideal pembelajaran fikih berbahasa Arab dengan kondisi aktual santri yang memiliki heterogenitas kemampuan bahasa Arab dan latar belakang akademik. Kondisi tersebut menyebabkan pemahaman materi fikih tidak tercapai secara merata. Penelitian ini bertujuan untuk mendeskripsikan penerapan strategi *ability grouping*, mengidentifikasi pelaksanaan dan pola pengorganisasian kelas, serta menggambarkan dampak strategi tersebut terhadap tingkat pemahaman pembelajaran fikih berbahasa Arab di kelas X Madrasah Aliyah Islamic Centre Bin Baz Yogyakarta. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian fenomenologis. Informan kunci dalam penelitian ini adalah 3 guru pengampu mata pelajaran fikih kelas X, sedangkan informan pendukung terdiri dari 8 santri kelas X dari berbagai tingkatan kelas tersebut. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Teknik analisis data meliputi kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan, dengan uji keabsahan menggunakan teknik *member check*. Hasil penelitian menunjukkan tiga temuan utama: (1) Penerapan *ability grouping* dilakukan secara sistematis melalui *placement test* yang menguji empat kemahiran berbahasa Arab (*al-maharat al-lughawiyah*) sebagai indikator tunggal pemetaan kelas homogen (Kelas A-H), didukung kebijakan strategis pemisahan lokasi fisik ruang belajar kelas X. (2) Pola pengorganisasian kelas bertransformasi menjadi klasikal homogen yang memicu praktik *differentiation of process* (diferensiasi proses), di mana guru membedakan porsi bahasa pengantar (80% bahasa Arab di kelas atas, 50% di kelas menengah, dan 20-30% di kelas bawah) serta menerapkan model evaluasi dan pola interaksi dua arah yang adaptif. (3) Penerapan strategi ini memberikan dampak kognitif berupa akselerasi pemahaman hukum fikih mendalam di kelas atas; dampak afektif berupa peningkatan efikasi diri (*self-efficacy*) dan kenyamanan belajar santri, serta dampak protektif di kelas bawah yang berhasil menjaga motivasi belajar santri dasar dan mencegah frustrasi akademik melalui metode translasi yang sabar dan bertahap.

**Kata Kunci:** *Ability Grouping*, Pemahaman Pembelajaran Fikih, Fenomenologi, Pesantren

## **ABSTRACT**

### **THE PRACTICE OF ABILITY GROUPING IN IMPROVING THE UNDERSTANDING OF FIQH LEARNING (A PHENOMENOLOGICAL STUDY IN CLASS X MADRASAH ALIYAH ISLAMIC CENTRE BIN BAZ YOGYAKARTA ACADEMIC YEAR 2025/2026)**

by: Ahmad Siyam Al Ihsan

*This research is motivated by the gap between the ideal goals of teaching Fiqh using Arabic as the medium of instruction and the actual condition of students who possess heterogeneous Arabic language proficiencies and academic backgrounds, resulting in an uneven understanding of Fiqh materials. This study aims to describe the implementation of the ability grouping strategy, identify the classroom organization and implementation patterns, and depict the impact of this strategy on students' level of understanding in Arabic-instructed Fiqh learning in Class X Madrasah Aliyah Islamic Centre Bin Baz Yogyakarta. This study employed a qualitative approach with a phenomenological design. The key informants were three Fiqh teachers of class X, while the supporting informants consisted of eight class X students from those respective levels. Data collection techniques included observation, in-depth interviews, and documentation. Data analysis techniques involved data condensation, data display, and conclusion drawing/verification, with data trustworthiness ensured through the member check technique. The results of the study revealed three main findings: (1) The implementation of ability grouping is conducted systematically through a placement test assessing four Arabic language skills (al-maharat al-lughawiyah) as the sole indicator for homogeneous classroom mapping (Classes A to H), supported by a strategic policy of separating the physical learning location of Class X. (2) The classroom organization pattern transformed into a classical homogeneous setting that triggered the practice of differentiation of process, where teachers differentiated the portion of instructional language (80% Arabic in high-ability classes, 50% in medium classes, and 20-30% in low classes) and implemented adaptive evaluation models as well as two-way interaction patterns. (3) The impacts of this strategy include: a cognitive impact in the form of accelerated deep understanding of Fiqh laws in high-ability classes; an affective impact in terms of increased self-efficacy and learning comfort, and a protective impact in lower-ability classes which successfully sustained the learning motivation of novice students and prevented academic frustration through patient and gradual translation methods.*

**Keywords:** Ability Grouping, Understanding of Fiqh Learning, Phenomenology, Islamic Boarding School.