

ABSTRAK

Haiyatun Magkfiroh (221.371.217). IMPLEMENTASI METODE SOROGAN DAN BANDONGAN DALAM PEMBELAJARAN FIQIH PADA SISWA KELAS VIII DI SMP ISLAMIC CENTRE BINBAZ SINTANG KALBAR. Skripsi. Yogyakarta: Program Studi Pendidikan Agama Islam, Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, 2026.

Penelitian ini dilatarbelakangi oleh pentingnya penerapan metode pembelajaran yang mampu meningkatkan pemahaman fiqih siswa, adanya penggunaan metode sorogan dan bandongan dalam pembelajaran fiqih di SMP Islamic Centre Binbaz Sintang yang belum berjalan optimal, serta masih terbatasnya kajian mengenai implementasi kedua metode tersebut pada jenjang sekolah menengah pertama.

Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, evaluasi, serta faktor pendukung dan penghambat implementasi metode sorogan dan bandongan dalam pembelajaran fiqih pada siswa kelas VIII di SMP Islamic Centre Binbaz Sintang. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif lapangan. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan langkah reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi data.

Hasil penelitian menunjukkan bahwa: (1) perencanaan metode sorogan dan bandongan dilakukan secara terstruktur melalui penetapan tujuan pembelajaran, materi, metode, serta evaluasi yang disusun sejak awal pembelajaran; (2) pelaksanaan pembelajaran dilakukan dengan mengombinasikan metode bandongan dan sorogan, di mana bandongan digunakan untuk penyampaian materi secara klasikal, sedangkan sorogan digunakan untuk memperdalam pemahaman siswa secara individual; (3) evaluasi pembelajaran dilakukan selama proses dan pada akhir pembelajaran dengan menilai keaktifan, pemahaman, serta kemampuan siswa dalam menjelaskan kembali materi yang dipelajari; dan (4) faktor pendukung implementasi metode sorogan dan bandongan meliputi dukungan sekolah, fasilitas pembelajaran, lingkungan Islami, kemampuan guru, dan semangat siswa, sedangkan faktor penghambatnya meliputi keterbatasan waktu, perbedaan kemampuan siswa, dan kurangnya rasa percaya diri sebagian siswa dalam kegiatan sorogan. Dengan demikian, metode sorogan dan bandongan dapat diterapkan secara saling melengkapi dalam pembelajaran fiqih serta memberikan ruang bagi siswa untuk memahami materi dan terlibat dalam proses pembelajaran..

Kata Kunci: Implementasi, Metode Sorogan, Metode Bandongan, Pembelajaran Fiqih.

ABSTRACT

Haiyatun Magkfiroh (221.371.217). THE IMPLEMENTATION OF SOROGAN AND BANDONGAN METHODS IN Fiqh LEARNING FOR GRADE VIII STUDENTS AT ISLAMIC CENTRE BINBAZ JUNIOR HIGH SCHOOL, SINTANG WEST BORNEO. Undergraduate Thesis. Yogyakarta: Islamic Religious Education Study Program, Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, 2026.

This study was motivated by the importance of implementing learning methods that can improve students' understanding of fiqh, the use of sorogan and bandongan methods in fiqh learning at SMP Islamic Centre Binbaz Sintang which has not yet been optimally implemented, and the limited studies concerning the implementation of these two methods at the junior secondary school level.

This study aimed to describe the planning, implementation, evaluation, and the supporting and inhibiting factors of the implementation of sorogan and bandongan methods in fiqh learning for Grade VIII students at SMP Islamic Centre Binbaz Sintang. This research employed a qualitative approach with a descriptive field research design. Data were collected through observation, interviews, and documentation. Data analysis was conducted through data reduction, data display, conclusion drawing, and verification.

The results of the study showed that: (1) the planning of the sorogan and bandongan methods was carried out systematically through the determination of learning objectives, materials, methods, and evaluations prepared from the beginning of the learning process; (2) the implementation of learning was conducted by combining the bandongan and sorogan methods, in which bandongan was used for the classical delivery of learning materials, while sorogan was used to deepen students' understanding individually; (3) learning evaluation was conducted during the learning process and at the end of instruction by assessing students' participation, comprehension, and ability to explain the learned material; and (4) the supporting factors for the implementation of the sorogan and bandongan methods included school support, learning facilities, an Islamic environment, teacher competence, and students' enthusiasm, while the inhibiting factors included limited instructional time, differences in students' abilities, and a lack of self-confidence among some students during sorogan activities. Therefore, the sorogan and bandongan methods can be implemented complementarily in fiqh learning and provide opportunities for students to understand the learning materials and engage in the learning process..

Keywords: *Implementation, Sorogan Method, Bandongan Method, Fiqh Learning.*