

Learning Fiqh Based on the TAPPS (Think Aloud Pair Problem Solving) Method in Improving Student Learning Outcomes

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Article Information

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Fiqh Learning, TAPPS Method, Learning Outcomes.

Abstract

The research aimed to determine how fiqh learning is based on the TAPPS (Think Aloud Pair Problem Solving) method in improving student-learning outcomes at MAN 1 Mojokerto. This research used qualitative research. The researcher used a case study approach. The Data was collected through observation, interviews, and documentation. This research showed that the process and implementation of fiqh learning include 3 processes, namely planning, implementation, and evaluation where planning included all initial activities in implementing the TAPPS Method. The implementation included the process of implementing RPP (Learning Implementation Plan) in applying the TAPPS Method, evaluation included a final assessment of the learning process so that it could find out student learning outcomes. Furthermore, learning outcomes included three aspects of assessment, namely, assessment of affective (attitude), cognitive (ability) and psychomotor (skills) aspects. Students had a significant increase in learning outcomes and had good interpersonal skills development. Appraising from the progress of the student learning process, the development of interpersonal skills possessed by students was oriented to thinking skills which included intellectual abilities. In addition, students also could master and develop well what they have learned.

Kata Kunci:

Pembelajaran Fiqih, Metode TAPPS, Hasil Belajar.

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana pembelajaran fiqh berbasis Metode TAPPS (Think Aloud Pair Problem Solving) dalam meningkatkan hasil belajar peserta didik dan bagaimana hasil belajar peserta didik melalui Metode TAPPS di MAN 1 Mojokerto. Penelitian ini termasuk jenis penelitian kualitatif dengan menggunakan pendekatan studi kasus. Data dikumpulkan melalui observasi, wawancara dan melalui dokumentasi. Hasil dari penelitian ini yaitu, proses dan pelaksanaan pembelajaran fiqh yang mencakup 3 proses yaitu perencanaan, implementasi dan evaluasi. Dimana perencanaan mencakup semua kegiatan awal dalam pelaksanaan Metode TAPPS. implementasi mencakup proses penerapan RPP (Rencana pelaksanaan pembelajaran) dalam mngaplikasikan Metode TAPPS, evaluasi mencakup penilaian akhir dalam proses pembelajaran sehingga dapat mengetahui hasil belajar peserta didik. Selanjutnya, hasil belajar mencakup 3 aspek penilaian yaitu, penilaian aspek afektif (sikap), kognitif (kemampuan) dan psikomororik (keterampilan/skill). sehingga peserta didik memiliki peningkatan hasil belajar secara signifikan serta memiliki pengembangan

kemampuan antarpribadi yang bagus. Dilihat dari kemajuan proses belajar peserta didik, dalam pengembangan kemampuan interpersonal skill yang telah dimiliki peserta didik, berorientasi pada kemampuan berfikir yang mencakup kemampuan intelektual. Selain itu, peserta didik juga dapat menguasai serta mengembangkan dengan baik apa yang telah mereka pelajari.

INTRODUCTION

Education plays an important role in determining the existence and development of society. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state (Ahmad, Yahaya, Yahaya, Taha, & Ibrahim, 2022; Ali, Kundra, Alam, & Alam, 2021). Learning can also be called a process of change consisting of a combination of two aspects: learning and teaching (Mukrimah, Mukrimah, Nuryanti, & Pd, 2014). Learning refers to what students have to do, and teaching is oriented toward what the teacher has to do as a teacher with a communication process between the two (Ramadhana & Hadi, 2021).

Achieving quality and innovative learning cannot be separated from learning devices, because learning devices will make it easier for teachers to convey learning material to students (Sappaile, t.t. 2021). One of the learning tools here is the learning method. The learning method is one of the important aspects or devices in a learning process that are combined optimally for an innovative quality of learning (Alakrash & Abdul Razak, 2021; Alp Christ, Capon-Sieber, Grob, & Praetorius, 2022). The learning method is also a method or stage carried out in the interaction between students and teachers. The goal is to achieve the goals set according to the material and learning mechanism (Biwer, Egbrink, Aalten, & de Bruin, 2020; Manullang, Mardani, & Aslan, 2021; Rerkswattavorn & Chanprasertpinyo, 2019).

So that each learning method must have its influence as well as the research that has been conducted by Irna Wijayanti regarding the effect of the tapps (*thinking aloud pair problem solving*) learning method on the mathematics learning achievement of class VIII MTs students. This study aims to determine the effect of the TAPPS learning method on the mathematics achievement of class VIII MTs students. In addition, it is also to find out student responses to the TAPPS learning method. The subjects in the study were 60 students in class VIII MTs consisting of 30 students in the control class and 30 students in the experimental class. The object of this research is TAPPS learning. The research method is Quasi Experiment with the research design Two Group Randomized Subject Post-test Only. Data collection techniques were carried out using tests and student response questionnaires. Data analysis techniques using quantitative statistics. The results showed that the mean post-test for the experimental class was 80.27 with a standard deviation of 4.448, which is better than the mean for the control class of 69.47 with a standard deviation of 5.303, and a sig value of 0.000 <0.05. So it can be concluded that accepted and , namely the learning achievement of the experimental class is better than the learning achievement of the control class. The results of the student response questionnaire to the TAPPS learning method were 80.8% indicating that students accepted the method well. Thus it can be concluded that students' mathematics learning achievement with the TAPPS learning method is better than conventional learning methods. This shows that there is an influence of the TAPPS (Thinking Aloud Pair Problem Solving) learning method

on the mathematics achievement of class VIII MTs students and from the percentage of response questionnaires obtained it can be concluded that most students accept this TAPPS learning method well. Whereas in this study using a type of qualitative research with a case study approach which aims to describe how learning fiqh based on the TAPPS (Think Aloud Pair Problem Solving) Method in improving student learning outcomes and how student learning outcomes are through the TAPPS Method in madrasah aliyah (Sahin, 2018; Setiawan, Sudrajat, Aman, & Kumalasari, 2021).

The selection of learning methods can improve student reasoning and make students active with the aim of being able to train students' reasoning power. The TAPPS (Think Aloud Pair Problem Solving) method is a method that emphasizes students to think hard and logically (Salmi, 2022). The problems given are in the form of problem solving questions. Problem solving questions are felt to be able to develop students' reasoning abilities. With the TAPPS (Think Aloud Pair Problem Solving) method, assistant students analyze a problem, then convey it to their partners or to their groups (DiNapoli & Miller, 2022; Reinhart et al., 2022). With the method (Think Aloud Pair Problem Solving) activities are carried out with small heterogeneous groups so that it requires students to be active as speakers and as listeners. Students are felt to be able to provide their reasoning on problems and students are also expected to be able to learn to analyze the explanations of their group mates (Mahyar & Dhani, 2021).

Fiqh learning based on the TAPPS (Think Aloud Pair Problem Solving) method can familiarize students with dealing with and solving a problem skillfully (Umar, Hasratuddin, & Surya, 2022). So that it can stimulate the development of students' thinking skills creatively and thoroughly because in the learning process, students do a lot of mental work by highlighting problems from various aspects in order to find solutions to a problem in the learning process (Wardana & Sagoro, 2019). In a learner-centered learning process, students get opportunities and facilities to build their own knowledge so that they will gain a deep understanding (deep learning) and can ultimately improve the quality of student learning outcomes (Alkouatli, 2018).

The paradigm shift in the learning process that was previously teacher-centered to learner-centered learning is expected to encourage students to be actively involved in building attitudes, knowledge, and behavior (Ashaari et al., 2012; Kessels & Heyder, 2020; Lasauskiene & Rauduvaite, 2015). Student active learning can be seen from the way they learn. Learning is said to be active if students use affective abilities (attitudes), cognitive (knowledge), and psychomotor (skills)(Siagian, 2022). In a learner-centered learning process, students get opportunities and facilities to build their own knowledge so that they will gain a deep understanding (deep learning) and can ultimately improve the quality of student learning outcomes. So based on the description above the researcher will conduct a study entitled "Learning of jurisprudence based on the TAPPS (Think Aloud Pair Problem Solving) Method in improving student learning outcomes at Madrasah Aliyah."

RESEARCH METHODS

This research is a type of qualitative research using a case study approach (nursapia harahap, 2020). The reason for the researcher taking the case study approach is that the researcher wants to dig up information in the field so that this information can be studied or drawn from a more detailed case regarding the individual or group that will be the focus of

the study (Creswell, 2012). The location of this research is MAN 1 Mojokerto. The research data was collected through observation, structured interviews, and documentation. Data analysis in this study used the Miles and Huberman model, namely data collection, data reduction, data presentation, and drawing conclusions. The triangulation in this study uses source triangulation (Abdussamad, 2021).

RESULTS AND DISCUSSION

Result

Fiqh learning based on the TAPPS method in improving student learning outcomes at Madrasah Aliyah

The fiqh learning process based on the TAPPS (Think Aloud Pair Problem Solving) method includes 3 processes, namely: 1) Planning, which includes all initial activities in implementing TAPPS Method-based learning, such as preparation of learning tools and materials in the form of lesson plans, syllabus, textbooks, LKS and tools that can support the process of delivering fiqh learning material. 2) Implementation, which includes the process of implementing the lesson plan in applying the TAPPS method which includes learning activities such as introduction, core activities, and closing. 3) Evaluation, which includes the final assessment in the learning process so that students can find out the learning outcomes through learning evaluation (Audie, 2019).

Student learning outcomes through the TPS (Think Aloud Pair Problem Solving) method at Madrasah Aliyah

Three aspects of assessment in the evaluation of student learning outcomes are:

Assessment of Affective Aspects (Attitudes)

Fiqh learning is based on the TAPPS method in the assessment of affective aspects, namely the assessment is carried out by observation which includes observation sheets and assessment sheets (Masykur, n.d.). Contains 5 assessments, namely: attitudes, interests, self-concept, values, and morals. Observations or observations made by observation through self-assessment and assessment between friends (Hanafy 2014). After assessing the affective aspects through the TAPPS method, it has maximum results and achievements in accordance with the objectives, namely being able to develop interpersonal skill abilities that students already have.

Assessment of Cognitive Aspects (Knowledge)

The assessment was carried out on the TAPPS method-based fiqh learning in the cognitive aspect assessment which includes 6 levels of the assessment process namely, knowledge, understanding, application, analysis, synthesis, and assessment (Murtiyasa & Sari, 2022). Evaluation of cognitive aspects is carried out by means of written tests and oral tests. Which includes written tests in the form of multiple-choice tests, essay tests, answers or short entries, etc. While the oral test is in the form of oral questions and memorization of letters related to the material being discussed. Cognitive aspects through the TAPPS method have maximum results and achievements in accordance with the objectives, namely oriented towards thinking abilities which include intellectual abilities (Ramadhana & Hadi, 2021).

Assessment of Psychomorphic Aspects (Skills)

The assessment was carried out on TAPPS method-based fiqh learning in assessing psychomotor aspects covering 6 levels namely, perception/imitation, readiness, guided movement or response, habitual movement, adjustment of movement patterns, and creativity. Evaluation of psychomotor aspects is carried out by means of practice. Then the assessment is carried out by direct observation of the test being carried out. The psychomotor aspect of the TAPPS method has maximum results and achievements in accordance with the objectives, namely students can master and develop well what they have learned.(Ihsan & Suharman, 2022).

Table 1 Research Results at Man 1 Mojokerto

No	Research focus	Indicator	Information
1.	Fiqh learning based on the TAPPS method in improving student learning outcomes at MAN 1 Mojokerto	the implementation of fiqh learning includes 3 processes: 1) planning, 2) implementation 3) evaluation	a. Planning includes all initial activities in the implementation of TAPPS Method-based learning, such as: preparation of learning tools and materials in the form of lesson plans, syllabus, textbooks, worksheets, and tools that can support the process of delivering fiqh learning materials. b. Implementation includes the process of implementing the lesson plan in applying the TAPPS method which includes learning activities such as introduction, core activities, and closing c. Evaluation includes the final assessment in the learning process so that students can find out the learning outcomes through learning evaluation.
2.	Student learning outcomes through the TPS (Think Aloud Pair Problem Solving) method at MAN 1 Mojokerto	Learning outcomes include 3 aspects of assessment: 1) affective (attitude), 2) cognitive (knowledge) 3) psychomorphi c (skills).	3 aspects of assessment in the evaluation of learning outcomes: a. Assessment of Affective Aspects (Attitudes) carried out by means of observation which includes observation sheets and assessment sheets. Contains 5 assessments, namely: attitudes, interests, self-concept, values, and morals. observation or observation, carried out by way of observation through self-assessment and assessment between friends. After assessing the affective aspects through the TAPPS method, it has maximum results and achievements in accordance with the objectives, namely being able to develop interpersonal skill abilities that students already have. b. Assessment of Cognitive Aspects (Knowledge) includes 6 levels of the assessment process namely, knowledge, understanding, application, analysis, synthesis, and assessment.

Evaluation is carried out by means of written tests and oral tests.

Cognitive aspects through the TAPPS method have maximum results and achievements in accordance with the objectives, which are oriented towards thinking abilities which include intellectual abilities.

- c. Assessment of Psychomorphic Aspects (Skills) includes 6 levels namely, perception/imitation, readiness, guided movement or response, habitual movement, adjustment of movement patterns, and creativity. Implemented in a practical way. then the assessment is done by direct observation of the test being carried out. Have maximum results and achievements in accordance with the objectives, namely students can master and develop properly what they have learned.
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Discussion

Fiqh learning based on the TAPPS method in improving student learning outcomes at Madrasah Aliyah

Fiqh learning is not only carried out in the classroom, but all activities designed to achieve the goals of Fiqh (Dewanti & Fajriwati, n.d.). In addition, learning Fiqh also contains many aspects of value, so learning that only leads to cognitive aspects is a big mistake. Therefore, learning must lead to three aspects, namely affective, cognitive, and psychomotor (Hanifah & Purbosari, 2022). In achieving these three aspects is not easy, because if you want to achieve learning outcomes must come from the learning process first. the fiqh learning process here is based on TAPPS (Think Aloud Pair Problem Solving). while the TAPPS (Think Aloud Pair Problem Solving) method is a learning method that refers to problems that students encounter everyday, in pairs and if one partner solves the problem, the other acts as a listener (Hamijoyo, 2021).

In the fiqh learning process based on the TAPPS (Think Aloud Pair Problem Solving) method, students are divided into groups and some act as problem solvers and listeners. The problem solver reads the problem aloud or aloud, then also discusses solving the problem, the listener follows all the steps taken by the problem solver, listens to what the problem is, how to solve it, including catching various mistakes made by the problem solver. To be effective the listener must also understand the reasoning process behind the learning steps that take place (Mahyar & Dhani, 2021).

From the description above, the fiqh learning based on the TAPPS (Think Aloud Pair Problem Solving) method, which the first informant has done in every presentation of fiqh material, is in accordance with the theory above and is in accordance with the procedures up to the steps of the TAPPS (Think Aloud Pair Problem Solving) method. The steps for the implementation of the TAPPS (Think Aloud Pair Problem Solving) method as expected should be designed as follows:

Form groups and explain to them the roles of problem solvers and listeners. 1) the role of solving the problem is reading the problem orally and expressing the reasoning process used in solving the problem. 2) the role of the listener is to encourage the problem solver to

think verbally and describe the steps for solving the problem. listeners can also ask clarifying questions and offer suggestions but also refrain from resolving issues. 3) try that each group has heterogeneous abilities. 4) each group must solve a number of problems and change roles for each new problem. 5) the final activity of learning is to reflect and draw conclusions on the solutions that have been obtained before selecting one or several students as group representatives to present solutions to the problem. Meanwhile, other groups are asked to provide feedback. 6) the activity will be stopped if the student has succeeded in solving a problem.

The presentation of the steps of the TAPPS (Think Aloud Pair Problem Solving) Method in the fiqh learning process is in accordance with the expression of the first informant that he divided the groups first before starting the lesson and after he divided the groups he explained their roles (Hamijoyo, 2021). Some are problem solvers and some are listeners. Groups are divided fairly and it is certain that each group has heterogeneous or mixed abilities (Fahlevi, Ritonga, & Nasution, 2021; Zaenudim, 2015). After the groups have been formed, the teacher divides the tasks or problems in each group so that students in each group can solve these problems. Students are required to give their opinions in their respective groups. After discussing it again, the group concludes the answers to these problems so that these answers can be conveyed or presented to other groups and other groups as listeners when there is a group explaining problems that already have solutions and can already be answer (Hasanah, 2021; Hidayah & Az-zafi, 2021).

The group that is listening (listeners) has the opportunity to respond or ask questions to the problem solving group (problem solving). But the listener group (listeners) must be able to refrain from providing answers or solutions if the explanation from the problem solving group has not been resolved. If students or groups of problem solvers (problem solving) have succeeded in solving a problem, the activity can be stopped and the group can switch roles. Until all groups can solve the problems that have been given.

So learning fiqh based on the TAPPS (Think Aloud Pair Problem Solving) method in improving the learning outcomes of Class XI Religion students can be said to be running according to the process or steps of the TAPPS (Think Aloud Pair Problem Solving) method. In its implementation, students are required to learn independently and be responsible in every lesson they face. They will get used to the learning process that is independent and compact in their group (Good, Maries, & Singh, 2022). Because the TAPPS (Think Aloud Pair Problem Solving) Method can improve analytical skills by helping students formulate ideas train concepts understanding the underlying arrangement of steps their thinking and identify errors in other people's reasoning because it requires them to associate information with existing conceptual frameworks and implement the information obtained with new situations. It can encourage the formation of a deeper and more complete understanding hood (Salmi, 2022).

Thus, learning fiqh based on the TAPPS (Think Aloud Pair Problem Solving) Method is in accordance with the procedures and steps of the TAPPS (Think Aloud Pair Problem Solving) Method. as safe as the procedure is: students are made into groups and explained about their roles, groups are made with heterogeneous abilities, groups must solve the problems given and change roles, groups must be able to conclude the problems that have been solved, and the last process of activity will be stopped if all groups have been able to solve a problem. Learning outcomes are the ultimate goal of carrying out learning activities

in schools (Gulo, 2022). Learning outcomes can be improved through conscious effort that is carried out systematically leading to positive changes which are then called the learning process. The end of the learning process is the acquisition of a student learning outcome (Gerzel-Short & Hedin, 2022; Lewis et al., 2018).

Student learning outcomes through the TPS (Think Aloud Pair Problem Solving) method at Madrasah Aliyah

Learning outcomes are the results obtained by students after carrying out the learning process as indicated by changes in mindset and behavior in students which include 3 aspects, namely affective (attitude), cognitive (understanding), and psychomotor (process skills) originating from result of conscious experience and interaction with the environment (Hanafy, 2014). While the TAPPS (Think Aloud Pair Problem Solving) method is a learning method that refers to problems that students encounter everyday, in pairs and if one partner solves the problem, the other acts as a listener. (Ihsan & Suharman, 2022).

Based on the explanation of the theory above, the learning outcomes of students in fiqh lessons based on the TAPPS (Think Aloud Pair Problem Solving) method have results or evaluations, which have been done by Mr. Makhfud Wahyudi, S.Ag.M.Pd.I at the end of fiqh learning . then the learning outcomes of students include the assessment of affective, cognitive and psychomotor aspects. In accordance with bloom's taxonomy (grouping), namely the affective, cognitive, and psychomotor domains (Magdalena, Islami, Rasid, & Diasty, 2020) :

Assessment of affective aspects

The affective aspect (attitude) is a domain related to attitudes and values. The affective aspect is basically a part of human behavior, as a symptom or personality picture that radiates out. Affective assessment includes character, behavior such as feelings, interests, attitudes, emotions, and values. In the affective domain learning activities are important things that must be the attention of the teacher because the purpose of education is not only to educate students, but also to increase their morale (Delar, 2022).

This domain is divided into five affective aspects, namely, A1-Receiving or attending, A2-Receiving/participating (responding), A3-Assessing or appreciating/valuing, A4-Managing or organizing (organization), A5-Characterization by a value or value complex. The evaluation was carried out on the TAPPS (Think Aloud Pair Problem Solving) method-based fiqh learning in the affective aspect assessment, namely, conducting an assessment using observations (observations) which include observation sheets and assessment instruments which contain 5 assessments, namely attitudes, interests, self-concept, values, moral (Magdalena et al., 2020).

Observation (observation) is carried out by way of observation through self-assessment, and assessment between friends. By observing and observing students, they can assess students' (affective) attitudes. Observation (observation) can be done while learning takes place or when learning has finished. Then the learning outcomes of the affective aspects of students through the TAPPS (Think Aloud Pair Problem Solving) method can be controlled so that the increase in fiqh learning outcomes from affective assessment which includes attitudes, interests, self-concept, values, morals will continue to be resolved and improved.

The learning outcomes of students through the TAPPS (Think Aloud Pair Problem Solving) method on the assessment of affective aspects in fiqh class XI Religion learning have

learning outcomes which include assessing attitudes, interests, self-concept, values, morals. attitude, students can give a positive and good attitude towards subjects, learning conditions, educators, and so on. 2) Assessment of interest, students can find out their interests, desires and willingness to a lesson. Students can find out their talents. 3) Assessment of self-concept, students can measure their abilities, so they can find out the strengths and weaknesses that exist in them during learning. 4) Value assessment, students can determine and strengthen beliefs about good or bad deeds, actions, or behavior. 5) Moral assessment, participants can distinguish between sinful and rewarding actions (Audie, 2019).

From the assessment of the affective aspects of students through the TAPPS (Think Aloud Pair Problem Solving) method, it has maximum results and achievements in accordance with the objectives, namely being able to develop the interpersonal skills that students already have. so that it is hoped that they can grow into individuals who have a positive view of everything that happens in their environment, both the school environment and the community environment (Braier-Lorimer & Warren-Miell, 2021; Jopp, 2020).

Assessment of cognitive aspects

Cognitive aspect (ability) is a realm that includes mental activity (brain). According to Bloom, everything related to brain activity is included in the cognitive domain. This domain is related to thinking skills which are included in it, namely the ability to memorize, understand, apply, analyze, synthesize, and evaluate abilities. This aspect is carried out by the teacher to measure the level of achievement or mastery of students in the aspect of knowledge (cognitive) which includes six levels of thought processes according to Bloom's taxonomy, namely C1-knowledge, C2-comprehension, C3-application, C4-analysis (analysis), C5-synthesis (synthesis), C6-assessment (evaluation), (Delar, 2022). Of the six levels above, the evaluation carried out on fiqh learning is based on the TAPPS (Think Aloud Pair Problem Solving) method in assessing cognitive aspects, namely assessments using written tests and oral tests. Written tests in the form of multiple choice tests, essay tests (descriptions), answers or short answers, etc. While the oral tests he did were like tests or questions orally in class and rote memorization of the material being studied.

Evaluations that already have learning outcomes that are in accordance with the six levels of cognitive aspects, namely: 1) Knowledge, students can recall various learning information that has been received before. 2) Comprehension, students can explain knowledge about learning that has been obtained in their own words. 3) Application (Application), students can use or apply the information they have learned into new situations, so that they can solve various existing problems (Brito, Rodríguez, & Aparicio, 2018; Faraji, Ezadpour, Rahrovi Dastjerdi, & Dolatzarei, 2022).

Analysis (Analysis), students can identify, and show the relationship between various ideas by comparing these ideas with standards, principles or procedures that have been studied. Synthesis (Synthesis), students can connect, associate and unite various elements and elements of existing knowledge so that a new, more comprehensive pattern is formed. Assessment (Evaluation), students can make judgments and decisions about the value of an idea, method, product or object using certain criteria.

From the assessment of the cognitive aspects of students through the TAPPS (Think Aloud Pair Problem Solving) method, it has maximum results and achievements in accordance with the objectives of the affective assessment, namely oriented towards thinking

abilities which include simpler intellectual abilities, namely remembering, to the ability to solve demanding problems. students to connect and combine several ideas, ideas, methods or procedures learned to solve problems.

Assessment of psychomotor aspects

Psychomotor aspects are aspects related to skills (skills) or the ability to act after a person receives a certain learning experience. Affective learning outcomes and cognitive learning outcomes will become psychomotor learning outcomes if students have demonstrated certain behaviors or actions in accordance with the meaning contained in the cognitive and affective aspects (Mahyar & Dhani, 2021).

Aspects of psychomotor assessment consist of, perception or imitation (perception), readiness (set), guided movement or response (guided response), accustomed movement (mechanical response), complex movement (complex response), adjustment of movement patterns (adjustment), and creativity. 1) Perception or Imitation (Perception), students can observe a movement and can imitate the movement even though it is not perfect. 2) Readiness (Set), students can demonstrate according to the instructions given. 3) Movement or Guided Response (Guided Response), students can demonstrate well through regular practice. 4) Accustomed Movement (Mechanical Response), students demonstrate accustomed to a certain accuracy. 5) Adjustment of Movement Patterns (Adjustment), students can demonstrate with skilled motor skills involving complex movements without hesitation and automatically. 6) Creativity, students can create modifications and new movement patterns by emphasizing creativity based on rapidly developing abilities.

So after carrying out a psychomotor assessment in a practical way, you can see directly or directly observe the test being carried out. After the test is carried out, it can be seen again whether students instill real behavior. The form of psychomotor assessment of students is a test that looks at behavior directly. This assessment can also be referred to as a performance assessment by asking students to demonstrate or practice directly their understanding and knowledge according to the context of the lesson and the criteria. (Nursapia Harahap, 2020).

So that the psychomotor abilities possessed by students are learning outcomes obtained from affective and cognitive abilities and are applied in a real way through psychomotor abilities. This will show one's skills in doing things related to the lesson. However, what is certain is that the purpose of the psychomotor assessment is to see the skills in carrying out the movements of the students. From the assessment of the psychomotor aspects of students through the TAPPS (Think Aloud Pair Problem Solving) method, it has maximum results and achievements in accordance with the objectives, namely students can imitate or practice the stimulus that the teacher has given and also students do it with various additions that seem different from things what the teacher proposes (Suryani, Seto, & Bantas, 2020). Students can also do and master everything that the teacher has taught, even better and can develop what they have learned.

From the presentation of student learning outcomes based on three aspects, namely affective, cognitive and psychomotor, the learning outcomes of students through TAPPS (Think Aloud Pair Problem Solving) in fiqh learning class XI Religion at MAN 1 Mojokerta have optimal learning outcomes. Judging from the progress of the student learning process, the ability of students to absorb certain subject matter, and the effectiveness of the teaching methods used.

CONCLUSION

Fiqh learning is based on the TAPPS method in improving student learning outcomes at MAN 1 Mojoerto, and the process and implementation of fiqh learning include 3 processes, namely planning, implementation and evaluation. Where planning includes all initial activities in implementing the TAPPS Method, implementation includes the process of implementing the RPP (learning implementation plan) in applying the TAPPS Method, and Evaluation includes the final assessment in the learning process so that students can find out the learning outcomes.

Student learning outcomes through the TAPPS (Think Aloud Pair Problem Solving) method at MAN 1 Mojokerto, learning outcomes include 3 aspects of assessment namely, affective (attitude), cognitive (knowledge), and psychomotor (skill) aspects. so that students have significantly increased learning outcomes and have good interpersonal skills development. Judging from the progress of the learning process of students, the development of interpersonal skill abilities that students already have is oriented towards thinking skills which include intellectual abilities. In addition, students can also master and develop properly what they have learned.

The TAPPS method is one of the most effective methods of learning fiqh. This method can also be used in a variety of other subjects according to the material to be delivered. Because the TAPPS method requires students to be active and think critically in solving problems. This learning method can also be used as an alternative for learning in order to improve learning outcomes and student motivation. Because this method is rarely used by teachers in the learning process. The TAPPS method is one of the most effective methods of learning fiqh. This method can also be used in a variety of other subjects according to the material to be delivered. Because the TAPPS method requires students to be active and think critically in solving problems. This learning method can also be used as an alternative for learning in order to improve learning outcomes and student motivation. Because this method is rarely used by teachers in the learning process.

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