

ABSTRAK

Windi Astria 105191114821. *Efektivitas Metode Ceramah Dalam Pembelajaran Fiqh Di SMP Unismuh Makassar*. Di bimbing Oleh Sumiati dan Adistian.

Penelitian ini bertujuan mendeskripsikan secara mendalam bagaimana metode ceramah diterapkan oleh guru dalam proses pembelajaran serta sejauh mana efektivitasnya dalam meningkatkan pemahaman dan keterampilan siswa dalam melaksanakan shalat fardu.

Penelitian ini merupakan penelitian deskriptif kualitatif yang memberikan gambaran nyata tentang kondisi di lapangan. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahapan pengumpulan data, reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi.

Hasil penelitian menunjukkan bahwa, pertama, metode ceramah memiliki efektivitas yang cukup baik dalam menyampaikan materi fiqh yang bersifat teoritis. Siswa lebih mudah memahami konsep dasar apabila guru menyampaikannya secara sistematis, disertai contoh konkret, serta dikombinasikan dengan tanya jawab maupun kegiatan interaktif. Meskipun demikian, apabila ceramah disampaikan secara monoton dan berlangsung satu arah dalam waktu lama, siswa cenderung merasa jenuh dan kehilangan fokus. Kedua, pelaksanaan metode ceramah dinilai cukup efektif dalam menyampaikan materi konseptual secara terstruktur, mulai dari pengantar, penjelasan inti, hingga penekanan pada poin penting. Guru menyiapkan materi dengan baik, memberikan kesempatan kepada siswa untuk bertanya, serta memantau pemahaman mereka melalui diskusi singkat maupun pengulangan. Namun, keterbatasan muncul apabila metode ceramah digunakan secara terus-menerus tanpa variasi, sehingga dibutuhkan kombinasi dengan metode partisipatif agar pembelajaran lebih menarik dan bermakna. Ketiga, efektivitas metode ceramah dalam pembelajaran fiqh dipengaruhi oleh beberapa faktor utama, yaitu cara penyampaian guru, kondisi siswa saat menerima materi, dan suasana kelas. Penyampaian yang jelas, sistematis, menggunakan bahasa sederhana, humor, atau contoh konkret terbukti dapat meningkatkan pemahaman siswa. Selain itu, suasana kelas yang kondusif dan dukungan dari teman sebaya turut mendukung keberhasilan proses pembelajaran. Dengan demikian, dapat disimpulkan bahwa metode ceramah cukup efektif dalam pembelajaran fiqh di SMP Unismuh Makassar, terutama untuk menyampaikan materi yang bersifat konseptual. Namun, agar lebih optimal, guru perlu mengombinasikannya dengan pendekatan interaktif serta memperhatikan kondisi siswa dan lingkungan belajar, sehingga motivasi dan keterlibatan mereka tetap terjaga sepanjang proses pembelajaran.

Kata Kunci: Metode Ceramah, Efektivitas, Pembelajaran Fiqh

ABSTRACT

Windi Astria. 105191114821. *The Effectiveness of the Lecture Method in Fiqh Learning at SMP Unismuh Makassar*. Supervised by Sumiati and Adistian.

This study aims to provide an in-depth description of how the lecture method is applied by teachers in the learning process and to what extent it is effective in enhancing students' understanding and skills in performing obligatory prayers (*shalat fardu*). The research employed a qualitative descriptive approach to present a real picture of the conditions in the field. Data were collected through observation, interviews, and documentation, while the data analysis involved the stages of data collection, reduction, presentation, conclusion drawing, and verification.

The findings reveal three key points. First, the lecture method is fairly effective in delivering theoretical fiqh material. Students find it easier to understand basic concepts when the teacher explains them systematically, provides concrete examples, and combines the lectures with interactive activities such as question-and-answer sessions. However, when lectures are delivered monotonously and in a one-way manner for extended periods, students tend to lose focus and become disengaged. Second, the lecture method proves effective in presenting conceptual material in a structured manner, starting from an introduction, the core explanation, to the emphasis on key points. Teachers prepared the material thoroughly, offered students opportunities to ask questions, and monitored their comprehension through brief discussions and reviews. Nevertheless, limitations arise when the lecture method is applied continuously without variation; therefore, it needs to be complemented with participatory approaches to make the learning process more engaging and meaningful. Third, the effectiveness of the lecture method is influenced by several factors, including the teacher's delivery, students' conditions during the lesson, and the classroom atmosphere. Clear, systematic explanations delivered in simple language and supported with humor or concrete examples were found to improve students' comprehension. Furthermore, a conducive classroom environment and peer support also contributed to the success of the learning process. In conclusion, the lecture method is considered fairly effective in fiqh learning at SMP Unismuh Makassar, particularly in presenting conceptual material. However, to achieve optimal results, teachers need to combine it with interactive approaches and consider students' needs and classroom conditions so that their motivation and engagement are maintained throughout the learning process.

Keywords: Lecture Method, Effectiveness, Fiqh Lear