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## Student Soft Skill Development: Fiqh Teacher Problems at MTsS Al-Fuad Seruway Aceh Tamiang

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### **Abstract**

*Varied learning methods are needed to support the development of students' hard and soft skills. The purpose of this study is to investigate how soft-skills communication and cooperation can be realised in 3rd-grade students of MTsS Al-Fuad Seruway Aceh Tamiang through fiqh learning. This research employs a qualitative approach, utilising a type of field research. The data collection technique was carried out by interview and observation methods. The results of this study found that the methods applied by teachers in fiqh learning in grade 3 MTsS Al-Fuad Seruway Aceh Tamiang have not been able to fully support the development of soft communication skills and student cooperation. There are several inhibiting factors, including internal factors such as the dominance of the lecture method in delivering fiqh learning materials. Second, the attitude of students during the learning process is a concern; some students fall asleep, play games, disturb their friends, and hesitate to ask questions or express their opinions. Third is the learning environment, fourth, limited facilities and infrastructure, especially learning media. From the various obstacles found, it is necessary to develop learning methods and media that are more interactive and collaborative so that the learning process not only focuses on cognitive achievement, but also on soft communication skills and student cooperation*

**Keywords:** *Problematics, Student, Soft Skill, Teacher*

### **Abstrak**

Metode pembelajaran yang variatif sangat diperlukan demi menunjang kebutuhan pengembangan hard-skill maupun soft-skill siswa. Tujuan penelitian ini untuk melihat bagaimana soft-skill komunikasi dan kerjasama pada siswa kelas 3 MTsS Al-Fuad Seruway Aceh Tamiang dapat terealisasi melalui pembelajaran fiqh. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan. Teknik pengumpulan data dilakukan dengan metode wawancara dan observasi. Hasil dari penelitian ini ditemukan bahwa metode yang diterapkan oleh guru pada pembelajaran fiqh kelas 3 MTsS Al-Fuad Seruway Aceh Tamiang belum mampu sepenuhnya mendukung perkembangan soft-skill komunikasi dan kerjasama siswa. Terdapat beberapa faktor penghambat, yaitu faktor internal, seperti dominasi metode ceramah saat penyampaian materi pembelajaran fiqh. Kedua, sikap siswa selama proses pembelajaran, sebagian siswa tertidur, bermain-main, mengganggu teman, ragu-ragu bertanya atau menyampaikan pendapat. Ketiga adalah lingkungan belajar,

keempat, keterbatasan sarana dan prasarana terutama media pembelajaran. Dari berbagai kendala yang ditemukan tersebut, maka diperlukan pengembangan metode pembelajaran dan media yang lebih interaktif dan kolaboratif agar proses pembelajaran tidak hanya berfokus pada pencapaian kognitif, tetapi juga kemampuan soft-skill komunikasi dan kerjasama siswa.

**Kata Kunci: Guru, Problematika, Siswa, Soft Skill**

## **Introduction**

The era of the Industrial Revolution 4.0 presents both challenges and opportunities for the world of education. The importance of innovating in educational institutions can make every student develop without having to worry about being left behind amid the rapid development of the times (Balqis & Ananda, 2024). However, in fact, many teachers still struggle to implement innovative learning methods. This difficulty is caused because teachers still lack the skills to develop the various learning methods needed (Affandi, 2023). In the era of the Industrial Revolution 4.0 and Society 5.0, the mastery of soft skills has become very important in the world of education. Islamic Religious Education (PAI), including fiqh, not only teaches cognitive aspects and rituals of worship, but also the potential to shape students' character through communication, leadership, resilience, and empathy. Zahraini & Musbir (2016) shows that the development of soft skills in the realm of religious education has an important contribution, not only in the transfer of knowledge but also in the formation of adaptive and collaborative personalities.

Learning is an activity that is planned to influence the minds of teachers and students so that they can learn according to the set goals. Learning focuses more on two activities, namely, first, how teachers guide students to change their way of thinking and character during the learning process. Second, how teachers convey subject matter to students through learning activities. Thus, to help students achieve maximum understanding through the learning process. An effort is needed by the teacher to achieve learning goals (Putri & Kholik, 2024).

Education in Indonesia is mostly still focused on developing hard skills. This condition occurs from the basic level to the intermediate level. This situation makes students not ready to face the global competition that is increasingly challenging. Although in fact, there is a lot of evidence and data that shows that a person's success is more determined by soft skills than hard skills (Miah, 2022). The development of soft skills itself is a skill that exists in a person outside of technical or academic skills, which prioritises intra- and interpersonal skills or character formation, so that students have creative thinking, negotiation, cooperation, and social interaction skills. Soft skills are also part of a person's skills, which include a person their sensitivity to the atmosphere or environment around them (Herlan, 2019).

Therefore, educational institutions need to balance the existing system with the needs of developing hard skills and soft skills in students (Afifah, Dinda et al., 2022). This effort is very important to be carried out, so that graduates are not only intellectually intelligent, but also able to interact, communicate well, and work together in facing future changes. Soft-skills development activities in each learning process are included in the educational curriculum, especially in high school. However, the fact in the field is that there are still many teachers who do not emphasise students' soft skills as the main goal of education. Therefore, an effort is needed to place soft skills in students as one of the main goals in learning (Irawan et al., 2023).

In this case, teachers must be able to interact and lead various students who have different characteristics and traits. When a human meets many people, they will begin to understand how a person's nature and personality are revealed when interacting. Thus, teachers will be able to control students better. However, the fact in the field may be that there are still many students who close themselves off from developing their abilities, which can help improve students' soft skills (Misrahul, 2023).

The results of research at SMK Negeri 3 Banda Aceh demonstrate that teachers often lack a comprehensive understanding of how to prepare lesson plans and utilise integrative learning methods in Islamic Sharia soft skills. Many teachers have not applied learning methods that encourage students to communicate, solve problems, and work together in the context of daily fiqh (Zahraini & Musbir, 2016). Such an obstacle is also likely to occur at MTsS Al-Fuad Seruway.

MTsS Al-Fuad Seruway Aceh Tamiang, especially the 3rd-grade MTs, Fiqh learning plays an important role not only in religious understanding but also in the development of soft skills. However, teachers often face problems such as low student participation in discussions and a lack of cooperation during fiqh learning. This is a challenge for teachers because the learning strategies used have not fully supported the development of soft skills such as communication and cooperation skills. In fact, in the context of 21st-century education, soft skills are needed so that madrasah graduates can adapt to a complex society (Nurul & Jemani, 2023).

More broadly, the current literature states that PAI education is effective as a medium for developing soft skills through the internalisation of Islamic values, teacher examples, group discussions, and contextual projects. Learning that is designed reflectively and contextually can foster students' communication, empathy, and sense of responsibility consistently (Imran & Amaluddin, 2025).

This article aims to identify the problems faced by fiqh teachers at MTsS Al-Fuad Seruway Aceh Tamiang related to the development of students' soft skills in fiqh learning, as well as formulate relevant integrative strategies. By referring to the results of recent research that shows the importance of teacher training, the preparation of soft skill-based lesson plans, and participatory learning methods, this article is expected to make a real contribution in improving the quality of fiqh learning and forming students who not only understand the law but also have a mature and communicative character.

## **Method**

This research method uses a descriptive qualitative approach with a field research design. Field research is a type of qualitative research in which a researcher observes and is directly involved in small-scale research to observe the local social culture (Maros et al., 2016). The data collection method was carried out by conducting field research (Salma, 2023), namely at MTsS Alfuad Seruway Aceh Tamiang. The subjects of the study were a fiqh teacher and 26 students of class 3A at MTs.

Data collection techniques using interviews and observations (Rudiyanti et al., 2025). Data analysis was carried out descriptively, involving steps such as data collection, data reduction, data presentation, and concluding the development of soft communication skills and cooperation among MTsS Al-Fuad class 3A students in fiqh learning.

## **Results and Discussion**

### **A. Teachers' Methods in Developing Students' Soft Skills**

The results of an interview conducted with one of the Fiqh teachers in class 3A MTsS Al-Fuad showed that the methods used by him to develop soft communication skills and student cooperation during Fiqh learning were three: methods, lectures, questions and answers, and group discussions. The lecture method is used to convey materials in Fiqh learning in the classroom. Teachers most often use this method. According to him, the lecture method is still very effective in learning Fiqh in grade 3 MTs Al-Fuad.

Based on the results of the interview, the Fiqh teacher of class 3A MTsS, Al-Fuad, mentioned three main methods used in learning: lectures, question-and-answer sessions, and group discussions. Each of these methods has different characteristics and influences on the development of students' soft skills.

1) Lecture Method (Dominantly Used). Lectures are used as the main means of delivering Fiqh material. The teacher considers the lecture to be very effective, especially in explaining the material on the laws of worship, the

conditions, and the postulates that are the main substance of Fiqh learning. However, from the point of view of soft skill development, lectures are one-way and do not provide space for student communication exploration (Salsabila et al., 2024).

- 2) Question and Answer Method. This method plays an important role in stimulating students' courage to speak, ask questions, and respond to the opinions of teachers or friends. If carried out actively and involving students equally, this method has the potential to develop soft verbal communication skills, courage, and critical thinking (Bulan et al., 2024).
- 3) Group Discussion. This is the most effective method for stimulating soft skills such as cooperation, empathy, tolerance, and joint decision-making. Group discussions also open up opportunities for collaborative learning in line with the principles of student-centred learning and culturally responsive teaching.

### **B. Teachers' Obstacles in Developing Students' Soft Skills**

Based on the results of observations during the study, it was found that a number of students appeared to have Group Discussions. It is the most potential method to stimulate soft skills of cooperation, empathy, tolerance, and joint decision-making. Group discussions also open up space for collaborative learning that is in line with the principles of student-centered learning and culturally responsive teaching falling asleep when the teacher delivers the material, reluctant to ask questions when having difficulty understanding the lesson, playing with classmates, and disturbing the concentration of other students because they feel bored during the learning process. This condition is suspected to be caused by the dominance of the use of the lecture method in Fiqh learning by 3rd grade MTsS Al-Fuad teachers. The lecture method is used intensively in the delivery of material in the classroom. Although teachers also employ the method of group discussions and question-and-answer sessions, its implementation remains very limited and tends to be textual, focusing primarily on reading the book's content and

answering the provided questions, without actively engaging in deepening the interaction and exploration of meaning.

For Fiqh learning to be not only informative but also transformative, it is necessary to develop aspects of teacher methods and approaches:

- a) Transform Lectures into Interactive Lectures. Teachers can still use lectures, but intersperse them with open-ended questions, contextual illustrations, and responses to student comments to maintain attention and engagement.
- b) Strengthening Authentic Discussions. Students are divided into small groups and given case studies or contextual problems (e.g., how to perform ablution when the hand is injured, or how to tolerate it at school). Teachers facilitate, not dictate.
- c) Reflective and Non-Judgmental Questions and Answers. The teacher creates a safe atmosphere so that students are not afraid of making mistakes when asking questions. You can use methods such as think-pair-share, where students discuss in pairs before asking or answering openly.
- d) Use of Media or Simulation. In order not to be monotonous, learning can be interspersed with videos of worship practices, role plays on the implementation of fiqh in daily life, or even educational games based on Islamic law.
- e) Evaluate student engagement regularly. Teachers can use reflective journals or light quizzes to evaluate students' understanding and engagement formatively.

Observations show that the dominance of the lecture method without a meaningful active approach causes low motivation, involvement, and soft skills of students in fiqh learning. Therefore, Fiqh teachers need to be encouraged to develop a variety of methods, liven up the classroom atmosphere, and facilitate students to actively communicate, ask questions, and collaborate. The implementation of student-centered learning based on Islamic values will make fiqh learning not only a legal memorization, but also

a space to shape students' character as a social person who believes and is competent.

### **C. Teacher Interaction in Developing Students' Soft Skills**

Based on the results of interviews and observations conducted by researchers in Class 3A MTsS Al-Fuad, it was found that the interaction between Fiqh teachers and students plays a significant role in encouraging the development of soft skills, particularly in the aspects of communication and cooperation. Teachers not only act as material presenters but also as facilitators who seek to create a conducive learning atmosphere and support students' active participation.

The interaction between teachers and students is manifested in the form of two-way communication, providing constructive feedback, and encouragement for students to express their opinions or ask questions if they have difficulty understanding the material. This approach provides space for students to practice speaking skills, actively listen, and understand differences of opinion in a dialogue and a mutual respect learning atmosphere.

Teachers' efforts to foster meaningful interactions are also evident in the application of more interactive learning methods, such as group discussions and question-and-answer sessions. Although the implementation of this method still needs to be improved in intensity and quality, it has made a positive contribution to the emotional and intellectual involvement of students in Fiqh learning. With collaborative spaces and open communication, students become more courageous, confident, and skilled in working together, both in completing group assignments and in applying the principles of Islamic teachings.

## **Discussion**

The lecture method is a form of traditional teaching that has been used for a long time in the teaching and learning process, starting from the elementary level to the university level. This is because the lecture method has a practical and efficient nature, especially when the material taught is quite large and the number of students is also large (Wirabumi, 2020). The lecture method is still needed in delivering normative or conceptual materials in Fiqih, but it must be accompanied by a participatory approach so as not only to create memorisation, but also interaction. According to Damanik & Yuliani (2025) Lecture methods that are not interspersed with interaction make students passive and less likely to develop their social dimension. In contrast, question-and-answer sessions and group discussions are more suitable approaches for developing soft communication and collaboration skills. Group discussions are even seen as the most effective method in shaping students' social responsibility in the context of Islamic education.

The group discussion method is a learning method that gives students the opportunity to be actively involved in small groups. Students discuss, analyse problems, and collaborate to find solutions together. In this process, students learn to interact, express opinions, respect the words of others, and improve their critical thinking and cooperation skills in a supportive environment (Rubi et al., 2024).

The question-and-answer method is a learning approach carried out by teachers by asking questions to students or vice versa. With the aim of encouraging active student participation, testing understanding of the material, and facilitating two-way communication in the learning process (Luthfil, 2024). The question-and-answer method is carried out by the teacher to provide space for students to ask questions about material that has not yet been understood. Then questions are asked to students who have been created in groups to interact in two ways and exchange opinions.

Fiqh teachers at MTsS Al-Fuad have shown awareness of the importance of learning through more than one method. However, the dominance of lecture methods is still a challenge in building students' soft skills. To answer the needs of 21st-century education, the development of dialogical and collaborative methods needs to be improved so that Fiqh learning becomes an arena for students to grow who are not only normatively religious, but also communicative, solution-oriented, and cooperative in their social lives.

In order for students to develop soft communication and cooperation skills in learning, each teacher has a different way to explore students' potentials, so as to form students who are truly qualified and perform well intellectually. This superior value will later be a provision for students to interact and compete in the outside world (Blegur, 2020). Soft skills are competencies that are inherent in a person and are a habit, Soft skills are also called characteristics or attributes that greatly affect a person's personal and professional side in work related to career opportunities (Fikrina et al., 2022).

According to Berthal quoted from Muqowim, soft skills are considered individual behaviors and relationships between humans that help improve and maximize a person's skills. This means that soft skills are not only related to the ability to promote good relationships with others, but also include the ability to manage emotions, make decisions, solve problems, and demonstrate ethics and responsibility in a variety of contexts. In other words, soft skills are key elements that support the success of all individuals in academic, professional and social contexts (Lestari et al., 2022).

Elfindri and her friends describe soft skills as life skills that have an important role in determining whether or not a person succeeds in many aspects of life. These abilities include not only technical abilities, but also characterization and attitudes that shape oneself in qualities, such as perseverance, the ability to create reliable executors in the execution of tasks,

integrity, a visionary attitude towards future planning, and consistent discipline in the implementation of various responsibilities (Aly, 2017).

Human resources experts say that successful people in the world rely more on soft skills than hard skills. The factor that determines a person's success in reaching the peak of their career is the ability to communicate and collaborate in a team. Soft skills are a must-have when one works with a managerial position or has to interact with many people (Nashikhah, 2016).

Islamic Religious Education has great potential in developing students' soft skills, especially in fiqh learning. This is because various types of soft skills, such as innovative, creative, honest, discipline, high commitment, networking, leadership, communication, problem solving, self-marketing, and strong motivation, are substantially aligned with the values taught. Through strengthening teaching materials based on teaching materials about religion and the application of Islamic values in daily life, it can be an effective means to shape a person's character and develop students' social and emotional skills (Iskandarsyah & Abdul Fattah Nasution, 2024).

## **Conclusion**

The results of the study indicate that the development of students' soft skills, particularly in the areas of communication and cooperation, still faces challenges in the implementation of Fiqh learning at MTsS Al-Fuad. Although teachers have shown initiative by using lecture, question-and-answer methods, and group discussions, the implementation of these methods is still dominated by conventional one-way approaches. Lectures that are too frequent and not accompanied by interactive strategies lead to low student engagement, which is evident in passive behaviour, boredom, and a lack of courage to ask questions or actively participate.

The interaction between teachers and students has been shown to play a crucial role in developing essential soft skills. When teachers attempt to create a dialogue space and provide opportunities for students to discuss, the

results indicate an increase in participation and cooperation among students. However, the quality of the implementation of the interactive method still needs to be improved in order to truly support active and collaborative participation-based learning.

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