

**THE EFFECT OF THE BOOK OF TAQRIB-BASED MUDZAKARAH METHOD ON FIQH KNOWLEDGE AND PROPHETIC INTELLIGENCE**

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**Abstract**

Pesantren is one of the oldest educational institutions in Indonesia that has existed since before the establishment of public schools and madrasas. The purpose of this study is to determine the influence of the mudzakah method on the book of Taqrib on fiqh knowledge and prophetic intelligence at the Riyadul 'Awamil and Luhur Al-Washathiyah Curug Islamic Boarding Schools in Serang City, Banten. This study uses a quantitative approach. The research model used is a true group control experimental design, because in this study the mudzakah method is used as an experiment using a true group control experimental design. The results of this study are the first to cancel the pre-test scores of the control class and the experimental class at the Riyadul 'Awamil and Luhur Al-Washathiyah Islamic Boarding Schools of 62.75 and 63.17. Second, the average post-test scores of the control class and the experimental class at the Riyadul 'Awamil and Luhur Al-Washathiyah Islamic Boarding Schools were 76.75 and 77.08. Third, the average pre-test score of the control and experiment class at the Riyadul 'Awamil Islamic Boarding School was 62.75, and the post-test of the control and experimental class at the Riyadul 'Awamil Islamic Boarding School was 76.75 with an increase of 22.32 percent. Meanwhile, the average score after the control and experimental class test at the Riyadul 'Awamil Islamic Boarding School was 63.17, and after the control and experimental class test at the Riyadul 'Awamil Islamic Boarding School was 77.08 with an increase of 22.02 percent. Based on the test given by the researcher to get 50 valid questions because the significance value was less than 0.05, the test was declared reliable because the alpha value was greater than 0.60, the test was declared abnormal therefore the researcher conducted the Wilcoxon test and the test was declared influential because the significance value was less than 0.05.

**INTRODUCTION**

Education is a consciously reflected and organized process with the aim of stimulating a safe learning environment and supporting the course of learning by consisting of objectives, learning

processes, and evaluation rules. (Darywan Syah, 2014: 1). Through education, students are stimulated to actively develop their talents in various aspects, such as spiritual values, self-control skills, personality, intelligence, noble morals, and skills that benefit individuals, citizens, and governments. Islamic boarding schools are one of the oldest educational institutions in Indonesia that have existed since before the establishment of public schools and madrasas. His age is not an obstacle for him to continue to fight and work for the generation of Indonesian Muslims. (Mukhamat, 2024: 342-343). Which is still relevant and tested by the times. (Badrut, 2015: 17).

According to Aisyah Ab Rahima and Mohd Roslan Mohd Nora, pesantrahim is an Islamic educational institution that is a means for the community to learn religious sciences and become part of the tradition and identity of the Muslim community. (Aisyah, Mohd, 2020: 1). Evidently, until now pesantrahim still exists with the dynamics of the challenges of changing times. The existence of pesantrahim has played a role in the world of education, and until now continues to experience significant development. The education system at Islamic boarding schools includes formal and non-formal education, so that it remains relevant in supporting the development of science and religious values. In general, pesantrahim is classified into two types, namely classical pesantrahim and modern pesantrahim. Classical pesantrahim maintains the methods, media, and habits of learning that have been used since ancient times without much change until now. Meanwhile, modern pesantrahim still maintains classical elements of learning methods, media, and habits but remains open to the times. Meanwhile, modern Islamic boarding schools are more adaptive to the times by adapting learning methods, media, and habits that are in accordance with current demands.

Both classical and modern Islamic dormitories have their own advantages and challenges in their educational process. The methods used in classical Islamic dormitories are quite famous, namely the sorogan, bandungan, and mudzakar methods. The sorogan method is a method in which teachers and students face each other directly, and students memorize the book material they have mastered through certain books, while the teacher listens to the memorization results. In this method, teachers monitor, calculate, and guide students' ability to understand Arabic to the maximum. (Adiyatna, 2022: 2). Meanwhile, the bandungan method is a method where teachers and students gather in the same place. Such an arrangement not only brings closeness and direct interaction between teachers and students, but also fosters students' respect and moral awareness. By sitting across from each other, students can observe and respond to the teacher's expressions and attitudes directly. This reinforces respect while fostering an aversion to behaving

inappropriately in front of teachers. This situation encourages students to pay more attention to their behavior and try to conform to the expected moral standards. (Mohammad, 2024: 51).

For the content of the book, the ustadz explained with a lecture to the students, for learning media using learning media such as fiqh books, Arabic syntax and morphology, and Sufism. The learning method in modern Islamic dormitories has been integrated with the school. Therefore, when in class, the ustadz usually explain the methods of lectures, questions and answers, and discussions in their learning activities, for the learning medium using textbooks and translated books, and for their habits, the students are required to do everything based on the principle of solidarity.

The mudzakah method is a method in which the ustadz and students gather in one place and the ustadz explains the contents of the book with the lecture method to the students, while for learning media using learning media such as fiqh, nahwu sararaf, and tasawuf, the fundamental difference with the sorogan and bandongan methods is the discussion in the mudzakah method while studying. In classical Islamic boarding schools, ustadz applies the mudzakah method because of the difficulty of students in understanding and studying the fiqh material of the book *of Taqrib* only by relying on personal understanding without direction from the ustadz, even though in fact there are students who are left behind in writing the Javanese script because they do not focus on the words of the ustadz. Meanwhile, prophetic intelligence is a form of holistic intelligence that combines intellectual, spiritual, moral, and social dimensions based on prophetic values to achieve self-perfection and benefit others. The mudzakah method is not a new learning method and has been widely practiced in the pesantren environment. Actually, several previous studies have discussed the application of the mudzakah method in learning the book of *Taqrib*. However, the urgency of this research lies in the effort to examine more specifically the influence of the mudzakah method on the learning of the book of *Taqrib*, especially in improving students' fiqh knowledge and prophetic intelligence. So far, the application of mudzakah is better understood as a pedagogical tradition of Islamic boarding schools, while research that directly links it to the simultaneous improvement of these two aspects is still relatively limited. This research is important because Islamic education aims not only to improve students' knowledge but also to shape their prophetic character and values. Although the mudzakah method has long been used in Islamic boarding schools, research that quantitatively examines its influence on fiqh knowledge and prophetic intelligence is still limited. Therefore, this research is expected to make a theoretical contribution to the development of Islamic education studies,

especially regarding the effectiveness of the mudzakarath method, as well as provide practical benefits for Islamic boarding schools and educators in developing learning strategies that can improve religious understanding and character development of students. Based on this, this study aims to analyze the influence of the mudzakah method on Islamic fiqh knowledge regarding the Book of Taqrib and the prophetic intelligence of students. On this occasion, allow me as a quantitative researcher to present a work entitled, *The Influence of the Mudzakah Method Based on the Book of Taqrib on Fiqh Knowledge and Prophetic Intelligence*.

## **RESEARCH METHODOLOGY**

### **Approaches and Types of Research**

The quantitative approach in research is a method that focuses on numerical measurement, statistical analysis, and data objectivity. To obtain accurate and detailed information about this phenomenon, the researcher interacted directly with students as respondents by giving tests to students as samples. In the experiment, there are two main variables, namely independent variables and dependent variables. Independent variables are deliberately influenced by the researcher, while variables observed as a result of the influence of independent variables are dependent variables. The research model used is a true group control experiment design, because in this study the Mudzakah method is used as an experiment using a true group control experiment design. (Sugiyono, 2013: 75). It is called a true experiment because in this design the researcher can control all external variables that affect the course of the experiment. The main feature of true experimentation is that both the experimental group and the control group are randomly selected from a specific population. The main feature is the presence of control groups and random sampling. So the characteristic is that there is a control group and the sample is randomly selected. (Rahmatullah, 2023: 468).

### **Population and Sample**

Population is the global exposure of a subject that exposes the specific quantities and characteristics used to draw conclusions. The population includes all members who meet certain criteria so that the data obtained can be generalized to draw valid conclusions. By understanding the numbers, characteristics, and nature of the population as a whole, researchers can determine a representative sample, design appropriate research instruments, and ensure that the results of the study can reflect the real conditions of the broader group. (Sugiyono, 2013: 80). The total number of male and female students at the Riyadul 'Awamil Islamic Boarding School is 290 students (50 males and 250 females). For the Luhur Al-Washathiyah Islamic Boarding School, there

are a total of 30 students. While the sample is part of the number and nature of the population. (Nur, 2023: 16).

In addition, the selection of samples really reflects the condition of the population so that the results of the research can be scientifically accounted for. (Sugiyono, 2013: 81). By selecting a representative sample, researchers can accurately describe the conditions, behaviors, or characteristics of the population through the analysis of data obtained from the samples. The researcher sampled 60 students from a sample of 290 students of Riyadul 'Awamil, and 60 students of Luhur Al-Washathiyah using Purposive Sampling. Purposive sampling is a sample determination technique with certain considerations, in this case the students sampled are students who are entering their second year in the lap of a pesantren.

### **Data Collection Techniques**

In quantitative research, the researcher uses quantitative research instruments used by researchers, namely:

#### **1. Participatory Observation**

Participatory observation is a routine activity of the subject that is the focus of observation or that is used as a source of information in research. (Amir, 2015: 404). This method is very relevant in educational research, especially in the pesantren environment, because it allows researchers to directly observe student behavior, interaction with ustadz, and the application of learning methods such as mudzakah. Participatory observation helps researchers capture information that is not always visible through interviews or questionnaires, such as students' attitudes, expressions, ethics, and learning habits. By using participatory observation, the data collected becomes more authentic, contextual, and rich in detail, so that it can be used as a valid basis for analysis and support the overall research findings. In this case, the researcher is a complete researcher, where the researcher is directly involved in the mudzakah activities of the Taqrib book at the Riyadul 'Awamil Islamic Boarding School and the Luhur Washathiyah Waterfall in Serang City, Banten.

#### **2. Tests**

Tests are one of the research instruments used to measure or evaluate certain understandings, skills, attitudes, or characteristics of respondents. In the context of research, the test contains a series of questions that are designed in sequence to obtain accurate and objective data from the research subject. These tests are designed in such a way that they can produce accurate, objective, and reliable data, making it easier for researchers to analyze and

draw conclusions. In educational research, tests are often used to assess students' mastery of learning materials, such as understanding the book of Taqrib in the context of the mudzakarath method. The test can be written, oral, or practical, depending on the purpose of measurement and the characteristics of the material being tested. In addition, the test can also be used in pre-test and post-test research designs, to assess the improvement in the subject's ability or knowledge changes before and after being given a treatment or intervention.

### 3. Documentation

Documentation is a data collection activity related to various things or variables, which are sourced from records, transcripts, books, newspapers, magazines, images, and the like. The data obtained from this method regarding the exposure of the research location is all exposures related to the state of Ulama Riyadul 'Awamil and Luhur Washathiyah, Curug Kota Serang, Banten. Thus, the documentation method serves as supporting data that strengthens the results of research on the impact of online learning on the knowledge of fiqh of the book of Taqrib and students' prophetic intelligence.

### **Data Analysis Techniques**

Data analysis techniques are techniques presented by researchers to explain in detail to researchers the techniques they use. In the context of this study, the data analysis technique was used to explain in detail the influence of the application of the mudzakarath method on students' understanding of the book of Taqrib, through a comparison of pre-test and post-test results. By using the right analysis techniques, researchers can draw valid and objective conclusions, see the improvement of student understanding, and assess the effectiveness of the methods applied. The presentation of the results of the data analysis also makes it easier for readers to understand the research findings clearly and in a structured manner, namely the prerequisite test (validity and reliability test), and the classical assumption test.

## **RESULTS AND DISCUSSION**

### **Data Description**

Instrument testing is an important stage in the research process to ensure that the measurement instruments used are truly able to produce accurate, reliable, and relevant data according to the research objectives. This process aims to find out the extent to which the question item is easy to understand, relevant, and able to reveal the variables being studied. Through instrument trials, researchers can identify weaknesses or shortcomings of the instrument, such as writing errors, ambiguities, or invalid question items. The results of the trial then became the basis for revision

so that the instruments used in the main study were really ready and suitable for use. The following tests are tested in the instrument trials, namely:

1. Validity

Data that has been created by a researcher must be tested for validity. By testing and knowing the results of the validity test, we can find out whether the questions asked by the researcher are valid or not. The validity test results will show which question items are valid and retainable, as well as which are invalid and need to be revised or discarded. Thus, this process is an important step to ensure the quality of research instruments so that the data obtained is more accurate and can be scientifically accounted for. According to Sugiyono, a validity test is an instrument that can be used to measure what should be measured. (Sugiyono, 2013: 123). A test is said to be valid if the questions on the test are able to explain something that the test will measure. The criteria for assessing the validity test used are:

- a. If the significance value  $< 0.05$ , then there is a correlation between these variables.
- b. If the significance value  $> 0.05$ , then there is no correlation between the variables. (Azuar, 2016: 19).

Here's the table:

| <b>Validity Test Summary</b> |                           |              |                      |                           |              |
|------------------------------|---------------------------|--------------|----------------------|---------------------------|--------------|
| <b>Question Item</b>         | <b>Significance Value</b> | <b>Words</b> | <b>Question Item</b> | <b>Significance Value</b> | <b>Words</b> |
| 1                            | 0.000                     | Valid        | 41                   | 0.000                     | Valid        |
| 2                            | 0.000                     | Valid        | 42                   | 0.000                     | Valid        |
| 3                            | 0.000                     | Valid        | 43                   | 0.000                     | Valid        |
| 4                            | 0.000                     | Valid        | 44                   | 0.000                     | Valid        |
| 5                            | 0.000                     | Valid        | 45                   | 0.000                     | Valid        |
| 6                            | 0.000                     | Valid        | 46                   | 0.000                     | Valid        |
| 7                            | 0.000                     | Valid        | 47                   | 0.000                     | Valid        |
| 8                            | 0.000                     | Valid        | 48                   | 0.000                     | Valid        |
| 9                            | 0.000                     | Valid        | 49                   | 0.000                     | Valid        |
| 10                           | 0.000                     | Valid        | 50                   | 0.000                     | Valid        |
| 11                           | 0.716                     | Invalid      | 51                   | 0.716                     | Invalid      |
| 12                           | 0.716                     | Invalid      | 52                   | 0.716                     | Invalid      |
| 13                           | 0.716                     | Invalid      | 53                   | 0.716                     | Invalid      |
| 14                           | 0.716                     | Invalid      | 54                   | 0.716                     | Invalid      |
| 15                           | 0.716                     | Invalid      | 55                   | 0.716                     | Invalid      |
| 16                           | 0.716                     | Invalid      | 56                   | 0.716                     | Invalid      |
| 17                           | 0.716                     | Invalid      | 57                   | 0.716                     | Invalid      |
| 18                           | 0.716                     | Invalid      | 58                   | 0.716                     | Invalid      |

|    |       |         |    |       |         |
|----|-------|---------|----|-------|---------|
| 19 | 0.716 | Invalid | 59 | 0.716 | Invalid |
| 20 | 0.716 | Invalid | 60 | 0.716 | Invalid |
| 21 | 0.000 | Valid   | 61 | 0.000 | Valid   |
| 22 | 0.000 | Valid   | 62 | 0.000 | Valid   |
| 23 | 0.000 | Valid   | 63 | 0.000 | Valid   |
| 24 | 0.000 | Valid   | 64 | 0.000 | Valid   |
| 25 | 0.000 | Valid   | 65 | 0.000 | Valid   |
| 26 | 0.000 | Valid   | 66 | 0.000 | Valid   |
| 27 | 0.000 | Valid   | 67 | 0.000 | Valid   |
| 28 | 0.000 | Valid   | 68 | 0.000 | Valid   |
| 29 | 0.000 | Valid   | 69 | 0.000 | Valid   |
| 30 | 0.000 | Valid   | 70 | 0.000 | Valid   |
| 31 | 0.000 | Valid   | 71 | 0.716 | Invalid |
| 32 | 0.000 | Valid   | 72 | 0.716 | Invalid |
| 33 | 0.000 | Valid   | 73 | 0.716 | Invalid |
| 34 | 0.000 | Valid   | 74 | 0.716 | Invalid |
| 35 | 0.000 | Valid   | 75 | 0.716 | Invalid |
| 36 | 0.000 | Valid   | 76 | 0.716 | Invalid |
| 37 | 0.000 | Valid   | 77 | 0.716 | Invalid |
| 38 | 0.000 | Valid   | 78 | 0.716 | Invalid |
| 39 | 0.000 | Valid   | 79 | 0.716 | Invalid |
| 40 | 0.000 | Valid   | 80 | 0.716 | Invalid |

With the testing criteria, which is to compare the significance value with 0.05, it can be concluded that out of 80 instrument questions, 30 students were tested (outside of the respondents used as samples). 30 of them were invalid, so the researchers decided to take 50 questions (for two places).

## 2. Reliability Test

Reliability is a test in the field of statistics used to measure the degree of consistency or regularity of a research instrument, such as a question or statement in a research tool. Reliability tests aim to find out whether the instrument provides stable and consistent results when tested under relatively the same conditions at different times. In other words, a reliable instrument will produce similar data when tested on respondents who have the same characteristics, even if the measurements are taken on different occasions. Reliability testing is very important because even if an instrument is valid, if it is not reliable, the resulting data will be difficult to trust. The results of reliability tests are usually expressed in the form of coefficients, such as Alpha Cronbach, which indicate the extent to which the instrument can be relied upon to produce consistent and accurate data in research. According to Sugiyono, this is a method to measure the extent to which the measurement instrument can show

consistent and stable results when used repeatedly under the same conditions. (Sugiyono, 2013: 123). The eligibility assessment criteria used are:

- a. If the alpha coefficient is greater than 0.60, the test is declared reliable.
- b. If the alpha coefficient is less than 0.60, the test is declared reliable.

The following are the results of the reality test obtained in this study:

**Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 30 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 30 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .990             | 80         |

The reliability test in this study was carried out with the SPSS version 25 application. Based on the previous figure, it can be seen that every problem in each variable is declared reliable, this can be found by comparing alpha with 0.60. An alpha value of 0.990 greater than 0.60 is declared reliable.

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**Research Results**

1. Research Hypothesis

A hypothesis is a temporary conjecture of a study based on the research we are doing, hypotheses are generally divided into two, namely:

- a. Hypothesis zero (H0) = The Mudzakah method based on the book of Taqrib has no effect on the knowledge of fiqh of the book of Taqrib and prophetic intelligence at the Riyadul 'Awamil and Luhur Al-Washathiyah Islamic Boarding School, Curug City, Serang, Banten.
- b. Alternative hypothesis (H1) = The Mudzakah method based on the book of Taqrib has an effect on the knowledge of fiqh of the book of Taqrib and prophetic intelligence at the Riyadul 'Awamil and Luhur Al-Washathiyah Islamic Boarding Schools, Curug City, Serang, Banten.

The researcher proposed an alternative hypothesis (H1) about the Mudzakah method based on the book of Taqrib affecting the knowledge of fiqh of the book of Taqrib and prophetic intelligence at the Riyadul 'Awamil and Luhur Al-Washathiyah Islamic Boarding Schools in Curug City, Serang, Banten, because based on the tests conducted by the researchers, the researcher got 50 valid questions out of 80 questions from 60 samples at one research location because the significance value was less than 0.05. The test was declared reliable because the alpha value was greater than 0.60, the test was declared abnormal so the researcher performed the Wilcoxon test and the test was declared influential because the significance was less than 0.05. After testing validity and realism, the researcher then conducted a normality test before conducting the Wilcoxon test or t-test to find out whether the data was distributed normally or abnormally according to the applicable rules. The following are the results of the normality test at the Riyadul' Awamil Islamic Boarding School, namely:

| Kelas |  | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|-------|--|---------------------------------|----|------|--------------|----|------|
|       |  | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Hasil | Pre Test Kelas Kontrol Riyadul 'Awamil     | .440                            | 30 | .000 | .577         | 30 | .000 |
|       | Post Test Kelas Kontrol Riyadul 'Awamil    | .261                            | 30 | .000 | .800         | 30 | .000 |
|       | Pre Test Kelas Eksperimen Riyadul 'Awamil  | .244                            | 30 | .000 | .798         | 30 | .000 |
|       | Post Test Kelas Eksperimen Riyadul 'Awamil | .232                            | 30 | .000 | .877         | 30 | .002 |

a. Lilliefors Significance Correction

With the test criterion, which is to compare the significance value with 0.05, it can be concluded that the data is not normally distributed because the value is less than 0.05. In this study, the results of the normality test showed that the data was not distributed normally. This condition is an important consideration in determining the right type of statistical analysis. Ethically, a researcher is required to be honest about the state of the data obtained in the field, without manipulating it to conform to statistical rules. Therefore, the researchers chose to use the Wilcoxon test, which is an alternative to the paired t-test (an independent sample test) when the data did not meet normality. The selection of the Wilcoxon test is based on the principles of scientific integrity and methodological honesty, as each data has characteristics that need to be respected. Attempts to force data to appear normal through unfounded manipulation or transformation can diminish the credibility of research results and are contrary to academic ethics. Thus, the use of the Wilcoxon test is not only the right methodological step, but also reflects the researcher's commitment to honesty, objectivity, and scientific responsibility in the research process. The following is the Wilcoxon test, namely:

**Test Statistics<sup>a</sup>**

| Kelas - Hasil          |                     |
|------------------------|---------------------|
| Z                      | -9.521 <sup>b</sup> |
| Asymp. Sig. (2-tailed) | .000                |

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

With the test criteria, which is to compare the significance value with 0.05, it is concluded that the variable x has an influence on the variable y because the value is less than 0.05. Thus, the learning methods applied have an effect on improving student learning outcomes. As for the Luhur Al-Washathiyah Islamic Boarding School, the results of the normality test are:

| Kelas  |   | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|--|---|---------------------------------|----|------|--------------|----|------|
|  |   | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Hasil  | Pre Test Kelas Kontrol Luhur Al-Washathiyah     | .354                            | 30 | .000 | .637         | 30 | .000 |
|  | Post Test Kelas Kontrol Luhur Al-Washathiyah    | .246                            | 30 | .000 | .898         | 30 | .007 |
| Pre Test Kelas Eksperimen Luhur Al-Washathiyah | Pre Test Kelas Eksperimen Luhur Al-Washathiyah  | .244                            | 30 | .000 | .798         | 30 | .000 |
|  | Post Test Kelas Eksperimen Luhur Al-Washathiyah | .280                            | 30 | .000 | .847         | 30 | .001 |

a. Lilliefors Significance Correction

With the test criterion, which is to compare the significance value with 0.05, it can be concluded that the data is not normally distributed because the value is less than 0.05. In this study, the results of the normality test showed that the data was not distributed normally (

*pre-test* control of the Al-Washathiyah experiment). This condition is an important factor in the selection of the right statistical analysis technique. Ethically, researchers are required to be honest about the condition of data obtained in the field without engineering to meet certain statistical assumptions. Therefore, the Wilcoxon test is used as an alternative to paired t-tests when the data is not normally distributed. The selection of the Wilcoxon test reflects scientific integrity and honesty, as each data has natural characteristics that must be respected. Attempts to force data to look normal through manipulation or transformation that are not supported by scientific basis can actually reduce the validity and credibility of research results. Thus, the application of the Wilcoxon test is not only the right methodological decision, but also a form of the researcher's commitment to academic ethics, objectivity, and scientific responsibility in the conduct of research. The following is the Wilcoxon test, namely:

**Test Statistics<sup>a</sup>**

| Kelas - Hasil          |                     |
|------------------------|---------------------|
| Z                      | -9.518 <sup>b</sup> |
| Asymp. Sig. (2-tailed) | .000                |

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

With the test criterion, which is to compare the significance value with 0.05, it is concluded that the x variable has an effect on the y variable because the value is smaller than 0.05. Thus, the learning methods applied have an effect on improving student learning outcomes.

## RESEARCH DISCUSSION

Fiqh (Islamic jurisprudence) is a science that discusses Islamic laws related to human actions, so it requires a deep understanding. Therefore, studying fiqh requires methods that encourage interaction and discussion. (Nurhayati, 2018: 129). One of the relevant methods is mudzakah (interaction between students). According to Achmad Muchaddam Fahham, the mudzakah method involves students sitting around a kiai (religious teacher) to listen to the explanation of the material, followed by a discussion to deepen their understanding and mastery of the material. (Achmad Muchaddam, 2020: 34). The average pre-test score of the control and experiment class at the Riyadul 'Awamil Islamic Boarding School was 62.75, and *the post-test score of the control and experiment class at the Riyadul 'Awamil Islamic Boarding School was 76.75*. The increase in the pre-test score of the control and experiment class at the Riyadul 'Awamil Islamic Boarding

School was 22.32 percent. Meanwhile, *the average post-test score of the control and experiment class at the Riyadul 'Awamil Islamic Boarding School was 63.17, and the post-test score of the control and experiment class was 77.08.* Thus, the results of the analysis explained that there was an average increase of 22.02% in the fiqh knowledge and prophetic intelligence of students at the Riyadul 'Awamil Islamic Boarding School after the application of the Mudzakara method. This improvement confirms that the mudzakah method is effective in improving students' conceptual and applicative understanding of fiqh material, while strengthening the internalization of prophetic values such as honesty, responsibility, and spiritual intelligence.

## **CONCLUSION**

According to Achmad Muchaddam Fahham, the mudzakah method is a form of learning in which students follow the lesson by sitting around a kiai who gives an explanation of the material presented. Students pay attention to each other's lessons and take notes if necessary, then discuss. While fiqh is a science that is explained from a set of sharia rules that branch out in nature that are used as the basis for the problem of deeds. Next is prophetic intelligence, according to Martini Jamaris, is the process of active interaction between innate potentials from birth and empirical potentials obtained from the environment, which form the psychomotor of individuals in obtaining, remembering, and utilizing knowledge. Individuals are also able to understand concrete and abstract meanings and concepts, recognize the relationships between objects, events, and ideas, and apply all of this knowledge to solve various problems in daily life. The average test score of the control and experimental class at the Riyadul 'Awamil Islamic Boarding School was 62.75, and the post-intervention test score of the control and experimental class at the Riyadul 'Awamil Islamic Boarding School was 76.75. The increase in the pre-intervention test score in the control and experimental classes at the Riyadul 'Awamil Islamic Boarding School showed an increase in the value of the pre-intervention test. The control class and experimental class at a Riyadul 'Awamil Islamic Boarding School were the same as the post-test scores of the control and experimental classes at the Riyadul 'Awamil Islamic Boarding School increased by 22.32 percent. Meanwhile, the average after the control and experimental class test at the Riyadul 'Awamil Islamic Boarding School was 63.17, and after the experimental class test was 77.08. Thus, the results of the analysis explained that there was an average increase of 22.02% in the fiqh knowledge and prophetic intelligence of students at the Riyadul 'Awamil Islamic Boarding School after the application of the Mudzakara method. This improvement confirms that

the mudzakara method is effective in improving students' conceptual and applicative understanding of fiqh material, while strengthening the internalization of prophetic values such as honesty, responsibility, and spiritual intelligence.

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