

Understanding Menstruation Material in Fiqh Learning for VII Grade Female Students at SMP Syubbanul Wathon 2 Bandongan Magelang

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Abstract

This research was conducted to determine the factors that influence female students' understanding of menstruation material, how they learn menstrual material, and the extent to which class VII female students understand menstruation material at SMP Syubbanul Wathon 2 Bandongan. This research was conducted at Syubbanul Wathon 2 Bandongan Middle School with a focus on female students' understanding of menstruation material. This research was conducted using qualitative research methods with a descriptive approach and various data analysis, collection and validity techniques to support optimal results. In this research, learning about menstruation material for class VII female students uses several learning stages: learning planning, menstrual learning material, learning methods, learning media, learning evaluation and assessment. The level of understanding of class VII students' material on menstruation at Syubbanul Wathon 2 Middle School is quite good. This can be seen from their interviews and written test results, although some students don't understand it and some of the material is difficult for them.

Keywords: Understanding Menstruation Material, Fiqh, Syubbanul Wathon

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INTRODUCTION

By nature, women are different from men in several ways. Therefore, women bleed every month, which men never experience, and women also bleed, which is not considered monthly, but other blood has its own laws. One of the blood that comes out of a woman's vagina is menstrual blood (Gudmundsdottir et al., 2011), where menstrual blood is a natural process experienced by women and cannot be engineered. Humans can change gender from male to female and vice versa (Meyerhoff, 2003). Still, they will not be able to manipulate the existence of menstruation because menstruation is a decree of Allah SWT given explicitly to women.

Talking about menstrual issues and various problems is still being discussed today by Islamic jurisprudence scholars, health experts and Muslims who want to deepen religious law because menstruation is not just blood that comes out of a woman's vagina but some laws arise from menstruation (Anindita et al., 2016). Both are viewed from a jurisprudential perspective as well as from a health perspective. It is so important to know the understanding of menstruation, so it is mandatory for women who have reached puberty to learn about menstruation and for men, the law is fardlu kifayah.

But in reality, many women do not understand about menstruation (Setiawati, 2015), both from a jurisprudential and health perspective. They cannot understand and differentiate between menstrual and non-menstrual blood.

Allah SWT says in QS. Al Baqarah verse 222:

وَيَسْأَلُونَكَ عَنِ الْمَحِيضِ قُلْ هُوَ أَذَىٰ فَأَعْتَزِلُوا النِّسَاءَ فِي الْمَحِيضِ وَلَا تَقْرَبُوهُنَّ حَتَّىٰ يَطْهُرْنَ فَإِذَا تَطَهَّرْنَ فَأْتُوهُنَّ مِنْ حَيْثُ أَمَرَكُمُ اللَّهُ إِنَّ اللَّهَ يُحِبُّ التَّوَّابِينَ وَيُحِبُّ الْمُتَطَهِّرِينَ

Meaning: They ask you about menstruation. Say: "Menstruation is an impurity". Therefore, you should stay away from women during menstruation and do not approach them until they are pure. When they are pure, mix them in the place God commanded you. Indeed, Allah loves those who repent and purify themselves (Depag, 2005).

Considering the importance of understanding menstruation material, Syubbanul Wathon 2 Middle School Bandongan Magelang has made this material one of the materials that must be given to students/santri in grade VII boarding school. Menstruation is one part of the learning material for Islamic education aspects of jurisprudence, namely in the thaharah chapter. This chapter contains material about major and minor hadast and how to purify them. It is important to research this issue because it will provide an idea for students in particular and women, in general, to be motivated to study and understand menstrual material. With this learning, they will better understand how necessary and very important it is to learn about menstruation to practice it in everyday life.

METHOD

This type of research is qualitative research. Qualitative research aims to understand phenomena experienced by research subjects holistically, use descriptions in words and language in a special natural context, and utilize various natural methods (see Apriyanto & Anum, 2018; Ayu et al., 2020; Dalman et al., 2020; Herman et al., 2021; Kusuma & Apriyanto, 2018; Subyantoro & Apriyanto, 2020; Lexy J. Moleong, 2001). Meanwhile, the type of data used is theoretical data in questionnaires, monitoring, and the results of researchers' interviews with sources. Also, empirical data is obtained using methods or methods that can be observed by the human senses so that other people can also know and observe the methods or methods used (see BERNHARDT, 1983; Caldas-Coulthard & Coulthard, 1996; Cavallotti et al., 2016; Hu & Gao, 2017; Innes & Brookman, 2013; Larsson, 2017).

The data sources were come from primary and secondary data. It is depending on where they can be obtained. Primary data sources are data sources that directly provide data to data collectors (Kholifah et al., 2022; Sitepu et al., 2023). This research's primary data source is the results of female students' written tests on menstruation material. Meanwhile, secondary data sources are data sources that do not directly provide data to data collectors (Kholifah et al., 2022; Wasike, 2017). Secondary data sources in this research are the results of interviews and observations.

Then, data collection techniques are the most important step in research (Sugiyono, 2008). The methods used in this research include written tests used to measure female students regarding material taught by teachers or studied by female students regarding students' understanding of menstrual material. The questions were created to be tested on 10 female students as respondents. This was done to get actual data. Hopefully, these respondents can represent the entire number of female students. To determine how many female students will be used as respondents, use a probability sampling technique (Afifah & Hastuti, 2016; Krippendorff, 2004; Leahy-Harland & Bull, 2017; Tkachenko, 2017), namely a sampling technique that provides an equal opportunity for each element

(member) of the population to be selected as a member of the sample (Sugiyono, 2008). Determining sample units or respondents is considered adequate if they have reached the "redundancy" level, that is, the data is saturated, meaning that adding more samples does not provide significant new information. The type of test is an essay type test which consists of several questions made with reference to menstrual indicators.

The data collection technique used again is observation, a systematic, logical, objective, and rational process of observing and recording several phenomena in actual and artificial situations to achieve certain goals (Zainal Arifin, 2010). The observation method is used to observe either directly or indirectly the symptoms, subjects, or objects being investigated in actual and special situations that are deliberately held (Hidayat et al., 2023; Mehl & Pennebaker, 2003; Yansyah, 2022). This observation was conducted to obtain data from schools at SMP Syubbanul Wathon 2 Bandongan Magelang. A data collection technique that is no less important is interviews. Interviews are a data collection technique carried out face to face with the person being interviewed (Fisher & Geiselman, 2010; Teijlingen, 2014; Umisaroh, 2022), but you can also be given a list of questions first to be answered on another occasion (Juliansyah Noor, 2014). This technique is used to obtain information from sources who directly recognize menstrual material, and they can provide answers now so that the data obtained can be homogenous.

The data analysis technique in qualitative research is systematically searching and compiling data obtained from interviews, field notes and other materials to be easily understood and informed to other people (Sugiyono, 2008). The data analysis used in this research is descriptive, namely, the analysis used to describe existing phenomena that are taking place at present or in the past and describe a condition as it is (see Hidayat et al., 2022; Nassaji, 2015; Rahmawati, 2022; Vaismoradi et al., 2013).

Based on the Miles and Hiberman model, as quoted by Sugiyono (Sugiyono, 2008), data analysis activities in qualitative research are as First; Data reduction means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns, and discarding what is not necessary. In this way, the reduced data will provide a clearer picture and make it easier for researchers to collect further data and search for it if necessary. Second, Data presentation is a step in organizing data in a dense or meaningful information structure so that conclusions can be easily drawn. In qualitative research, data presentation can be done in brief descriptions, charts, relationships between categories, etc. The presentation of this data must be prepared as well as possible to allow researchers to use it to reach conclusions. Third, Conclusion and Verification, based on the results of data analysis through data reduction and data presentation steps, the final step is to draw conclusions and verify the conclusions made. The findings made are answers to research problems. However, whether the content corresponds to the actual situation and whether the conclusions made are valid needs to be verified. This verification is an effort to prove again whether the findings are correct, whether the conclusions made are appropriate, or whether the conclusions are in accordance with reality. The findings produced in this research are in the form of a description or description of the understanding of class VII female students for the 2023/2024 academic year in understanding menstrual material and their interest in studying it.

RESULTS AND DISCUSSION

Every woman who reaches adolescence must experience menstruation and every woman must learn about menstruation. In learning menstruation material at Syubbanul Wathon 2 Middle School, the level of understanding of the female students varies because this can be influenced by two factors, namely internal factors and external factors. Internal factors are factors that come from within the female student herself. What is meant here is that a female student can understand that menstruation material is influenced by herself (Counihan & Esterik, 2013). That is, it is influenced by her

intelligence, which is eager to learn, and her motivation to study menstruation material and remember the importance of studying this material for women who have reached puberty (see Altinkök, 2016; Hidayat et al., 2022; Kuo, 1921; Pennebaker & Lay, 2002). External factors are factors that come from outside the student. These external factors are divided into two, namely social factors and non-social factors (Juliastuti, 2011; Meyerhoff, 2003; Simon Michel, 2013). Included in these social factors is the family environment, namely how the role of parents provides understanding about menstruation to their daughters. Then the school environment, namely the student's background, whether they have received menstrual material before, and also the community environment around where the student lives (Myers & Cowie, 2019). Meanwhile, non-social factors include facilities and infrastructure, study time, etc.

Based on the results of research conducted at Syubbanul Wathon 2 Middle School, several factors support and hinder female students' understanding of menstruation material. As for the supporting factors for female students in menstruation material, the presence of female students, even though the students are female and male, does not hinder the learning process. Because studying and knowing about menstrual problems for a man is also very important, remembering that if the man later gets married and if his wife does not understand these problems, then the man/husband is obliged to teach them. This also does not make the teacher, a woman, feel awkward explaining menstrual material so that students can freely ask questions about menstrual material. Second, Most female students have studied menstruation material at Islamic madrasas or received it from their parents, although only the basics. This allows students to understand menstrual material easily. Third, The teacher has mastered the menstrual material because he has been teaching this material since 2015 or approximately 9 years. This makes it easy for teachers to explain and also provide students with an understanding of menstrual material. Female teachers also play an important role in the students' understanding process because their teachers have real experience related to menstrual problems. So, the information given to students is complete and clear.

Meanwhile, the inhibiting factor for students in understanding menstruation material is that it is only carried out once a week, and the time is only one hour of class. The results of interviews conducted with Mrs. Hj. Kuni Sa'adati, the teacher who teaches the book *I'anatunnisa*, said that only one hour of teaching time was deemed insufficient because when discussing menstruation material, students were very enthusiastic about asking questions, so often only one hour was not enough.

To obtain data on understanding menstruation material for class VII SMP Syubbanul Wathon 2, researchers distributed test instruments to female students to fill in according to the instructions provided, with 10 female students as respondents. The test instrument is a written test consisting of 5 essay questions. The questions given are adapted to the grid already in the book *I'anatunnisa*, because this book is used as a reference in the learning process at Syubbanul Wathon 2 Middle School. There are 5 types of menstruation material indicators, namely, the meaning of menstruation, arguments related to menstruation, the characteristics and color of blood, the age at which menstrual bleeding occurs, the length of the menstrual period, actions that are forbidden for women who are menstruating, problems with the arrival of menstruation, and how to make up prayers (Gudmundsdottir et al., 2011; Qibtiyah, 2012; Tiwari et al., 2006).

After research is carried out, the female students' questions are corrected to find out the results. After correcting the questions asked by the female students at SMP Syubbanul Wathon 2, it can be concluded that the understanding of menstrual material is quite good. As for the questions that the female students don't understand, they are questions about the different colors of menstrual blood and how to make up for prayers missed during menstruation.

From the research results, the confused question was about the different types of menstrual blood (Zeenat F. Zaidi, 2010). Many students answered that the different colors of menstrual blood are black, red, pink, yellow, and cloudy, even though pink is not the color of menstrual blood. The various colors of menstrual blood are blackish-red, red, yellow, brown, and cloudy. Then, the question related to how to perform the prayer, in the question asked if a woman has menstrual bleeding at 8:00 p.m. In contrast, the woman has not performed Isha's prayer; after seven days, her period stops and she is pure when the count of Ashar is still one minute. Then, the prayer that the woman should offer, many students answered that the prayer that should be provided is the Isha' prayer only. Some also answered that the prayer that should be provided is only the Isha' and Ashar prayer. Although the prayer that the woman must perform is the Isha', Dhuhur and Ashar prayers because the woman is menstruating at the time of Isha' while she has not performed the Isha prayer, the woman must perform it when she is pure. Then, the Dhuhur and Ashar prayers are also obligatory to be fulfilled because the woman is pure at the time of Asyar even though there is only one minute left. Why should the Dhuhur prayer also be qadha? The Dhuhur and Ashar prayers can be combined, so the Dhuhur prayer should also be qadha.

From the incidents above, it seems very important to learn about menstruation for everyone, especially women, because menstruation is something that every normal and mature woman experiences every month. In this way, an adequate understanding of menstruation material for each female student will make it easier for them to face problems surrounding menstruation later in their daily lives, considering that women will also become mothers who will provide information to their children regarding this material. If the information you get now is wrong, you are afraid that this error will spread to your children in the future. However, if they understand it deeply, it will positively affect their successors.

In connection with the results of the above research as a comparison or previous research on similarities and differences so as to prevent repetition of research on the same case. The previous research that is relevant to this research was conducted by Alivia Nur Khasanah (2022) with the title "Teacher's Efforts in Improving Women's Fiqh Understanding on Menstrual Material for 4th Grade Students of MI Bahrul Ulum Buluh Krandegan Kebonsari Madiun". The focus of this research is to find out how the teacher's efforts in improving the understanding of female fiqh on menstrual material for students. The results of this study indicate that in learning fiqh the teacher still uses the lecture method. This makes students feel bored because when the teacher carries out the learning process with the lecture method as a result many students talk to themselves. Many female students do not pay attention to the teacher, during the learning process when the students are bored, the understanding of the students is disturbed. The similarities are both discussing female fiqh material on menstruation and both using qualitative research methods with data collection through observation, interviews, and documentation. The difference in this study is that previous research focused on efforts to improve understanding of female fiqh material on menstruation in grade 4 madrasa ibtidaiyah students, while this study focuses on understanding menstruation material in fiqh learning for seventh grade female students at SMP Syubbanul Wathon 2 Bandungan.

Meanwhile, research conducted by Mia Munawarah (2021) with the title "Women's Fiqh Learning at the Al-Mutaqabbil Ta'lim Assembly in Basawang Village, Teluk Sampit District, East Waringin City". The focus of this research is four of them, namely; to find out the female Fiqh material taught at the AlMutaqabbil Ta'lim Assembly in Basawang Village, Teluk Sampit District, East Kotawaringin, to find out the methods used in female Fiqh learning at the Al-Mutaqabbil Ta'lim Assembly in Basawang Village, Teluk Sampit District, East Kotawarngin, to find out the media used in women's Fiqh

learning at the Al-Mutaqabbil Ta'lim Assembly in Basawang Village, Teluk Sampit Subdistrict, East Kotawaringin, to find out the impact received by the congregation with the learning of women's Fiqh at the Al-Mutaqabbil Ta'lim Assembly in Basawang Village, Teluk Sampit Subdistrict, East Kotawaringin. The results of this study indicate that this research stems from the results of interviews that researchers found on women's Fiqh learning where the ustadz used lecture and question and answer learning methods but there are still many jama'ah who do not understand about menstruation, istihadhah, nifas, how to dress properly in women, and the correct prayer procedures for women. The similarities are both discussing women's fiqh material and both using qualitative research methods with data collection through observation, interviews, and documentation. The difference in this study is that previous research focused on the female Fiqh material taught, the methods used, the media used and the impact received by the congregation with the learning of female Fiqh at the Al-Mutaqabbil Ta'lim Assembly in Basawang Village, Teluk Sampit District, East Kotawaringin. While this research focuses on understanding the material of menstruation in fiqh learning of seventh grade female students of Syubbanul Wathon 2 Bandongan Junior High School.

Research on fiqh material on menstruation has often been conducted. However, this research focuses on the understanding of menstruation material of female students in fiqh learning of seventh grade students of Syubbanul Wathon 2 Bandongan Junior High School. Therefore, this research is very important to do to find out the understanding, thoughts, and knowledge about learning fiqh material on menstruation.

Furthermore, the research conducted by Istiqamah (2014) with the title "Study of Analysis of Santriwati's Understanding of Menstruation and Istihadhah Learning Material at Al-Hikmah Tugurejo Semarang Female Islamic Boarding School in 2013/2014". The focus of this research is motivated by the importance of understanding the material of menstruation and istiḥāḍah for every woman, because these problems are directly related to their worship activities. However, not all women understand the material. This is the case for female students at the Al-Hikmah Tugurejo Female Islamic Boarding School in Tugu Semarang. This study aims to answer the problem of how the understanding of santriwati on the learning of menstruation and istiḥāḍah material at the Al-Hikmah Tugurejo Tugu Semarang Islamic Boarding School in 2013/2014. From the results of research conducted on female students of the Al-Hikmah Tugurejo Tugu Semarang Islamic Boarding School in 2013/2014, it was concluded that the overall understanding of female students on the material of menstruation and istiḥāḍah was 54.28% with the following details: The understanding of female students on the characteristics of menstrual blood is 45.71%, the understanding of female students on the provisions of menstrual blood is 60.00%, the understanding of female students on the procedures of worship of istiḥāḍah women is 45.71%, and the understanding of female students on the kinds of istiḥāḍah women is 57.14%. Based on the details of each indicator above, it can be concluded that the understanding of female students on the material of menstruation and istiḥāḍah is quite good. The similarities are both discussing menstruation fiqh material and both using qualitative research methods with data collection through observation, interviews, and documentation. The difference in this study is that the previous study focused on the importance of understanding menstruation and istiḥāḍah for every woman, because these problems are directly related to their worship activities. Meanwhile, this study focuses on the understanding of menstruation material in fiqh learning for seventh grade students of Syubbanul Wathon 2 Bandongan Junior High School.

CONCLUSION

Based on the results of research regarding "Understanding Menstruation Material in Class VII Female Students' Fiqh Lessons at Syubbanul Wathon 2 Bandongan Middle

School" the conclusion is that the factors that influence the understanding of class VII female students. The factors that influence students' understanding are two kinds of factors that originate from the students themselves (factors internal) and factors arising from outside the student himself (external factors). There are 2 types of internal factors: physiological factors, conditions related to the student's physical condition, and psychological factors, namely conditions related to the mental state. Meanwhile, there are also 2 types of internal factors, namely social factors specified in several environmental categories, namely the family environment, school environment, and community environment. Also, non-social factors include school facilities and infrastructure, study time, home or residence, and nature.

Learning about menstruation material for class VII students uses several learning stages: learning planning, menstruation learning materials, learning methods, learning media, learning evaluation, and assessment. The level of understanding of class VII students' material on menstruation at Syubbanul Wathon 2 Middle School is quite good. This can be seen from their interviews and written test results, although some students don't understand it, and some of the material is difficult.

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