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Implementation of Jigsaw type cooperative learning method to increase student learning activity in Fiqh learning during COVID-19

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Abstract--This study aims to determine the use of the jigsaw type of cooperative learning method in increasing student learning activity in class VIII fiqh learning at MTs An-Najah Pekanbaru. Based on the data obtained from the field, it can be seen that the active learning of students before using the jigsaw type of cooperative learning method is in the low category with a percentage of 36%. After using the jigsaw type of cooperative learning method in the first cycle, student learning activity has increased, namely in the high category with a percentage of 64%. Then the researcher continued with the second cycle of student learning activity which increased in the very high category with a percentage of 88.8%. After analyzing this research, it can be seen that student learning activity using the jigsaw type of cooperative learning method has increased from the initial conditions, namely low with a percentage of 36%, cycle I in high category with a percentage of 64%, and cycle II in very high category with a percentage of 88.8%. So, this research can be concluded that the use of the jigsaw type of cooperative learning method can increase student learning activity in learning fiqh class VIII at MTs An-Najah Pekanbaru included in the

very high category. This can be seen from the percentage result of 88.8%.

Keywords---Cooperative Learning, Jigsaw, Fiqh, Student Learning.

Introduction

Education according to the National Education System Law (UU 20 of 2003 concerning National Education System) Number 20 of 2003 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 skills needed by himself, society, nation and state.

The purpose of holding education is so that students actively develop the potential that exists within themselves, whether it is religious spiritual potential, self-control, personality, intelligence, noble character and skills. In this case, students are required to learn actively in the teaching and learning process takes place. Active learning will involve more student activities and learning activities take place, students are required to think, interact and produce something(Hamzah, et al., 2019). So that students understand the material being taught by the teacher(Syaparuddin. Dkk., 2020; Hamzah, et al., 2022).

Based on the results of previous research, it is explained that active learning in various ways while paying attention to the structure will be understood better and remembered longer. The emphasis of this opinion is how to learn with many variations that make students active and happy to learn. By having a good memory, it will improve student achievement (Wawo, A. B., & Dharmawati, T., 2021).

From the results of the research above, it can be seen that if students are active in the teaching and learning process, they will understand and understand the lessons delivered by the teacher and are remembered longer by students. This success can be seen from the activeness of students during the teaching and learning process. The indicators of activity include students being enthusiastic in learning, answering questions asked by the teacher, doing assignments given by the teacher, and making the results of their work in front of the class. (Han, dkk., 2021; Lombardi, dkk., 2021; Seo, dkk., 2021).

The activeness of students in the teaching and learning process is very important. This can trigger the success of education which plays an important role in preparing qualified and competent human beings. With active learning will also improve student achievement and learning outcomes(Somano & Oloyo. 2021; Shi, dkk., 2021). Based on the results of previous research data analysis which said that there were some students who had less active learning. This condition makes students unable to understand the concept of learning well and do not do their own work, which ultimately has an impact on learning outcomes that are not optimal (Casanovas, dkk., 2021).

This also happened at MTs An-Najah Pekanbaru, where students had low learning activities, especially in learning fiqh. In fact, every student who takes part in the teaching and learning process should have a high level of activity. This will make the learning objectives will be achieved and successful. But in reality this is not the case at MTs An-Najah Pekanbaru, there are still students who have low learning activity.

The low learning activity of students, especially in learning fiqh, can be seen from the lack of lively atmosphere in the classroom during the teaching and learning process. This is because the method used by the teacher is the lecture method. As a result, studying fiqh is very boring for students. In the teaching and learning process, students often go in and out of class. Then the teacher's strategy in teaching is inadequate, the class structure is not conducive, as a result students become sleepy (Rahmayani, dkk., 2020).

One of the causes of this problem in learning fiqh can be assumed that the method used by the teacher is the lecture method. This is due to the lecture method the teacher cannot know to what extent the students have known the conversation, the words spoken by the teacher are interpreted differently by the students. Then the lecture method tends to make students less creative, the material delivered only relies on the teacher's memory, the possibility of subject matter that is not perfectly accepted by students, as well as difficulties in knowing how much material is understood by students and learning tends to be verbalistic and less stimulating (Rikawati & Sitinjak, 2020).

The jigsaw type of cooperative learning method is one of the cooperative methods that encourage students to be active in learning (Li, et al., 2021). This is because the jigsaw type of cooperative learning method encourages students to be more active in class, creative in thinking and responsible for the learning process they do. Encouraging students to think critically and dynamically, giving each student the opportunity to apply and develop their ideas to explain the material being studied to other students in study groups that have been formed by the teacher. In addition, discussions are not dominated by certain students, but all students are required to be active in the discussion (Sulfemi & Kamalia, 2020; Du, dkk., 2020).

The jigsaw learning model is one type of cooperative learning that encourages students to be active and help each other in mastering the subject matter to achieve maximum achievement. The jigsaw model can be used effectively at any level where students have acquired group skills to learn together (Cerón-García, dkk., 2022; Atallah, dkk., 2021; Kurniawan, dkk., 2021).

There are many methods that can be applied to increase student learning activity, one of which is the jigsaw method. This is because the jigsaw learning method is a method that requires students to learn through groups. This method encourages collaboration in groups. This will lead to student activity in learning. So, it is very relevant if the method used by the teacher to improve student learning activity is by using the jigsaw type of cooperative learning method (Garcia, 2021). From the problems above, the researcher will conduct classroom action research.

Classroom action research or CAR is an observation of learning activities in the form of an action, which is intentionally raised and occurs in a class together.

Materials and Methods

Types of research

This type of research is Classroom Action Research. Classroom Action Research is research conducted in the classroom. In this case, the researcher will research through collaborative classroom actions. Collaboration is working together with other people. In this case, the researcher collaborates or collaborates with the teacher concerned, namely the fiqh subject teacher.

Research subjects and objects

The subjects in this study were Islamic jurisprudence teachers and class VIII students at MTs An-Najah Pekanbaru. While the object is the use of the Jigsaw Type Cooperative Learning Method to Improve Student Learning Activity in Class VIII Fiqh Learning at MTs An-Najah Pekanbaru.

Classroom action research cycle

This Classroom Action Research will be carried out in two cycles to see an increase in learning activity in fiqh learning through the use of the jigsaw type cooperative method. The cycle procedure is:

Cycle 1

- a. Planning
Researchers make learning plans, namely making lesson plans (RPP).
- b. Implementation
The teacher carries out learning with the jigsaw type cooperative method in increasing the activeness of students learning fiqh based on the lesson plan.
- c. Observation
Researchers make observations of ongoing learning methods.
- d. Reflection
This CAR is successful if it meets the indicators of learning activity, which are as follows:
 - 1) Able to participate in carrying out the assigned tasks.
 - 2) Able to involve themselves in problem solving.
 - 3) Able to ask other students if they do not understand the problem they are facing.
 - 4) Able to ask the teacher if he does not understand the problem he is facing.
 - 5) Able to find various information needed for problem solving.
 - 6) Able to carry out group discussions according to the teacher's instructions.
 - 7) Able to assess self-ability.
 - 8) Able to assess the results obtained.
 - 9) Able to train yourself in solving problems.
 - 10) Able to train themselves in solving problems faced.

- 11) Able to use what is found from the teacher in completing assignments.
- 12) Able to apply what is obtained from the teacher in solving the problems at hand.

Cycle 2

- a. Planning
Researchers make learning plans based on the results of reflection in the first cycle.
- b. Implementation
Researchers carry out learning using the jigsaw type of cooperative learning method based on learning the results of reflection in the first cycle.
- c. Researchers make observations on learning activities.

Researchers reflect on the second cycle and analyze and draw conclusions on the implementation of the jigsaw type cooperative learning method in increasing student learning activities in fiqh learning. The indicators are in accordance with the observations in the first cycle.

Results and Discussions

Research result

Initial Condition

Before learning fiqh using the jigsaw type of cooperative learning method, the author has seen firsthand Class VIII MTs An-Najah Pekanbaru by conducting an initial survey. From the survey conducted by the author, many students have less active learning. This can be seen when the teacher asks questions, students do not respond, many students chat with their classmates, are less focused, and many are busy by themselves. In addition, the author also interviewed directly with the fiqh teacher, Mr. Harianto, regarding this problem. As for the observations made by the author through the initial survey, it can be seen that the students of MTs An-Najah Pekanbaru have a low learning activity, namely 36%.

Observation Results

Cycle I

Student observation

Cycle I was learning fiqh with the first stage of the jigsaw type of cooperative learning method. The results of the observations were seen from the active learning of students during the teaching and learning process using the jigsaw type of cooperative learning method. The results of the research in cycle I can be described in detail as follows:

- 1) Planning
Researchers make lesson plans. In this case, the researcher makes a lesson plan by making a Learning Practice Plan.
- 2) Implementation
The teacher carries out learning with the jigsaw type cooperative method in increasing student learning activity in fiqh learning based on the lesson plan.

3) Observation

Researchers make observations of ongoing learning methods through observation.

4) Reflection

This CAR is successful if it fulfills several conditions as :

1. Most students are passionate and able to explain the material given by the teacher to their group friends
2. Most of the students are serious and able to work together with the group.
3. In accordance with the criteria for the success of student learning activities.
4. In this first cycle, at the beginning of the learning process, students were confused by the method used by the teacher. After a few minutes, the students were enthusiastic and excited when the teaching and learning process took place. This is because the jigsaw type of cooperative learning method has never been done by a fiqh teacher before. Usually teachers only teach by lecture and question and answer methods. So, it really attracts the attention of students and students are active in learning

From the results of observations of student learning activities in the first cycle, students experienced an increase from the initial state, namely from 36% to 64%. The indicator of student success lies in the high criteria, namely 64%. For this reason, the author carried out the second cycle to obtain a very high success.

Teacher observation

In the first cycle, the observer made teacher observations to see how the teacher used the jigsaw type of cooperative learning method. The teacher's activity in the first cycle in the application of the jigsaw type of cooperative learning method with fasting material can be obtained a score of 61. The score can reach the perfect category with a percentage of 81.3%. From the explanation of the table above, it can be concluded that in this first cycle the teacher's activities in applying the jigsaw type of cooperative learning method were carried out well. This is because the teacher has really prepared for the implementation of the method. For this reason, the author intends to continue the research in order to achieve the very perfect criteria through the second cycle.

Cycle 2

Student observation

1. Planning
Researchers make lesson plans based on the results of reflection in the first cycle.
2. Implementation
Researchers carry out learning with the jigsaw type of cooperative learning method based on learning the results of reflection in the first cycle
3. Researchers make observations on learning activities.

4. Researchers reflect on the second cycle and analyze and draw conclusions on the implementation of the jigsaw type cooperative learning method in increasing student learning activities in fiqh learning.

In the second cycle, students looked enthusiastic during the teaching and learning process. This is because the students already understand the learning method from the first cycle. Students only follow orders from the teacher. The results of observations of student learning activities in the second cycle, students experienced an increase from the initial conditions, the first cycle from 36%, 64% and 88.8%. The indicator of student success in cycle II lies in the very high criteria, namely 88.8%. This is a very high criterion than before. For this reason, the author only made observations in two cycles.

Based on the data above, it can be seen that student learning activity has increased from the initial conditions, cycle I, and cycle II with the percentages of 36%, 64%, and 88.8%. For more details on increasing student learning activity, it can be seen from the graph below:

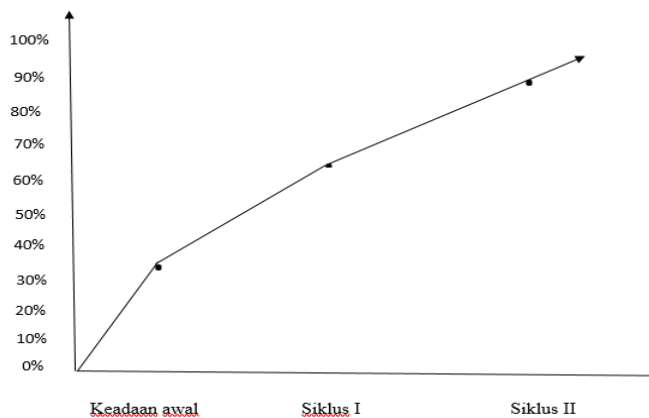


Figure 1. Graph of student learning activities

From the graph above, it can be seen that there is an increase in student learning activity from the initial conditions, cycle I and cycle II. It can be concluded that the use of the jigsaw type of cooperative learning method can increase the learning activity of class VIII students at MTs An-Najah Pekanbaru.

Conclusion

The active learning of students in the initial conditions is in the low criteria, namely 36%. In the first cycle is at a high that is 64%. Meanwhile, in the second cycle, students' learning activity reached a very high category with a percentage of 88.8%. In addition, the jigsaw type of cooperative learning method was carried out by fiqh teachers regarding fasting in the first cycle, which was in the perfect category, which was 61 with a percentage of 81.3%. Then in the second cycle the

score of the teacher applying the jigsaw type cooperative learning method increased, namely the very perfect category with a value of 67 with a percentage of 89%. From the description above, it can be seen that the active learning of students from cycle I and cycle II increased. Likewise, the application of the jigsaw type of cooperative learning method carried out by the teacher has also increased. With the jigsaw type of cooperative learning method, student learning activity is very good compared to the initial conditions. In this case it can be concluded that the use of the jigsaw type of cooperative learning method can increase student learning activity in class VIII fiqh learning at MTs An-Najah Pekanbaru.

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