

The Implementation of Jigsaw to Improve Students' Fiqih Achievement at MTs Al Ihsan Brangkal Sooko Mojokerto

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ABSTRACT

Learning fiqih needs more time to make students understand and practice it. One of the successes of learning process is learning model. Jigsaw as leaning model causes students actively involved in learning process therefore, it increases their cognitive, affective, and psychomotor ability. This research was aimed to describe the implementation of jigsaw as model and the improvement of students' fiqih ability at MTs Al Ihsan Brangkal Soko Mojokerto. This study used qualitative descriptive. The data was collected by observation, documentation, and interview. Data then was analyzed with interactive model, such as collecting, display, condensation, and verification data. The research result were the implementation of the model consisted of five stages, namely identification of problems; representation of problems; implementation of problem solving plans, implementing plans and assessing solution results. The results were the cognitive aspect (knowledge) was increasing students learning achievement in terms of their daily test scores. The affective aspect (attitude) was the student became more enthusiastic in participating the teaching and learning process. Meanwhile, from the psychomotor aspect (skills) was the students became more self-confidence to appear in front of the class. The conclusion is the implementation of jigsaw in fiqih learning is in accordance with theory, and it causes the students are more accomplished.

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1. INTRODUCTION

Education is a conscious effort to achieve certain goals. A good education helps students to achieve the desired goals (Rosmayadi et al., 2018). Educational problems will always arise along with the development and improvement of students' abilities, existing environmental situations, the influence of information and culture. As a reflection, Muslims must admit that the Islamic education

in the world has encountered various problems burdened Islamic education; one of them is the application of learning models in the teaching process. According to the Education System Law No. 20 of 2003 1 paragraph 1, "Education 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, society, nation and state".

In Islamic educational process, the learning model has a very important position to achieve educational goals, one of them is jigsaw. The teacher can choose jigsaw to increase students' achievement and make competition between students. It is in accordance with the Qur'an Surah Al - Maidah verse 2, which explains that humans should act, and how humans behave well towards each other in this earth. The next explanation is humans should not hate each other, but they have to help each other in difficulties about the life. It has the same principle as the Jigsaw model which teaches guidelines for cooperation to achieve common goals with fellow humans in general regardless skin color, ethnicity, race or religion. This Jigsaw model combines reading, writing, listening, and speaking activities so that it can be said that this model uses a scientific approach including observing, asking questions, gathering information/testing, associating/processing information, and communicating. In implementing Jigsaw, the teacher must understand the students' abilities, experiences and help them actively involved in a series Jigsaw models so that learning materials are more meaningful. Teachers provide opportunities for students to process information and improve communication skills.

Slavin (Hosman, 2014) also suggested that Jigsaw model activities include: Reading, students get several problem topics to read so that they get information from the problem, Expert group discussions, students who have received the same problem topic meet in a group called the expert group. To discuss the topic of the problem, group reports, expert groups return to their original groups to explain the results of their discussions to their respective group members, quizzes, and students get individual/individual quizzes cover all problem topics, calculation of group scores and determination of group awards.

Some researchers who have conducted research using jigsaw said that jigsaw can improve students' achievement. Such of them were: Rizky Meliana (2019) about the implementation of cooperative type of jigsaw to increase PAI ability at V Class of SDN 01 Pujodadi at 2019. Juwaeriah et al., 2017 concluded that there is a significant influence between motivation and students' learning outcomes between the Jigsaw-type cooperative learning model and the conventional learning model. Another research result about implementation of jigsaw was done by Mamahit (2019) and Sofianita (2021) stated that jigsaw can improve students' ability. In line with the above findings, Hudatullah Muhibuddin (2019) stated that inappropriate learning model causes students to find difficulties to understand the learning has delivered.

In line with Hidayatullah, Putri (2016) explained that that teachers tend to use the lecture method only, meanwhile the students more like communicative way when the teacher explain the material. On the other hand the students are less interested to pay attention when the teacher use uninterested learning model to deliver important material. Therefore, one of the most basic things for teachers to understand is how to understand the position of learning model as one of the components in teaching and learning activities success. The more precise the learning model used by the teacher the more increasing the success of learning activities.

MTs Al Ihsan Brangkal is a junior secondary level private madrasa has been able to apply several learning models so the students are able to have satisfactory academic achievements at this district. Besides, this school is entrusted people around, evidenced by the total number of students in 2022 is 120 students. However, the teaching and learning process of fiqh in VIII grade was not optimal, because the teacher used the conventional model or teacher centered. It was proved by most of students were lazy to involve in the learning process, some of them liked to speak themselves. And the result of pre-test showed that 13 (52%) students fiqh score was very low or under criteria of success (75). That is why this class needed learning model that appropriate with students character. One of them is the application of Jigsaw to improve the students learning outcomes. Based on the

explanations above, the researcher made effort dig the information more deeply, by describing the application of jigsaw to teach fiqh and to improve student achievement at MTs Al Ihsan Brangkal Sooko Mojokerto.

2. METHODS

In this study, the researcher used descriptive qualitative with purpose of describing data analysis result in the form of words and general description. According to Moleong (2017), qualitative is a method with a phenomenological approach. In this case the researchers were trying to understand ongoing events, the researcher then went directly to the field to make observations, and described what happened and experienced by teachers and students during the process of learning fiqh using Jigsaw. To collect data, the researcher used techniques of observation, documentation and interview, and to analyze the data, researchers used source triangulation. This analytical technique refers to the analytical method developed by Miles and Huberman (in Sugiono, 2008) which consists of three components, namely data reduction, data presentation, and verification conclusion drawing.

3. FINDINGS AND DISCUSSION

3.1 Findings

This research was conducted on the teachers and students' activities for learning fiqh at VIII class of MTs Al Ihsan Brangkal Sooko Mojokerto with "Halal and Haram food" materials.

3.1.1 The steps of the implementation of jigsaw to teach fiqh as follows:

Problem Identification Stage

At this stage, the Fiqh teacher provided material to each group leader and explained the material that had been prepared to be taught again, while the group leader acted as a material transmitter to group members whose purpose is to help re-explain the results of the material had been explained by the teacher. In addition, students are required to be active in thinking. They had been able to understand the material had been studied.

Problem Presentation Stage

In this stage, the fiqh teacher encouraged students to be more active, and explained again the material, and then there were students asked about the law on food stolen due to hunger. It means, students already have several presentations of problems developed from the problem identification stage. The teacher then asked students to discuss and explain some questions from their friends to make them are actively involved and think to answer those questions.

Problem Solving Planning Stage

In this stage, the students came back to their original group. After the students had gathered with their groups, the fiqh teacher gave instructions and supervised the discussion of each group. The next, each group discussed to answer the problems had been given at the stage of the problem. In this stage, students were asked to plan the solution would be the answer to the problem. The students then were asked to do and looked for learning resources. The fiqh teacher asked students to find answers of questions that had been presented earlier through books or other sources for later discussion.

Implementing Planning Stage

At this stage the teacher goes around towards each group to control and supervised the discussion, so that the students became active in discussion and find suitable answers to those questions. All the group members also recorded the discussions results in form of summary, all the results of the notes and material was studied and presented.

Assessing Solution Results Stage

At this stage not all students corrected the results of their answers actively, because they felt their answer had been correct. After that they came forward to present the results of their group work in front of their friends. In addition, this activity was also aimed to train the students' mental to be self-

confidence to speak up in front of the class. Meanwhile, the students who did not get to come forward as representatives of their groups, they added their score by actively participating in discussions, such as: asking, refuting or helping them to answer questions that had been asked by other students. It means that the students mostly were very active.

3.1.2 Learning Outcome

The following is explanation about the three students' achievements of fiqih from documentation in academic year of 2020/2021 after the teacher used jigsaw as model.

Cognitive score

The cognitive score is the students result from test had given twice, and the score is as follow:

Table 1.
Students score of Fiqih grade of VIII MTs Al Ichsan Soko Mojokerto

No	Students Name	Criteria of Success 75			
		pre test	Description	post test	Description
1	Afrida Najwa N.	77	success	85	success
2	Amitha Aulia S.	70	unsuccessful	80	success
3	Ayu Wulan Dari	70	unsuccessful	80	success
4	Bayu Adi P.	73	unsuccessful	80	success
5	Denis Anggraini	75	success	80	success
6	Faris Nur Rohman	70	unsuccessful	80	success
7	Galih Pandu Pranata	74	unsuccessful	80	success
8	Iska Dwi Ambarwati	75	success	85	success
9	Lailatul Maghfiroh	70	unsuccessful	80	success
10	M. Frediyanto	77	success	80	success
11	M. Haikal Abroril M.	76	success	81	success
12	M. Samudra Fajrun N.	70	unsuccessful	80	success
13	Maulana Ibrahim	75	success	85	success
14	M. Jalaludin Romli	70	unsuccessful	80	success
15	M. Nazril Ilham H.	76	success	80	success
16	M. Ikhsan Maulana	75	success	85	success
17	M. Syamsul Rizal	78	success	85	success
18	Novan Wahyu A.	75	success	80	success
19	Putra Rama Dani	77	success	85	success
20	Putri Naysilla	71	unsuccessful	80	success
21	Risky Ariyanto	70	unsuccessful	80	success
22	Romi Musyaffak	70	unsuccessful	80	success
23	Sidqi Abyan K. A.	75	success	80	success
24	Stiven Willandri	74	unsuccessful	80	success
25	Viko April Prakoso	73	unsuccessful	80	success
Mean		73,44		81,24	

Affective score

Student attitude learning outcomes after the application of jigsaw as learning model could be seen at their bad habitual when they were in the teaching and learning process. They were usually

easy to be bored, sleepy, and less motivated, but after the implementation of jigsaw they become more enthusiastic especially when they looked for information to solve the problems. Besides, the students were more open in collaborating with their friends, which resulted they became more familiar with their friends.

Psychomotor aspect

The application of the jigsaw learning model has an impact on improving students' skills, such as: they are more confident to come forward, speak and present their thoughts and discussion results. It means jigsaws as learning model had made students are brave and able to speak in front of the class. In addition, the application of Jigsaw, made them to have skills in active and creative thinking and apply this knowledge in everyday life.

3.2 Discussion

3.2.1 The steps of the implementation of jigsaw to teach fiqh

There were five stages in implementing jigsaw as learning model at MTs al Ihsan , namely: identification of problems; representation of problems; implementation of problem solving plans, implementing plans and assessing solution results. All of them were implemented, though there was one stage could not be conducted well yet. It was relate with theory of Stephen, Sikes and Snapp in Rusman, (2013:220) that stated the steps of the Jigsaw cooperative learning model to be effective as follows:

- a. Make a group, each group consisting of four (4) to (6) students.
- b. Each group member is given a different topic section of the material, for example if each group consists of six (6) students, then there is six (6) different sections of material for each student.
- c. Each member of the group reads to dig up information, so that students can obtain information on the topic of the problem.
- d. Students, who have obtained the information from the topic, meet in a group and discuss about the topic, and they are called a team of experts.
- e. After finishing the discussion, the expert group returns to the original group, the results obtained are explained or taught to members of the expert team and each other member listens carefully.
- f. Each expert team presented the results of the discussion.
- g. The teacher makes a quiz, and it covers all the topics discussed earlier.
- h. Calculation of group scores and giving group awards.

According to fiqh teacher of MTs Al Ihsan Brangkal Sooko Mojokerto are: Points a and b is called **problem** identification stage in the Jigsaw learning model, points c and d is called stage of representation/presentation of problems, and points e and f is called the stage of assessing the results of solving.

Those steps are in accordance with fiqh material has been taught (halal and haram food), so the research could be done smoothly. It is related with theory of Sandhika Anggun Awaliyani (2021:1), fiqh has characteristics which is different from other subjects. This fiqh subject is responsible for being able to motivate students as human beings who are able and understand, implement, and practice Islamic law properly and correctly in life. Fiqh is one of the subjects that examine Islamic law that is amaliyah or practical. This fiqh subject contains a discussion of material or knowledge which is divided into two, they are fiqh of worship and fiqh of muamalah.

3.2.2 Learning Outcome

Learning is an attempt to change human behavior on individual change. These changes are not only related to shared knowledge, but also skills, attitudes, interests, character, and adjustment. (Mustaqiem, 2021). Achievement can also be interpreted as the results obtained because of the learning activities that have been carried out. Zaenal Arifin (2009) argued that the word

"achievement" comes from the Dutch, namely "prestige", then in Indonesian it becomes an achievement which is defined as the result of effort. The term of learning achievement is different from learning outcomes; learning achievement is generally related to aspects of knowledge while learning outcomes include aspects of the formation of student character.

According to Rusyan, et al. (2002: 209) to measure learning outcomes need to be evaluated as an action or process to determine the value of everything that has to do with education. Evaluation means determining to what extent something is valuable and quality. Evaluation of the learning outcomes and learning process achieved by students means an assessment of both, and to what extent both of them can be assessed as good (Winkel, 2003).

There are 3 aspects (cognitive, affective, and psychomotor) achievement had discussed as research result namely:

Cognitive Aspect (Knowledge)

Based on the table 1 above, it can be concluded that the implementation of jigsaw as model at MTs Al Ihsan Brangkal Sooko Mojokerto in Fiqh subjects is success, because from 25 students, 13 (52%) students were not success in pre - test, but after implementing jigsaw all students (100%) were able to reach the criteria of success that was 75.

According to Sutratinah Tirtonegoro (2001) learning achievement is an assessment of the results of learning activities which are expressed in the form of symbols, numbers, letters, and sentences that can reflect the results have been achieved by students in a certain period. So the above theory clarifies and strengthens students' fiqh scores of VIII grade at MTs Al Ihsan. Cognitive achievements, includes: experience, memory, understanding, analysis (examination and assessment carefully), and synthesis.

Affective aspect (Attitude)

Based on the findings that the students showed their bad habitual in the teaching and learning process, but all was loss after the implementation of jigsaw, in addition the they were more open in collaborating with their friends. According to Paul McGhee (Olivia, 2011) about aspects of learning achievement, namely:

- a. Cognitive aspect (knowledge): the ability to think which includes intellectual abilities from remembering to solving problems.
- b. Affective aspect (attitude): includes feelings, interests, attitudes, and emotions.
- c. Psychomotor (behavioral) aspects: skills or abilities that act after a person receives a certain learning experience.

The above theory clarifies and strengthens the statement of Fiqh teacher of MTs al Ihsan, who said that the increasing of students affective can be seen from their active, cooperative, satisfy, and comfortable in joining the lesson. For example, many students showed their attitude of acceptance, rejection of a statement of the problem or that was considered good and polite.

Affective achievements are: acceptance, welcome, appreciation, internalization (deepening), and characterization.

Psychomotor aspect

The research result students' skill after implementation of jigsaw was the students were more confident to come forward, speak and present their thoughts and discussion results, and they have skills in active and creative thinking and apply this knowledge in everyday life.

This is in accordance with research, Ridwan Abdul Sani (2013: 2018) who stated that students who are involved in learning using Jigsaw type of cooperative learning model get better achievements, positive attitude towards learning, and appreciate differences other opinions. Jigsaw also builds a sense of respect for individual differences. Small group learning with jigsaw has more positive results, this learning shows an improvement compared to conventional or general ones.

4. CONCLUSION

The implementation of jigsaw to improve students' fiqh achievement at MTs Al Ihsan Brangkal Sooko Mojokerto, consisted of five stages, such as: problem identification, problem representation, implementing problem-solving planning, implementing plans and assessing solution results. From the five stages, four stages had been done well, however, one stage was not optimal, that is stage of assessing the results of the solution. The increasing of cognitive aspects can be seen from increasing students score of test of stage (TS) 1 and 2. The affective aspect showed that the students were more enthusiastic, especially in finding information to solve the problem. And the attitude of students can be seen from their action in teaching and learning process, where they were more open in collaborating with their friends, so they become more familiar with their friends. And the psychomotor aspect is able to be known that they are more confident to come forward, speak, and present their thoughts and discussion results, they also apply their experience in their daily lives.

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