

The Application of Collaborative Learning Methods in Fiqh Learning to Increase Student Learning Motivation at MA Hasan Muchyi Pagu Kediri District

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Abstract

The purpose of this study is to find out how effective it is to use a collaborative approach in learning Fiqh to increase students' desire to learn at MA Hasan Muchyi Pagu, Kediri District. This study used a case study qualitative approach. Data collection methods consisted of observation and interviews. The data were analysed using qualitative data analysis method which is a model from Miles and Huberman.

The results showed that collaborative learning in Fiqh lessons at MA Hasan Muchyi Pagu, Kediri district proved to be effective to increase students' learning motivation. This is shown by students' increased participation in the lesson, their increased curiosity, and their increased sense of responsibility to complete the assignment.

This study recommends that Fiqh teachers at MA Hasan Muchyi Pagu, Kediri Regency and other schools apply collaborative learning methods in learning Fiqh to increase student learning motivation.

Keywords: Collaborative Learning Method, Fiqh Learning, Student Learning Motivation

Introduction

Every school is an official institution with educational elements such as teachers, students, educational facilities, learning media, and others. However, the most important elements in an educational institution are teachers and students. Teachers and students are responsible for the success of an institution's teaching and learning objectives. Educators shape students' motivation and interact directly with them. They also participate in the teaching process with supportive learning resources. Teaching is not simply imparting the teacher's knowledge to students; it is an activity that allows students to develop their own understanding (Maulidiya et al., 2023)..

Educational actors often experience learning problems. For example, MA Hasan Muchyi learning problems. This problem is experienced by Fiqh students. Based on interviews and observations made, it is clear that students feel bored when learning Fiqh because the teacher provides material through lectures and students

listen to the teacher's explanation. There are a large number of students who do not pay attention. This situation will greatly affect students' learning outcomes, as shown by the unsatisfactory test scores that students receive. In addition, a large number of students attended remedial classes. This shows that student learning outcomes are strongly influenced by the learning process.(Dewi Ratnaningsih, 2022).

Based on the above problems, the traditional learning process of Fiqh subjects at MA Hasan Muchyi makes students quickly bored and not interested in paying attention to the lesson. As a result, many students do not feel comfortable while learning and the lessons feel very boring. This will have an impact on students' academic performance. An idea to develop co-operative techniques emerged based on these problems.

Collaborative learning is a learning strategy that allows students to actively participate in the learning process. Considered as one of the effective learning strategies, collaborative learning enables students to achieve learning objectives.(Widjajanti, 2008). Collaborative learning encourages students to work together, interact, play a role, and be responsible in solving tasks or problems.(Adawiyah & Jennah, 2023).

According to Urip Widodo's research, collaborative learning improves students' learning achievement in cognitive, affective, and psychomotor terms. The number of students who reached the minimum completion criteria (KKM) after the implementation of this collaborative learning shows this. This change shows that collaborative learning to read sketch drawings improves student achievement.(Fitriasari et al., 2020).

An additional study by Fitriana Dwi Utami was published in the Journal of Islamic Education in 2020. The purpose of this study was to determine how effective the use of the jigsaw cooperative learning method in Fiqh lessons is to improve student learning outcomes in class XI MA Hasan Muchyi. The results showed that the use of this method proved effective in improving student learning outcomes in class XI MA Hasan Muchyi.(Anggita, 2023).

The study conducted by Yuni Efrianti was published in the journal *Pedagogia* in 2021. This study aims to determine how the learning outcomes and learning motivation of grade XI students in Fiqh subjects at MA Hasan Muchyi are affected by the application of project-based collaborative learning methods. The results showed that the application of this method was positive and significant on learning outcomes and learning motivation of grade XI students.(Nurhaida et al., 2023).

Collaborative learning is a way of learning where cooperation is the key to a group's success in achieving a common goal. The main ideas in collaborative learning are working together, building together, learning together, progressing

together and succeeding together. Collaborative learning means learning and working together with people with different perspectives and qualities, which can help students foster positive attitudes. One example is how collaborative learning can instil respect for diversity in students. In addition, co-operative discussions give each student the opportunity to express their ideas. (Hanifa et al., 2023).

One way to find out if students have the desire or motivation to learn is to see how active they are during the learning process. (Habibah & Makhshun, 2023). Students' activeness in learning activities aims to expand their knowledge. They actively improve their understanding of any problem or situation they encounter during teaching and learning activities. Students are more than just passively receiving knowledge from their teachers; they are actively processing information from their environment to acquire their own understandings. (Pangesti et al., 2020). If there are signs of behaviour such as frequently asking questions to educators or other students, willing to do the tasks given by educators, able to answer questions, and happy to be given learning tasks, students are considered active. Basically, all these behavioural characteristics can be evaluated from two perspectives: the process aspect and the outcome aspect. (Scientific et al., 2023). Students are considered active if they show signs of behaviour such as frequently asking questions to the teacher or other students, willing to do the tasks given by the teacher, able to answer questions, and happy to be given learning tasks. Basically, there are two ways to assess all these behavioural characteristics: the process aspect and the outcome aspect. (Scientific et al., 2023).

Methods

This research uses a qualitative approach. Qualitative research is a Social Sciences research method that collects and analyses data in the form of words (oral or written) and human actions and research does not attempt to calculate or quantify the qualitative data that has been obtained and thus does not analyse numbers. This research was conducted at MA Hasan Muchyi in February-March 2024. The data sources in this study are Fiqh teachers at MA Hasan Muchyi and some class X students. Primary data was obtained through interviews with fiqh teachers and some students in class X.

Data collection techniques were conducted by interview and observation. Interviews were conducted by interviewing fiqh teachers and some class X students at MA Hasan Muchyi. While observation was carried out to find out the implementation of Fiqh learning by using collaborative learning. After the data is collected, data analysis is carried out. Qualitative data analysis is done by reducing data, presenting data, and drawing conclusions from the data that has been collected and verifying these conclusions.

Results and Discussion

The collaborative method is a way of learning in groups where each group contributes their ideas, attitudes, opinions, abilities, and skills to help each other better understand the division of discussion. This is different from conventional study groups that only provide a limited understanding of a particular topic. The collaborative method, in contrast to direct learning used by teachers previously, is considered to make it easier for students to interact with their friends and peers in the classroom.(Adisaka et al., 2022).. In this collaborative method, students actively participate in learning, learn about what they experience, participate in groups, and learn to be responsible for their respective groups.(Khoiriyah, 2016). In an article, Ted Panitz (1996) explains that collaborative learning is a personal philosophy, not just a classroom technique. According to him, collaboration is a philosophy of interaction and a way of life that makes co-operation a structure of interaction designed to facilitate collective efforts to achieve common goals. In all situations, when a number of people are in a group, collaboration is a way of relating with mutual respect and appreciation of the abilities and contributions of each group member. The underlying premise of collaborative learning is that consensus is fostered through cooperation among group members as opposed to competition which favours individual excellence. Practitioners of collaborative learning utilise this philosophy in the classroom, in committee meetings, in communities, in families, and more broadly as a way of living with and relating to others.(Husain, 2020).

From these descriptions, it is possible to reconstruct the elements of collaborative learning as a philosophy of teaching rather than a series of techniques to reduce the teacher's tasks and shift them to the students. This last point needs to be emphasised because that may be the impression many people have about collaborative learning. They feel that there is nothing like conventional learning, which places the teacher as the sole authority of learning in the classroom. Thus, collaborative learning can be defined as a learning philosophy that enables students to work together, nurture each other, learn and change together, and progress together. This is the philosophy that the globalised world needs today(Maulidiya et al., 2023)..

Observations were made to find out how the learning methods used by the teacher. During the Fiqh learning process, the researcher directly observed how the teacher delivered the material and how the class was. In delivering the material, the teacher uses conventional methods where the teacher explains and students listen to the explanation of the teacher. The teacher uses the handbook and LKS as a guide in delivering the material. The learning process that occurs is always like that, the teacher has never tried to use media to convey the material on

the grounds that it is too tedious to prepare it. During the learning process there were some students who talked to other students, especially students who sat at the back. There were students who were busy singing to themselves while the teacher was explaining, and there were even students who slept in class.

Based on interviews conducted with the teacher who teaches Fiqh, it was found that the learning that has been applied so far has been quite good. So far, the teacher has used conventional methods in delivering the material, but using this method does not make students feel bored. In addition, the teacher also added that if learning is delivered in a more creative and interesting way, students will be more eager to take part in the lesson. In addition to conducting interviews with teachers, interviews were also conducted with students. From interviews with students, information was obtained that the learning model used was not varied and felt boring. The teacher always explains the material by referring to the LKS and after that the teacher gives assignments to do. The learning process is always like that without any variation.

With more active involvement in the learning process through the Collaboration method, students feel that they have an important role in constructing knowledge and understanding the subject matter.(Muhammad, 2024). This directly contributes to an increase in students' enthusiasm for learning Islamic Religious Education subjects. Students feel more enthusiastic and engaged in the learning process, which in turn can increase their motivation to achieve better academic achievement (Ridwan & Mustofa, 2024).(Ridwan & Mustofa, 2023)..

One of the factors that influence student success is motivation(Uzahro, 2022). If someone has the desire to learn, they will get the desired learning outcomes. Motivation can function as a driver to achieve good results. In other words, a person will do an activity because they have high motivation to achieve the desired results.(Zakarya et al., 2023)..

One strategy that needs to be emphasised in learning is learning that involves collaborative working among students. In this learning process what is done is to form small groups. In a class of 10 -1 in one class there are 30 students, made 1 group of 6 people, which means the number of groups there are 5. This group serves to discuss the material to be taught(Hanifa et al., 2023). . In this discussion, students can practice their speaking and listening skills well. They can hone their communication skills, broaden their horizons, and gain a deeper understanding of the topics being discussed. This improvement in skills can provide satisfaction and increase students' enthusiasm for learning.(Ridwan & Mustofa, 2023)..

The discussion process includes material about buying and selling including. Then the discussion is discussed in class so that students understand more about the

material. This classroom discussion is divided into 2 cycles. The first cycle discusses the meaning of buying and selling and the legal basis for buying and selling. And in the second cycle discussed the terms and conditions of buying and selling. From this discussion process, it is hoped that it will give an impression for students in understanding the material that has been discussed with other friends.

The learning process carried out in the Treatment Class begins with preparation for the learning process. Preparing the classroom used for learning. In motivating activities the teacher explains about the material to be presented. In Treatment Class it was explained that the material to be delivered was the material that had been discussed in small groups.

The next step is to design a small group that is used as a discussion medium. It is hoped that the application of this discussion can better understand the material presented. Next is the implementation. This research was conducted at MA Hasan Muchyi Pagu, with class 10-1 being the Treatment Class. To be able to find out whether the development of this collaborative learning system can improve student learning outcomes can be known by holding a test. This test is used to determine the extent to which students understand the material provided. So that by giving this test question it can be known whether learning with collaborative methods by making small groups can increase student interest and learning outcomes.

The next stage of research is the experimental stage. In this experimental stage, Treatment Class is used, which is a class in which collaborative learning methods using small groups are applied. Using this experimental method aims to determine whether the use of collaborative methods by utilising small groups can increase student activeness which then affects student learning outcomes. (Adawiyah & Jennah, 2023).

The last stage of research is evaluation. The test results are directly evaluated to find out how the learning outcomes of students at MA Hasan Muchyi Pagu in Fiqh subjects. After evaluating student learning outcomes, interviews were conducted to find out how the opinions of teachers and students after the application of collaborative methods.

Table 1: List of teacher and student questions

| N0 | Source: | Question |
|----|---------|--|
| 1 | Teacher | 1. How enthusiastic are the students about learning? |

| | | |
|---|----------|---|
| | | 2. How did the students behave during the learning process? |
| 2 | Students | 1. How is the learning process going? 2. Was the learning process fun? |

Based on interviews conducted with fiqh teachers, information was obtained that the learning that has been applied so far has been quite good. So far, the teacher has used conventional methods in delivering the material, but using this method does not make students feel bored. In addition, the teacher also added that if learning is delivered in a more creative and interesting way, students will be more eager to take part in the lesson. In addition to conducting interviews with teachers, interviews were also conducted with students. From interviews with students, information was obtained that the learning model used was not varied and felt boring. The teacher always explains the material based on the textbook and after that the teacher gives assignments to do. The learning process is always like that without any variation,

Conclusion

Based on testing and analysis of the use of collaborative methods using discussion in MA Hasan Muchyi, it can be concluded: (1) The use of discussion can increase student activeness, (2) collaborative methods with discussion can help improve student understanding in fiqh subjects.

Based on the conclusions obtained, suggestions for further research can conduct research using more creative learning methods. The research was conducted over a longer period of time, trials can be carried out in various classes so that the impact of learning collaborative methods with collaborative methods with discussions can be better known for its effectiveness.

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