

# **Implementation of the Active Learning Model of Bingo Lecture Type to Improve Student Learning Outcomes in Fiqih Subject Materials of Zakat In Students Class IV at Madrasah Yosorejo 01 Gringsing District, Batang District**

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## **Abstract**

*Application of the Active Learning Learning Model Lecture Bingo Type (Giving Bingo Styles) to Improve Student Learning Outcomes on Zakat Materials in Class IV Semester I MI Yosorejo 01 Sub-District, Gringsing District, Batang Regency, 2021/2022 Academic Year. In this classroom action research, the problem is whether the application of the lecture bingo type active learning learning model (giving bingo style) will improve student learning outcomes on zakat in grade IV MI Yosorejo 01, Gringsing District, Batang Regency for the 2021/2022 academic year. The purpose of this classroom action research is to find out that the application of the lecture bingo type active learning learning model (giving bingo style) can improve student learning outcomes on zakat in class IV MI Yosorejo 01, Gringsing District, Batang Regency for the 2021/2022 academic year. The subjects in this classroom action research were fourth grade students at MI Yosorejo 01, Gringsing District, Batang Regency with 12 students as correspondents. Based on the results of the research and discussion on Classroom Action Research (CAR) above, where the percentage of mastery of classical learning is achieved by students in learning on zakat material by applying the active learning model of lecture bingo type to students of class IV MI Yosorejo 01 academic year 2021 -2022 has achieved the predetermined indicators of success. This is shown in the increase in the final results of each cycle, namely in the pre-cycle of student activity of 46.79% and an average learning outcome of 60.00 with 14.29% completeness. In the first cycle the activity of students has increased from before, namely 57.50% and the average value of student learning outcomes is 66.25 with 66.67% mastery. In cycle II, students' activeness increased to 75.42% and the average student score reached 71.88 with classical completeness of 91.67%. From these results it has reached the specified success indicators, namely activeness  $\geq 75\%$ , average value  $\geq 67$  and classical completeness  $\geq 75\%$ .*

**Keywords:** Active Learning Model, Student Learning Outcomes, Fiqih Subject, Zakat

## **A. Introduction**

Every human being certainly needs interaction with other people, both in public and religious matters. Humans cannot be separated from this because

humans are social beings, and not individual creatures that can live alone without needing other people. When dealing with other people, there are rules that must be followed and maintained so that the relationship with other people is maintained.

Apart from connecting with other people, you must also have a relationship with God through worship rituals that are carried out every day. Both mahdhah worship and others. Islam in this case is not silent, this has all been regulated in the science of jurisprudence with all the provisions that apply. Fiqh is one of the religious subjects that students like. However, there are still many students who do not understand the material being studied.

It is hoped that the use of the active learning lecture bingo type learning model will make Fiqh material in grade four easier to understand and can improve student achievement. This is in line with what is included in lecture bingo to be able to stimulate students' thoughts and various types of views in order to make students more active, free to express both individually and in groups so that lessons will be achieved with better results and in accordance with what is expected, and in a way maximizing the use of bingo lectures that emphasize reasoning and emotional potential.

## **B. Method**

This type of research uses classroom action research (CAR), which in English is known as Classroom Action Research (CAR). According to Burns, classroom action research is the application of various facts found to solve problems in social situations to improve the quality of actions carried out by involving the collaboration and cooperation of researchers and practitioners. In this classroom action research, it can be interpreted as a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing every effect of the treatment. The research subjects in this study were students of class IV MI Yosorejo 01, totaling 12 students.

## **C. Results and Discussion**

To find out how active students are in participating in the teaching and learning process of Fiqh, the calculation of the percentage of students' activeness in participating in the learning process is used as follows:

$$\text{Assessment score} = (\text{Total Score})/(\text{Maximum Total}) \times 100\%$$

$$A = 81\% - 100\%$$

$$B = 71\% - 80\%$$

$$C = 61\% - 70\%$$

$$D = 51\% - 60\%$$

Information :

A = Very good

B = Fine

C = Enough

D = Less

#### Data Regarding Student Learning Outcomes

Taken from students' cognitive abilities in solving problems, namely by calculating the average value, calculating learning completeness, teacher teaching assessment observation sheets.

success indicator

Student activity :

> 75% = high student activity

60% - 75% = moderate student activity

<60% = low student activity

Students are said to have improved learning outcomes if they are able to solve questions reaching 85% of the number of students in the class.

Success Indicator

Student Learning Outcomes  $\geq 67$

Mastery of Classical Learning  $\geq 75\%$

Student Learning Activity  $\geq 75\%$

There were 4 students who did not complete them, namely Ahmad Khoirur Rifqi, Diah Erli Septiani, Muhimatul Aulia, Wiranto.

The achievement of learning outcomes in cycle I has not yet reached the KKM or the specified success indicators, namely the average value  $\geq 67$  and classical completeness  $\geq 75\%$ . (See attachment 11) So that the application of the lecture bingo learning model in class IV MI Yosorejo 01 must carry out learning again in cycle II.

From the activity graph, the average grades and classical mastery of the students above shows that there is an increase from pre-cycle to cycle I. Cycle I has used the lecture bingo learning model, therefore it can increase student activity and learning outcomes even though it does not meet the predetermined criteria. determined, it is necessary to proceed to cycle II.

### 3. Cycle II

In cycle II students are able to condition themselves in class, students also concentrate when the teacher explains. From the results of observations in cycle II it showed that students were able to adapt to learning activities using the active learning model of lecture bingo type. Students have the courage to ask and answer questions from the teacher. Students are accustomed to summarizing the answers given by students. The guidance given by the teacher to students is thorough.

Based on the results of observations, it was found that the increase in student activity in cycle I was 57.50%, while in cycle II it reached 75.42%. When compared with the activity in pre-cycle, it increased by 28.63%, from 46.79% in pre-cycle to 75.42% in cycle II. This result has reached more indicators of success, namely  $\geq 75\%$ . The activeness of the teacher in the first cycle was only 55% while in the second cycle it reached 75%. (See attachment 17)

Based on the results of the evaluation of the second cycle, the values obtained have increased compared to the pre-cycle and first cycle scores, the score in the pre-cycle was 60.00 with classical completeness of 14.29%, the average learning outcomes of students in cycle I was 66.25 with the percentage of learning completeness 66.67% while the average score of students' learning outcomes at the end of the second cycle was 71.88 with a mastery learning percentage of 91.67%. There were 11 students who completed, while 1 student did not complete, namely Ahmad Khoirur Rifqi. The highest score obtained in cycle II was 85 (Nelly Savrilia Savitri) and the lowest was 50 (Ahmad Khoirur Rifqi).

The achievement of learning outcomes in cycle II has reached the specified success indicators, namely the average value  $\geq 67$  and classical completeness  $\geq 75\%$  (See Appendix 18). Seeing the results in this second cycle, thus the action hypothesis and indicators of success can be achieved so there is no need to do the next cycle. it can be concluded that the application of the lecture bingo type of active learning learning model is appropriate for use in zakat material for students of class IV MI Yosorejo 01 Gringsing Batang for the 2021/2022 academic year.

#### **D. Conclusion**

Based on the results of the research and discussion on the Classroom Action Research (CAR) above, where the percentage of mastery of classical learning is achieved by students in learning on zakat material by applying the active learning model of lecture bingo type to students of class IV MI Yosorejo 01 academic year 2021 -2022 has achieved the predetermined indicators of success. This is shown in the increase in the final results of each cycle, namely in the pre-cycle the students' activeness was 46.79% and the average learning result was 60.00 with 14.29% learning completeness. In the first cycle the activity of students has increased from before, namely 57.50% and the average value of student learning outcomes is 66.25 with 66.67%

mastery. In cycle II, students' activeness increased to 75.42% and the average student score reached 71.88 with classical completeness of 91.67%. From these results it has reached the specified success indicators, namely activeness  $\geq 75\%$ , average value  $\geq 67$  and classical completeness  $\geq 75\%$ . Thus it can be concluded that learning by applying the lecture bingo learning model can increase activity and learning outcomes in learning fiqh on zakat class IV MI Yosorejo 01 academic year 2021/2022.

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