Improving Learning Outcomes of Islamic Religious Education and Good Character for Compulsory Fasting and Sunnah Fasting with Cooperative Learning with Jigsaw Techniques

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Abstract

This study aims to describe the learning process with the jigsaw technique that can improve the ability to understand the subject of compulsory fasting and voluntary fasting in class VIII C students of SMPN 7 Pemalang.

This research is action research, because the research is conducted to solve learning problems in the classroom. This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. In this study, the researcher did not cooperate with anyone, the presence of the researcher as a teacher in the class as a permanent teacher and carried out as usual, so that students did not know that they were being studied. In this way, it is hoped that the data will be as objective as possible for the validity of the required data.

The results of this study are (1) The application of cooperative learning jigsaw technique can improve student achievement which is characterized by an increase in student learning mastery in each cycle, namely pre-cycle (53.13%) cycle I (65.63%), cycle II (81 ,25%). (2) The application of cooperative learning with the jigsaw technique can increase students' motivation to learn again the subject matter that has been received, this is shown by the enthusiasm of students who state that students are interested and interested in cooperative learning with the jigsaw technique so that they become motivated to learn. (3) Cooperative learning with jigsaw techniques can increase cooperation between students, this is indicated by the existence of responsibility in groups where students who are better able to teach their friends who are less able.

Keyword: learning outcomes, Islamic education, jigsaw technique

A. Introduction

In this 21st century, we need to re-examine learning practices in schools. The role that must be played by the world of education in preparing students to participate fully in social life in the 21st century will be very different from the traditional roles that have been held by schools, because in the 21st century students are required to

master 4 competencies, namely thinking critical, creative, communicative, and collaborative.

There is a general perception that is rooted in the world of education and has also become the hope of society. This general perception assumes that it is the duty of the teacher to teach and provide students with information and knowledge. Teachers need to behave or at least be seen by students as omniscient and a source of information. Worse still, students study in stressful and frightening situations because they are overshadowed by the demands of pursuing high test scores and exams.

It seems that there is a need for a paradigm shift in examining student learning processes and interactions between students and teachers. It is appropriate that teaching and learning activities also consider students more. Students are not empty bottles that can be filled with whatever information the teacher deems necessary. In addition, the flow of the learning process does not have to come from the teacher to the students. Students can also teach each other with other students. In fact, many studies show that peer teaching is more effective than teacher teaching. A teaching system that provides opportunities for students to cooperate with fellow students in structured tasks is referred to as a system of "mutual cooperation" or cooperative learning. In this system, the teacher acts as a facilitator.

Today a cooperative learning approach has been developed to produce good learning objectives. Why be cooperative? According to Nurhadi (2003) so far education in. Indonesia is still dominated by the view that knowledge is a set of facts that must be memorized. The class still focuses on the teacher as the main source of knowledge, then lectures make the main choice of learning strategy. For this reason, a new strategy is needed that is more empowering for students. A learning strategy that does not require students to memorize facts, but a strategy that encourages students to construct knowledge in their own minds.

The reality in the field is that the learning achievement process at Pemalang 7 Public Middle School, Pemalang District, Pemalang Regency, is still using the old paradigm although now the curriculum has developed towards a Competency-Based Curriculum. So that it is possible that the learning outcomes achieved by students are monotonous, because they only memorize a fact and the teacher is seen as the main source of learning.

The results of observations at SMP Negeri 7 Pemalang, the KBM process tends to be teacher-centered, resulting in students being less active, and learning outcomes in class VIII C are still low. This is evidenced by the fact that there are still many students who get scores below the KKM (Minimum Completeness Criteria). the results of the daily test, there are 53.13% or 17 students from a number of 32 students who have not completed, which is under 70.

From the results of the reflection on PABP learning in Class VIII C, one of the factors in PABP learning is still teacher-centered, the teacher explains more about learning materials with lectures, does not use learning media, it is still seen that many students talk alone with their friends, because students feel bored and bored , then lead to difficulty in understanding.

What is needed to deal with the above problems is to use appropriate learning techniques so that students can easily understand the material, especially in understanding the material for Compulsory Fasting and Sunnah Fasting by using cooperative learning with jigsaw techniques. With this learning, it is expected that the learning outcomes of PABP subjects in Class VIII C students of State Junior High School 7 Pemalang, Pemalang District, Pemalang Regency achieve an optimal result.

Based on this phenomenon, the researcher will conduct a classroom action research by changing the teaching and learning strategies of PABP subjects in Class VIII C students of State Junior High School 7 Pemalang, Pemalang District, Pemalang Regency by using cooperative learning with jigsaw techniques.

From the background of the problem, the researchers felt compelled to see the effect of cooperative learning with the jigsaw technique by taking the title "Improving Learning Outcomes of Islamic Religious Education and Morals on Compulsory Fasting and Sunnah Fasting with Cooperative Learning of Jigsaw Techniques in Class VIII C Semester 2 SMPN 7 Pemalang Academic Year 2018/2019".

B. Methods

This research is action research, because the research is conducted to solve learning problems in the classroom. This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved.

According to Subyantoro (2012:12) Classroom Action Research is a research that is carried out systematically reflective of various actions taken by teachers as well as researchers, from the preparation of a plan to an assessment of real actions in the classroom, in the form of teaching and learning activities, to improve learning conditions carried out

In this action research using the form of the teacher as a researcher, the full person in charge of this research is the teacher. The main objective of this action research is to improve learning outcomes in the classroom where the teacher is fully involved in research starting from planning, action, observation, and reflection.

In this study, the researcher did not cooperate with anyone, the presence of the researcher as a teacher in the class as a permanent teacher and carried out as usual, so that students did not know that they were being studied. In this way, it is hoped that the data will be as objective as possible for the validity of the required data. The place of research, this research took place at SMP Negeri 7 Pemalang. This research was conducted in February for the even semester of the 2018/2019 academic year.

The research subjects were Class VIII C students in the 2018/2019 academic year on basic competencies about fasting.

This research uses Classroom Action Research (CAR). According to the PGSM Project Training Team, CAR is a form of reflective study by actors of actions taken to increase the rational stability of their actions in carrying out their duties, deepen understanding of the actions taken, and improve conditions in which the learning practices are carried out (in Mukhlis, 2000: 3).

Meanwhile, according to Mukhlis (2000: 5) CAR is a form of study that is systematically reflective by the perpetrators of action to improve the conditions of learning carried out.

The main purpose of CAR is to improve/increase learning practices on an ongoing basis, while the purpose of its inclusion is to foster a culture of research among teachers (Mukhlis, 2000: 5).

In accordance with the type of research chosen, namely action research, this research uses an action research technique that is in the form of a spiral from one cycle to the next. Each cycle includes planning (plan), action (action), observation (observation), and reflection (reflection). The steps in the next cycle are revised planning, action, observation, and reflection. Before entering the first cycle, a preliminary action was taken in the form of problem identification.

Observations were divided into two rounds, namely rounds 1 and 2, where each round was subjected to the same treatment (same activity flow) and discussed one competency which ended with a formative test at the end of each round. Made in two rounds intended to improve the teaching system that has been implemented.

The instruments used in this study consisted of: (a) Syllabus, (b) Lesson Plans (RP) That is a learning tool used as a teacher's guide in teaching and arranged for each round. Each RP contains basic competencies, indicators of achievement of learning outcomes, specific learning objectives, and teaching and learning activities. (c) Student Activity Sheets, (d) Formative tests, these tests are arranged based on the learning objectives to be achieved, used to measure the ability to understand the concepts of Islamic Religious Education and Morals on the subject of technological developments for production, communication and transportation. This formative test is given at the end of each round. The form of the questions given is the teacher's choice (objective).

Data Collection Methods The data needed in this study were obtained through observation of active learning processing, observation of student and teacher activities, and formative tests. Data Analysis Techniques To determine the effectiveness of a method in learning activities, it is necessary to conduct data analysis. In this study using qualitative descriptive analysis techniques, which is a research method that is describing reality or facts in accordance with the data obtained with the aim of knowing the learning achievements achieved by students as well as to obtain student responses to learning activities and student activities during the learning process.

To analyze the success rate or percentage of student success after the teaching and learning process in each round, it is done by providing an evaluation in the form of written test questions at the end of each round.

This analysis is calculated using simple statistics, namely:

1. To assess the test or formative test

The researcher summed the scores obtained by the students, which was then divided by the number of students in the class so that the average formative test could be formulated:

$$\overline{X} = \frac{\sum X}{\sum N}$$

With : $\overline{X}$ = Average value
X = Sum of all student scores
N = Number of students

2. For complete learning

There are two categories of mastery learning, namely individually and classically. i.e. a student has completed learning when he has achieved a value in accordance with the KKM, and the class is called complete learning if in that class there are 85% who have achieved an absorption capacity of more than or equal to the KKM. To calculate the percentage of mastery learning used the following formula:

$$P = \frac{\sum Siswa.yang.tuntas.belajar}{\sum Siswa} x100\%$$

The performance indicators of this research are: 1) the achievement of completeness of at least 70 with a minimum number of students who complete at least 80% of all students in the class, 2) improving the ability to understand the material of compulsory fasting and classical voluntary fasting from average to less to good, and 3) changes student behavior in a positive direction.

C. Results & Discussion

Results

1. Description of Initial Conditions

The ability of students to understand fasting material in class VIII C semester 2 SMP Negeri 7 Pemalang for the 2018/2019 academic year is still low. Students who scored the same or higher than KKM = 70 only reached 53.13% or 17 students from a total of 32 students in class VIII C. While the limit for completion is if students have obtained the same or high scores from KKM 70 have reached 80% or 26 students out of 32 students in class VIII C. This is due to the fact that learning is still teacher-centered, students are less active, and the use of the lecture method does not attract students' interest and attention.

2. Description of Cycle I

1. Planning stage
   At this stage the researcher prepares learning tools consisting of lesson plan 1, formative test questions 1 and supporting teaching tools.
2. Stages of activities and implementation
   The implementation of teaching and learning activities for the first cycle was carried out on February 2 and 9, 2019 in Class VIII C with a total of 32 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in

the pre-cycle, so that mistakes or deficiencies in the pre-cycle do not occur again in cycle I. Observations are carried out simultaneously with the implementation of teaching and learning.

At the end of the teaching and learning process students are given a formative test 1 with the aim of knowing the level of success of students in the teaching and learning process that has been carried out. The instrument used is the formative test I. The data from the research results in the first cycle are as follows.

Table 4.1 Formative Test Scores in Cycle I

No.Urut	Nilai	Keterangan		No. Urut	Nilai	Keterangan	
		T	TT			T	TT
1	60		√	17	60		√
2	75	√		18	60		√
3	85	√		19	80	√	
4	90	√		20	80	√	
5	75	√		21	85	√	
6	50		√	22	65		√
7	80	√		23	75	√	
8	80	√		24	65		√
9	85	√		25	80	√	
10	70	√		26	95	√	
11	80	√		27	75	√	
12	65		√	28	65		√
13	80	√		29	80	√	
14	55		√	30	60		√
15	70	√		31	70	√	
16	60		√	32	80	√	
Jumlah	1160	11	5	Jumlah	1175	10	6
JumlahSkorMaksimal Ideal 3200 JumlahSkorTercapai2335 Rata-Rata SkorTercapai71,39							

Keterangan:

T	: Tuntas
TT	: TidakTuntas
Jumlahsiswa yang tuntas	: 21
Jumlahsiswa yang belumtuntas	: 11
Klasikal	: Belum tuntas

Table 4.2. Recapitulation of Student Formative Test Results in Cycle I

No	Uraian	HasilSiklus I
1	Nilai rata-rata tesformatif	71,39

2	Jumlahsiswa yang tuntasbelajar	21
3	Persentaseketuntasanbelajar	65,63 %

From the table above, it can be explained that by applying the jigsaw technique cooperative learning, the average value of student learning achievement is 71.39 and learning completeness reaches 65.63% or there are 21 students out of 32 students who have completed learning. These results indicate that in the first cycle classically students have not finished studying, because students who get a score of 70 are only 65.63% smaller than the desired completeness percentage, which is 80%. This is because students are still new and unfamiliar with the new methods applied in the teaching and learning process.

Changes in student behavior during learning activities to understand the subject of mandatory fasting and voluntary fasting are presented in the table below.

Table 4.3 Results of Observation of Student Behavior in Cycle I

No	Aspek	Aktif	Persentase	Tidak Aktif	Persentase
1	Keaktifan siswa	23	72%	9	28%
2	Kerja sama siswa	21	66%	11	34%
3	Tanggung jawab siswa	22	69%	10	31%
4	Semangat siswa	24	75%	8	25%
5	Kesungguhan siswa	20	63%	12	37%
6	Rasa percaya diri siswa	18	56%	14	44%
Rata-rata jumlah		21	66%	11	34%

From the observation of student behavior during learning to understand the subject of mandatory fasting and voluntary fasting above, it is categorized as good with details, 72% for aspects of student activity, 66% for aspects of student cooperation, 69% for aspects of student responsibility, 75% for aspects of student enthusiasm , 63% for the seriousness aspect of students, and 56% for the student's self-confidence aspect.

3. Reflection

In the implementation of teaching and learning activities, information is obtained from the observations as follows:

a. Teachers are not good at motivating students and in conveying learning objectives
b. Teachers are not good at time management
c. Students are less enthusiastic during the learning process.

The implementation of teaching and learning activities in the first cycle is still lacking, so there is a need for revisions to be carried out in the next cycle.

a. Teachers need to be more skilled in motivating students and be clearer in conveying learning objectives. Where students are invited to be directly involved in every activity that will be carried out.
b. The teacher needs to distribute the time well by adding the necessary information and giving notes
c. Teachers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.

Siklus II

A. Description of Cycle II

1. Planning Stage

   At this stage the researcher prepares learning tools consisting of lesson plan 2, formative test questions 2 and teaching tools that support.

2. Stages of activities and observations

   The implementation of teaching and learning activities for the second cycle was carried out on 16, 23 February 2019 in Class VIII C with a total of 32 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the implementation plan of learning by paying attention to the revisions in the first cycle, so that mistakes or deficiencies in the first cycle do not occur again in the second cycle. Observation (observation) is carried out simultaneously with the implementation of teaching and learning.

   At the end of the teaching and learning process students are given formative tests 2 with the aim of knowing the level of success of students in the teaching and learning process that has been carried out. The instrument used is a formative test 2. The data from the research results in the second cycle are as follows:

Table 4.4. Formative Test Scores in Cycle II

No.Urut	Nilai	Keterangan		No. Urut	Nilai	Keterangan	
		T	TT			T	TT
1	60		√	17	65		√
2	80	√		18	60		√
3	90	√		19	85	√	
4	95	√		20	90	√	
5	85	√		21	90	√	
6	60		√	22	80	√	
7	85	√		23	80	√	
8	90	√		24	70	√	
9	85	√		25	90	√	
10	80	√		26	95	√	
11	90	√		27	80	√	

12	75	√		28	75	√	
13	85	√		29	85	√	
14	60		√	30	65		√
15	70	√		31	75	√	
16	75	√		32	90	√	
Jumlah	1265	13	3	Jumlah	1275	13	3
JumlahSkorMaksimal Ideal 3200 JumlahSkorTercapai2540 Rata-Rata SkorTercapai 77,76							

Description:

T	: Tuntas
TT	: TidakTuntas
Jumlahsiswa yang tuntas	: 26
Jumlahsiswa yang belumtuntas	: 6
Klasikal	: Tuntas

Table 4.5 Student Formative Test Results in Cycle II

No	Uraian	HasilSiklus II
1	Nilai rata-rata tesformatif	77,76
2	Jumlahsiswa yang tuntasbelajar	26
3	Persentaseketuntasanbelajar	81,25 %

Based on the table above, the average value of the formative test is 77,76 and from 32 students who have completed as many as 26 students and 6 students have not achieved mastery learning. So classically, the learning completeness that has been achieved is 81,25% (including the complete category). The results in cycle II have improved better than cycle I. The increase in learning outcomes in cycle II is influenced by an increase in students' ability to learn the subject matter that has been applied so far and there is group responsibility from students who are more able to teach their friends less. capable.

Changes in student behavior during learning activities to understand the subject of mandatory fasting and voluntary fasting are presented in the table below.

Table 4.6 Results of Observation of Student Behavior in Cycle II

No	Aspek	Aktif	Persentase	Tidak Aktif	Persentase
1	Keaktifan siswa	28	88%	4	12%
2	Kerja sama siswa	26	81%	6	19%
3	Tanggung jawab siswa	27	84%	5	16%
4	Semangat siswa	29	91%	3	9%

5	Kesungguhan siswa	25	78%	7	22%
6	Rasa percaya diri siswa	25	78%	7	22%
Rata-rata jumlah		27	84%	5	16%

From the observation of student behavior during learning to understand the subject of mandatory fasting and voluntary fasting above, it is categorized well with details, 88% for aspects of student activity, 81% for aspects of student cooperation, 84% for aspects of student responsibility, 91% for aspects of student enthusiasm , 78% for the seriousness aspect of students, and 78% for the student's self-confidence aspect.

3. Reflection

   At this stage it will be studied what has been done well and what is still not good in the teaching and learning process with the application of cooperative learning with the jigsaw technique. From the data that has been obtained can be described as follows:

   a. During the teaching and learning process the teacher has carried out all learning well. Although there are some aspects that are not perfect, the percentage of implementation for each aspect is quite large.
   b. Based on observational data, it is known that students are active during the learning process.
   c. Weaknesses in the previous cycles have been improved and improved so that they become better.
   d. Student learning outcomes in cycle II reached completeness.

4. Implementation Revision

   In cycle II the teacher has implemented cooperative learning with the jigsaw technique well and seen from student activities and student learning outcomes, the implementation of the teaching and learning process has been going well. So there is no need for too many revisions, but what needs to be considered for further action is to maximize and maintain what already exists with the aim that in the implementation of the teaching and learning process further the application of cooperative learning with jigsaw techniques can improve the teaching and learning process so that learning objectives can be achieved.

Discussion

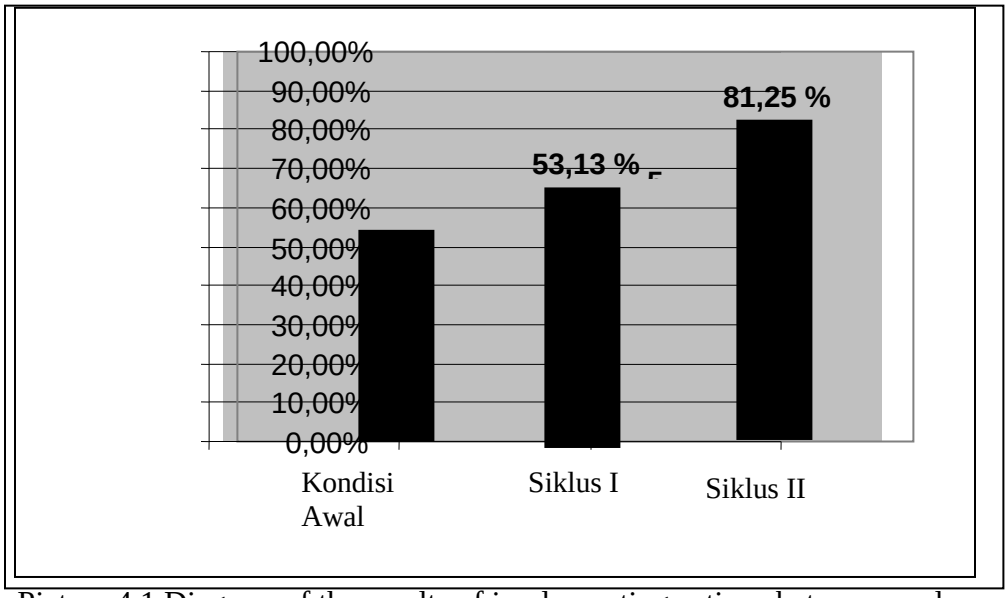
1. Learning Process

   Based on data analysis, students' activities in the cooperative learning process of jigsaw technique in each cycle have increased either individually or in groups. This is in accordance with Lie's opinion (2002:17) cooperative learning is a structured group learning activity. Learners learn and work together to arrive at an optimal learning experience both individually and in groups.

2. Improved Completeness of Student Learning Outcomes

The results of this research show that cooperative learning with jigsaw techniques has a positive impact on improving student achievement. This can be seen from the more solid understanding and mastery of students towards the material that has been conveyed by the teacher so far (mastery learning has increased from pre-class, cycle I, and cycle II) which are 53.13%, 65.63%, and 81, respectively. 25%. In the second cycle, classical student learning completeness has been achieved.

The recap of the results of the inter-cycle actions is intended to determine the development of student learning outcomes in each cycle. This can be seen in Figure 4.1 below.



Picture 4.1 Diagram of the results of implementing actions between cycles

3. Changes in Student Behavior

The use of cooperative learning techniques, jigsaw techniques in learning to understand fasting material, is able to increase student activity, cooperation, responsibility, enthusiasm, tolerance and discipline. Along with the increase in the six aspects of positive behavior, learning to understand fasting material with cooperative learning The jigsaw technique is able to maximize learning conditions to achieve learning objectives, namely achieving completeness in the basic competence of understanding fasting material, as stated by Nurhadi (2005:112), cooperative is The learning approach focuses on using small groups of students to work together in maximizing learning conditions to achieve learning objectives.

In this regard, the use of jigsaw learning techniques is able to motivate all students, focus all students' attention, and take responsibility for each other's tasks. Based on the opinion above, cooperative learning with jigsaw technique is

proven to be able to create courage, a sense of responsibility, cooperation, patience, and train students to think actively and creatively. With these favorable views, the hypothesis of student behavior can change in a more positive and character-charged direction with the use of jigsaw learning techniques can be accepted.

D. Conclusion

From the results of learning activities that have been carried out for two cycles, and based on all the discussions and analyzes that have been carried out, it can be concluded as follows:

1. The application of cooperative learning The jigsaw technique can improve student learning achievement which is marked by an increase in student learning mastery in each cycle, namely pre-cycle (53.13%) cycle I (65.63%), cycle II (81.25%).
2. The application of cooperative learning with the jigsaw technique can increase students' motivation to learn again the subject matter that has been received, this is shown by the enthusiasm of students who state that students are interested and interested in cooperative learning with the jigsaw technique so that they become motivated to learn.
3. Cooperative learning with jigsaw techniques can increase cooperation between students, this is indicated by the existence of responsibility in groups where students who are better able to teach their friends who are less able.

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