



## The Improvement of the Achievement of Islamic Education Learning Materials in Abbasid Period by Using Jigsaw Type on the Students of SMP Negeri 2 Kubu

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### **ABSTRACT**

*This Classroom Action Research (CAR) is motivated by learning that has been carried out in class VIII A SMP Negeri 2 Kubu which is still carrying out the learning process of Islamic Religious Education with conventional methods of lectures and questions and answers, thus making students passive in learning carried out so that resulting in students being less involved in learning activities. One of the learning methods to overcome these learning difficulties is the Jigsaw method. The purpose of this Classroom Action Research (CAR) is to determine the extent of learning through the Jigsaw method in improving the learning achievement of class VIII A students at SMP Negeri 2 Kubu. The instruments used in this study were observation and test. Data were analyzed using descriptive percentages. This Classroom action research (CAR) is carried out in 2 cycles, from the results of the actions taken are proven to improve student learning achievement in Islamic Religious Education lessons on the material of the Growth of Science during the Abbasid Period by achieving the KKM standard of 75, from 73,09% in cycle 1, can increase to 81.90% in cycle 2. The results of this action research indicate that learning Islamic Religious Education through the Jigsaw method is effective and can improve the learning achievement of class VIII A students at SMP Negeri 2 Kubu.*

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## **INTRODUCTION**

Education is a process to provide people with various kinds of situations that aim to empower themselves (Soyomukti, 2010: 7) with the existence of educational institutions as an effective means of developing the potential that exists in students. Every individual has different talents, interests, and characteristics.

The learning process will lead students to the various competencies needed for life. Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality,

intelligence, noble character, and skills needed by themselves, society, the nation, and the State (Law of the Republic of Indonesia Number 20, 2003: 9).

Islamic Religious Education is a conscious and planned effort to prepare students to believe, understand, appreciate and practice Islamic teachings, through guidance, teaching, or training activities (Nazarudin, 2007: 17). The learning activities of Islamic Religious Education are directed at increasing the belief, understanding, appreciation, and experience of Islamic teachings of students, being able to radiate out in daily relationships and with other human beings in the community, both of the same religion and not of the same religion as well as in the nation and state.

Teachers should be able to determine the type of learning that is considered to be able to teach students actively through the learning process carried out so that learning objectives can be achieved effectively and learning achievement can be further improved. The most important thing in learning activities is the learning process in students.

The problem faced by students today is the lack of interest in learning so that students rarely have high learning achievement. Likewise what happened in the learning process of Islamic Religious Education, the material on the Growth of Science in the Abbasid Period is one of the chapters of subjects collected in Islamic religious education which is taught at various levels of education that breathe Islam besides that in learning it also has an important role in life with us. can know the state of the past, especially the history of Islamic culture.

In delivering the material, the teacher does not motivate students and the learning model used is also less varied so that it becomes boring for students. In the PAI learning process that occurred in SMP Negeri 2 Kubu, teachers dominated the class more while students were only involved in moderation, for example, they were asked to read a few pages, and then the teacher explained a lot. As a result, the learning achievement of students is difficult to improve, because the use of learning tools or media is also inadequate, and this is also because the teacher is only able to explain by lecturing only. To overcome this problem, researchers as PAI teachers at SMP Negeri 2 Kubu are interested in applying a type of creative learning model that can make learning more attractive to students. The classroom atmosphere needs to be designed and arranged in such a way as to use the right learning model so that students can easily understand the learning material.

Seeing this reality, a solution is needed to achieve the expected learning achievement of Islamic Education, namely that students can achieve a KKM score of 75. This method is related to the type used by the teacher during learning, to attract and motivate students to follow the learning. With the existence of learning motivation, students will better understand the subject matter. Regarding the use of types, it is hoped that students will be more active in solving the subject matter, and the teacher is only a mediator and facilitator who provides various materials to support the learning of students in the classroom.

One type of learning that can be used in Islamic Education learning is through the Jigsaw type. Because the Jigsaw type of learning is more effective at increasing the activities of students in collaboration and the skills of students in solving subject matter problems.

Understanding learning achievement according to Sumadi (2002: 297), "Learning Achievement as a value which is a form of final formulation given by the teacher related to the progress or learning achievement of students during a certain time". Evidence of the success of someone after gaining a learning experience or learning something is a learning achievement achieved by students within a certain time. According to Nana (2009: 102), learning achievement or achievement is the realization or expansion of potential skills or capacities that a person has. Mastery of learning achievement by a person can be seen from their behavior, both behavior in the form of mastery of knowledge, thinking skills, and motor skills.

Learning achievement is the result of measuring and assessing learning efforts. By knowing the learning achievement, it can be seen the position of the child in the class. As stated by Sutratinah (2001: 43) that "learning achievement is an assessment of the results of business activities which are expressed in the form of symbols, numbers, letters, and sentences that can reflect the results achieved by each child in a certain period".

Based on several definitions of Learning Achievement above, it can be concluded that Learning Achievement is the result of an assessment of learning activities that have been carried out and is a form of the final formulation given by the teacher to see to what extent the abilities of students are expressed in the form of symbols, numbers, letters, and sentences which can reflect the results that have been achieved.

In general, according to Baharuddin (2009: 19), the factors that influence learning achievement can be divided into two categories, namely; (1) Internal factors are factors that come from within the individual and can affect individual Learning Achievement. These internal factors consist of physiological and psychological factors. (2) External factors, can be divided into two, namely the social environment such as the social environment of the school which includes teachers, administration, and peers, the social community, and the family social environment such as family tensions, parental characteristics, family demographics, socioeconomic status. Meanwhile, the non-social environment consists of the natural environment, instrumental factors, and subject matter factors. Because the subject under study is Islamic religious education, the notion of Islamic religious education is the main subject developed from the (basic) teachings contained in Islam, and cannot be separated from the family of subjects that aim to develop morals and personality learners.

While the type used in this study is the Jigsaw type, so the notion of the Jigsaw type is the type of cooperative learning developed by Ellio Aronson. This learning model is designed to increase students' sense of responsibility towards their learning and also the learning of others (Hamdayama, 2014: 87).

In this type, each member of the student team who has been formed is responsible for mastering one part of the subject matter and then teaching the mastered part to the other members of his team. The implementation procedure is as follows: (a) First, students in one class are divided into several groups consisting of 4-5 students. (b) Second, the teacher distributes the subject matter in the form of a lecture in an outline for each group, then the group divides the material into sections or subjects which are then assigned to the team members to master it. (c) Third, students from different groups may gather to discuss the same subject or material as a group of experts to help each other understand the material. (d) Fourth, each student from the expert group returns to the original team to explain the material that is their responsibility and learning achievement in the expert group. (e) Fifth, the teacher conducts exams or quizzes for individual evaluation to see the abilities and development of students' understanding of the material presented and studied.

In the Jigsaw type of cooperative learning model, there are groups of experts and groups of origin. The homegroup is the initial group of students consisting of how many members of the expert group are formed with attention to diversity and backgrounds. While the expert group, namely the group of students consisting of members of other groups (origin group) who are assigned to explore certain topics to be explained to members of the homegroup. Here, the teacher's role is to facilitate and motivate expert group members so that it is easy to understand the material given. The key to this type of Jigsaw is the interdependence of each student on the team members who provide the necessary information. This means that students must have a responsibility and positive cooperation and interdependence to obtain information and solve problems given.

Based on the background and problem formulation that has been stated above, the title of this research is The Improvement of the Achievement of Islamic Education Learning Materials in the Abbasid

Period by Using Jigsaw Type on the Students of SMP Negeri 2 Kubu. The purpose of this research is to determine the extent of learning through the Jigsaw method in improving the learning achievement of class VIII A students at SMP Negeri 2 Kubu.

## **METHOD**

In this study, the subject who acted was the researcher as the Islamic education teacher and the subject who received the action was the class VIII A students of SMP Negeri 2 Kubu as many as 21 students. The research was conducted in 2 cycles. Research activities are carried out in the even semester of the 2018/2019 academic year. The research was carried out from January 9 to March 14, 2019. In implementing the action in this research, the design carried out included; (a) planning, (2) action, (3) observation, (4) reflection. Sources and data collection techniques obtained data about improving student learning outcomes. In data collection, the techniques used were observation and tests. Data were analyzed using descriptive percentages. The indicator of success in this study is if students in class VIII A SMP Negeri 2 Kubu get a score according to the KKM score, which is 75.

## **RESULTS AND DISCUSSION**

### **Results**

#### *Cycle 1*

In this cycle 1 classroom action research, the researcher refers to the increase in the learning achievement of students with the Jigsaw type. The topic of discussion in cycle 1 is the material on the growth of science during the Abbasid era. The test results of students in cycle 1 are shown in Table 1.

The data analysis in this study are as follows; Achievement of students' learning achievement in the material of the Growth of Science during the Abbasid era through the application of the Jigsaw Type in cycle 1 is 73.09 %. From Table 1, it can be explained that the application of the Jigsaw Type obtained a percentage of the value of student learning completeness for Islamic Education lessons is 73.09%. These results indicate that in the first cycle classically students have not finished learning, because the desired completeness is 75 according to the KKM value. This is because students still feel new and do not understand what the teacher means and uses by using the Jigsaw type.

Observations were carried out by researchers in collaboration with colleagues from class VIII A Mulok BTA teachers. Peers function as observers in each cycle implementation. The results of the observer will be discussed with the researcher. The results of this combination will be used as the result of observations. Researchers' observations were related to student activity, student interaction, student activity, and all the facts that occurred during the learning process.

In this activity, the researcher observed the implementation of the action to determine the extent to which the type of Jigsaw in improving the learning achievement of class VIII A students in Islamic Education subjects, with the following details: observation of students in the implementation of learning cycle 1 all students can attend the learning. All students enter the classroom before the teacher enters the room, but there are still students who are talking with their friends and there are students who are still eating.

In the implementation of cycle 1, there are still students who have not paid attention to the teacher's orders. This is indicated by the presence of students who do not play behind.

Next, the teacher reflects by evaluating the activities in cycle 1, namely by taking the following actions: (1) The teacher explains the type of Jigsaw to students until they understand. (2) Teachers often surround students and check their understanding. (3) The teacher randomizes students into the original group, namely mixing capable (clever) students with those who are less capable (not smart).

Table 1  
Distribution of Test Results in Cycle 1

No	Code of Student	M/F	Score	Score Description	
				Completed	Uncompleted
1	S-01	L	75	√	
2	S-02	L	75	√	
3	S-03	P	75	√	
4	S-04	L	75	√	
5	S-05	L	75	√	
6	S-06	L	75	√	
7	S-07	P	75	√	
8	S-08	P	75	√	
9	S-09	L	70		√
10	S-10	P	75	√	
11	S-11	P	75	√	
12	S-12	L	70		√
13	S-13	L	70		√
14	S-14	L	75	√	
15	S-15	P	70		√
16	S-16	P	70		√
17	S-17	P	75	√	
18	S-18	L	70		√
19	S-19	P	70		√
20	S-20	P	75	√	
21	S-21	P	70		√
<b>Total number</b>		<b>21</b>	<b>1535</b>	-	-
<b>Individual Maximum Score</b>		-	<b>100</b>	-	-
<b>Class Maximum Score</b>		-	<b>2100</b>	-	-

### Cycle 2

At this stage the researchers prepared to learn tools consisting of (a) Planning (b) Action or implementation of teaching and learning activities for cycle 2 carried out on February 13, 2019, at SMP Negeri 2 Kubu in the 2018/2019 academic year. Actions by applying actions that refer to a predetermined scenario. The value of student learning achievement in cycle 2 can be seen in Table 2.

The data analysis in this study are as follows; Achievement of student learning achievement in the material of the Growth of Science during the Abbasid era through the application of the Jigsaw Type in cycle 2 is 81.90%. Based on Table 2, the percentage value of the evaluation results shows that in cycle 2 the learning achievement of students is 81.90% classically, the learning completeness that has been achieved is 75, according to the KKM value. The results in cycle 2 have improved better than in cycle 1. An increase in learning achievement in cycle 2 is influenced by an increase in the ability of teachers to apply the Jigsaw type so that students find it easier to understand the material that has been given. Besides, this completeness is also influenced by the cooperation of students who have mastered the subject matter to teach their friends who have not mastered it. (c) Observation. From the observations of researchers during the learning process cycle 2, it is obtained as follows: (1) The teacher has explained the learning scenario using the Jigsaw type to students. (2) The teacher explains the material well. (3) The teacher can manage the class well. (d) Reflection. The explanation above shows that the Jigsaw type can improve student learning achievement which is marked by the result value of achieving a KKM value of 75.

Table 2  
Distribution of Test Results in Cycle 2

No	Code of Student	M/F	Score	Score Description	
				Completed	Uncompleted
1	S-01	L	90	√	
2	S-02	L	80	√	
3	S-03	P	80	√	
4	S-04	L	90	√	
5	S-05	L	80	√	
6	S-06	L	90	√	
7	S-07	P	80	√	
8	S-08	P	90	√	
9	S-09	L	75	√	
10	S-10	P	85	√	
11	S-11	P	85	√	
12	S-12	L	80	√	
13	S-13	L	75	√	
14	S-14	L	80	√	
15	S-15	P	80	√	
16	S-16	P	75	√	
17	S-17	P	85	√	
18	S-18	L	75	√	
19	S-19	P	80	√	
20	S-20	P	85	√	
21	S-21	P	80	√	
<b>Total number</b>		<b>21</b>	<b>1720</b>	-	-
<b>Individual Maximum Score</b>		-	<b>100</b>	-	-
<b>Class Maximum Score</b>		-	<b>2100</b>	-	-

### Discussion

The results of student learning achievement, especially seen from the questions answered by students after taking action, have increased each cycle, wherein cycle 1 only reached 73.09% with 8 students who had not yet completed it. In cycle 2, the students' learning achievement reached 81.90% classically, the learning completeness that had been achieved was 75, according to the KKM value.

Based on the 2013 Curriculum, students are said to be complete if students have reached the standard value of the KKM, while the KKM PAI in class VIII A SMP Negeri 2 Kubu is 75. The results of this classroom action research, overall students have achieved a value of  $\geq 75$  in cycle 2, and this is according to the target set in the 2013 Curriculum. Thus, the proposed hypothesis can be accepted.

### CONCLUSIONS

Based on the results of research conducted at SMP Negeri 2 Kubu in the 2018/2019 Academic Year, it can be concluded: (1) Learning with the Jigsaw type in PAI subjects in the material of the Growth of Science during the Abbasid Period can improve the learning achievement of students in class VIII A of SMP Negeri 2 Kubu which is marked by an increase in students' learning completeness in each cycle, namely; 73.09% in cycle 1 and 81.90% in cycle 2. (2) Application with the Jigsaw type in Islamic Education lessons on the material of the growth of science during the Abbasid period has a positive effect, which can increase the learning achievement of students. (3) Application with the Jigsaw type can improve teaching material on the Growth of Science material in the Abbasid Period that students have received so far so that they feel ready to face the next learning.

From the research results obtained from the previous description so that the teaching and learning process in junior high schools (SMP) is more effective and provides optimal results for students, the following suggestions are given: (1) Teachers should try more to use the types of learning that are new so that students at the time of learning do not feel bored, bored, and even lazy to participate in learning activities because the type used during the learning process is always the same as the type of learning used in previous days. (2) It is better if the teacher tries a lot of new types of learning which will add to the activeness of students so that the learning achievement of students can increase from the previous one.

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