

EFFECTIVENESS METHOD JIGSAW LEARNING TO INCREASE STUDENTS LEARNING MOTIVATION

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Abstracts

Study This aim For explore application Method Jigsaw Learning in increasing students' learning motivation in Fiqh subjects, especially zakat fitrah material, in class V MI Al Fatah Gerit, Jogorogo District, Ngawi Regency. The research also wants to know what the Jigsaw Learning Method is capable effective increase motivation participant educate in context the. Research purposes: Jigsaw Learning Method Planning : Describes in detail the planning for implementing the Jigsaw Learning Method in increasing learning motivation in Fiqh subjects at MI Al Fatah Gerit. Implementation of the Jigsaw Learning Method : Explains the process of implementing the Method Jigsaw Learning And How method the applied effectively increasing students' learning motivation in Fiqh subjects in class V MI Al Fatah Gerit. Evaluation of the Jigsaw Learning Method: Describes the results of the evaluation of the application of the Jigsaw Learning Method, including its impact on enhancement motivation Study participant educate on material zakat fitrah at MI Al Fatah Gerit. The research results show that the jigsaw learning method can improve motivation Study student so that results Study student increase. This matter can is known from enhancement Which happen from every the meeting in each cycle. It can be seen that the average class score has increased, namely 61.25 in the pre-cycle to 75.63 in the first cycle then to 80.00 in the second cycle. So based on the improvement that occurs in each cycle until it reaches/exceeds the criteria for research completeness, this research is said to be successful/complete.

Keyword: Method, Jigsaw Learning , Motivation

Introduction

In the world of education, there are many methods that teachers can apply in the teaching and learning process including lecture methods, question and answer, drill, demonstration, jigsaw learning, etc. This is no exception in learning jurisprudence material. The jurisprudence subject at Madrasah Ibtidaiyah aims to equip students to know and understand the ways of implementing Islamic law both regarding aspects of worship and muamalah to serve as a guide for life in personal and social life. As well as implementing and implementing the provisions of Islamic law correctly and well, as a manifestation of obedience in carrying out the teachings of the Islamic religion both in human relations with God, with humans themselves, fellow humans, and other creatures as well as relations with the environment. Therefore, delivery cannot only rely on classical learning methods which tend to be one-way with the teacher as a source of knowledge without the active role of students. Without the active role of students, the material presented will be less than optimal in achieving learning objectives.

In every learning motivation, both intrinsic motivation and extrinsic motivation play a very important role. With motivation, students can develop activities and initiative so that they can direct and maintain persistence in carrying out learning activities.

Based on observations made by researchers, researchers found several problems in learning, namely learning that was too monotonous, less interesting which caused some students not to actively ask and provide answers to questions given by the teacher [lack of enthusiasm], some students were busy playing themselves, some students did not do their assignments on time and some students looked sleepy. As a result, the learning process is less interesting, which influences and causes students' learning motivation to become low.

This lack of motivation in students is proven by several class V students at MI Al Fatah Gerit who still obtained results below the school's KKM, namely 75. The highest score on the semester test results was 92 while the lowest score was 42. The percentage of learning completion of students who had reached the KKM was 30% and those who have not reached the KKM are 70%. By looking at some of the problems that occur in the teaching and learning process, if it continues to be left like that, there will be no change and increase in students' learning motivation so that it will affect students' learning outcomes, because passive learning makes researchers change new ways or learning methods so that the atmosphere of passive classes becomes active again. Researchers chose to use the jigsaw learning method because jigsaw learning is a type of cooperative learning that encourages students to be active and help each other master the subject matter to achieve maximum achievement.

Based on the problems above, the researcher wants to explore increasing learning motivation through a learning method, thus the researcher wants to take the title "Increasing Student Learning Motivation by Applying the Jigsaw Learning Method in the subject of Islamic jurisprudence, zakat fitrah material for class V, MI Al Fatah Gerit, Jogorogo District, Regency Ngawi."

Methods

On model learning cooperative type jigsaw, there is group origin and group expert. Group origin that is group parent participant member students participant educate with

ability, origin, And background behind family Which diverse. Group origin is a combination from a number of expert. Group expert namely groups participant educate Which consists from members group origin Which different Which assigned For learn And deepen the topic certain And finish tasks Which relate with the topic for later explained to member group origin. According to Zaini method jigsaw can be interpreted also as strategy Work group Which structured based on Work same and not quite enough answer. Strategy This ensure every student shoulder something not quite enough answer significant in the group.

Study Which used is approach qualitative, because in do action on subject very research takes priority disclosure meaning, that is meaning And learning process as effort increase motivation, excitement And performance Study through that action done. As for type this research is study Action Class [PTK]. So that Which become objective in study this is want to describe empirical reality in come back existing phenomena deep, detailed, And complete.

Results and Discussion

The results of this classroom action research using the Jigsaw Learning method were obtained from study action class in MI Al Fatah Gerit-Jogorogo-regency- ngawi Which applied In class 5, the subject of zakat fitrah uses two cycles. Mark individual Pre Cycle class 5 eye student material jurisprudence zakat nature

Table 1 Of Student Grades

NO	Name	Pre Value Cycle	Complat e	Incomplete
1	AGITSNA MIKAEELA KHAIRUNNISA	40		√
2	ALGIS GANENDRA ADYATAMA	60		√
3	IMAGE RAHAYUNINGTYAS	80	√	
4	LOVE RIZKY AZALIA	60		√
5	MUHAMMAD ALI THE WORD	50		√
6	MUHAMMAD FATKHUL FAHRI	70		√
7	QHALENA VIOLETHA D	80	√	
8	NAZZUA IMAGE INDRIYANI	60		√
9	NUUR QOMAR RATIH GUNADI	50		√
10	MUHAMMAD HAFIZ	70		√
11	SITI MAHMUDATUL KASANAHA	30		√
12	SALWA MUZAYYANA RAHMA	80	√	
13	SRI REVELATION LIANA	80	√	
14	STRONG ARIF WIBOWO	60		√

15	ZAHRA MUTHIYA EKHA RAMADHANY	30	√
16	ZAIDHAN ABI Q	80	√
Average		61.25	5 11

From table in on show that mark average student is 61.25, with the lowest value is 30 and the highest value is 80.

On cycle 1 This learning achievement has not been achieved optimally. Of the 10 indicators that were the subject of observation, 4 indicators had a low percentage based on the questionnaire that had been distributed. The highest percentage in cycle 1 is found in the cooperation indicator in do discussion group, as big as 90.62 %. Percentage Lowest namely 50.12% of the indicators tend to be silent when they don't understand the lesson material. On average, the learning process cannot be said to be successful because students who are actively involved have not reached the criteria for success in the action, namely 75.00% according to the success indicators set by the researcher, only reaching 70.60% in cycle I. In cycle I, student activity was included in the active category.

In cycle II, see the table above. Learning achievement has been achieved to the maximum. Of the 10 indicators that are the subject of observation, only 1 indicator is in percentage low based on students Which involved in activity the ie giving input to the percentage of other groups, namely 62.37. Highest percentage

In cycle II, 90.00% was achieved in collaborating in group discussions. In group activities, it appears that all students participate in discussions with their group members. In this cycle the interaction between group members is quite good and several student seen active emit opinion on moment discussion group. Students help each other among group members. Here a teacher's role is to guide students if they experience difficulties and direct students to work together for the success of the group.

After activity core, Then next with closing that is giving post test in the form of multiple choice questions with 10 questions to be done individually. This post test aims to determine the progress of each individual.

Percentage highest on cycle II This in achieved on cooperate in do group discussion 90.62%.

Based on results study related enhancement motivation Study student with application of the method jigsaw learning on eye lesson jurisprudence material zakat nature class V MI Al Fatah Grit, got it concluded that average mark class experience enhancement, that is 61.25 on pre cycle become 75.63 on cycles I then become 80.00 in cycle II.

Table 2 Chart Enhancement flat flat class

NO	Stages Action	Average mark class
1	Pre Cycle	61.25
2	Cycle I	75.63
3	Cycle II	80.00

From table on can noted that average class grades experience increase, namely 61.25 on pre cycle become 75.63 on cycle I Then become 80.00 on cycle II . can be seen in the following graph:

