

## The Use of Cooperative Method Type Student Teams Achievement Division as an Effort to Increase Student Learning Outcomes in Fiqh Subjects at the Integrated Madani Islamic Elementary School in Aceh Tenggara

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### ABSTRACT

#### ARTICLE INFO

*Article history:*

Received

10 October 2022

Revised

01 November 2022

Accepted

10 November 2022

This study aims to determine student learning outcomes in the subject of Fiqh before and after using the Student Teams Achievement Division learning model and to determine the effectiveness of students in class during learning. This study uses the type of Classroom Action Research (CAR) with II cycles and each cycle consists of planning, implementing, observing, and reflecting through the application of the Student Teams Achievement Division learning model in the Fiqh subject on Freedom of Organization. Based on the research results, it can be concluded that student learning outcomes before the action only get an average score of 64.41 or 21% success rate. After the application of the Student Teams Achievement Division learning model in cycle I, students Fiqh learning outcomes had an average score of 70.52 or 52.6% student success rate. In cycle II, an average score of 83.16 or 83.21% was obtained for the success rate of the students. This Classroom Action Research can be said to increase by using the Student Teams Achievement Division learning model.

#### Keywords

*Student, Fiqh, Learning*

#### How to cite

Harli (2022). **The Use of Cooperative Method Type Student Teams Achievement Division as an Effort to Increase Student Learning Outcomes in Fiqh Subjects at the Integrated Madani Islamic Elementary School in Aceh Tenggara**. *Journal Continuous Education*, 3(3). 1-8. [10.51178/ce.v3i3.960](https://doi.org/10.51178/ce.v3i3.960)



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## INTRODUCTION

Fiqh subjects that discuss Islamic laws as one of the materials given to students to support one's ability in terms of Islamic law. Fiqh serves as the basis for a Muslim when he is going to practice worship (Hasanah, 2017). It is for this reason that the subject of Fiqh must receive great attention from a child at an early age so that in the future he will get used to living life according to existing Islamic law (Al-Qardlawy, 2002).

(Mudawam, 2012)The issue of fiqh law will not be separated from our

daily life, both personal life and a collective life in society. In our family environment we use fiqh laws, in social life we need fiqh knowledge, even in government science, we will refer to fiqh rules. (Uwaiys, 1998) There is no dimension of life that is not touched by the laws of fiqh. Fiqh has comprehensively discussed Islamic law or kaffah. Without fiqh guidelines, the rules of life will be chaotic. The next problem is how to teach fiqh to the public. The answer is that we start developing fiqh law starting from elementary school (SD) or madrasah Ibtidaiyah (MI) students.

(Shaifudin, 2019)The development of fiqh science is one of the most prominent fields within the framework of Islamic education. This is because various social problems and so on are always seen from the point of view (paradigm) of fiqh. According to al-Maraghi as quoted by Abudin Nata, the verse at-Taubah above gives a hint about the obligation to deepen religious knowledge (*wujub altafaqquh fi al-din*). (Hafidzi, 2018)Apart from that, he also ordered me to prepare everything needed to study more deeply and then teach it to other human beings. This is intended so that all human beings in general and Muslims, in particular, can master the religious sciences (fiqh, monotheism, hadith, ushul fiqh, interpretation, kalam, and other branches of religious knowledge) and practice them in everyday life.

(Tambak & Sukenti, 2020)Substantially, fiqh contributes to motivating students to practice Islamic law in their daily lives as an embodiment of harmony, harmony and balance in the relationship between humans and Allah, with fellow humans, with other creatures, and harmony between humans and their environment. The subject matter of fiqh which will be the focus of this research is the subject matter of understanding fasting. Based on the information above, the law of studying fiqh means that it is obligatory for all Muslims. We all know studying the science of law is very difficult. This is due to the wide coverage of the language and the use of special (foreign) terms in the learning material. So it requires a precise strategy to be able to produce good learning activities. How to teach jurisprudence effectively and efficiently? This question will be discussed in this research. However, to be more specific in the discussion, the researchers focused their study on the subject matter of understanding fasting. (Jayusman, 2014) As a Muslim who is growing up, it is very important to know the things that are obligatory for a mulatto. Among them is fasting which is one of the pillars of Islam. There are many things that students need to know, namely about the meaning of fasting, the conditions for fasting, some things that breakfasting, the traditions of fasting, and how to fast properly. The next problem is how effective and efficient the fiqh learning format is for students. (Mulyasana, 2019)Learning as defined by education

experts, namely learning is essentially the interaction of students with their environment so that there is a change in behavior for the better. Learning is a process organized by the teacher to teach students in learning activities to acquire and process knowledge, improve skills, and form attitudes. (Nur, 2005) These elements are interrelated with each other and affect the quality of learning that will be produced. This is a framework or learning system. For this reason, learning methods are needed that are compatible with the material, student conditions, learning objectives, and the surrounding environment. To produce quality learning and be able to improve learning outcomes following learning objectives. Because of these problems, the researcher is interested in conducting classroom action research to find out whether this method is an appropriate learning method used to teach Fiqh subjects on understanding fasting.

According to (Hamalik, 2007) learning is an organized combination that includes human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives. In RI Law No. 20 of 2003 concerning the National Education System, learning is defined as an interactive process of students with educators and learning resources in a learning environment. From the description above, it can be concluded that the notion of learning is an interactive process that takes place between teachers and students so that behavior in a better direction occurs, which is composed of human elements, materials, methods, facilities, equipment, and procedures that influence each other's goals. learning.

Thus the learning method is the method used by the teacher in establishing relationships with students during learning. Therefore role of the learning method as a tool for creating teaching and learning processes. With this method, it is hoped that various student-learning activities related to teacher teaching activities will grow so that educational interactions are created. In this interaction, the teacher acts as a mover and guide while students act as recipients or guides. This interaction position will work well if students are more active than the teacher. Therefore a good learning method is a method that can foster student teaching and learning activities.

(Isjoni, 2009) The learning process essentially leads students to start learning. So it doesn't make students smart because they have to make themselves smart according to their respective intellectual abilities. The learning process is pragmatic and concrete, seeing and using real conditions, especially the intellectual state of students. Thus the creative power of students should not be shackled. Students must be given the freedom to optimize the potential that is embedded in them. Deprivation of students creative power can

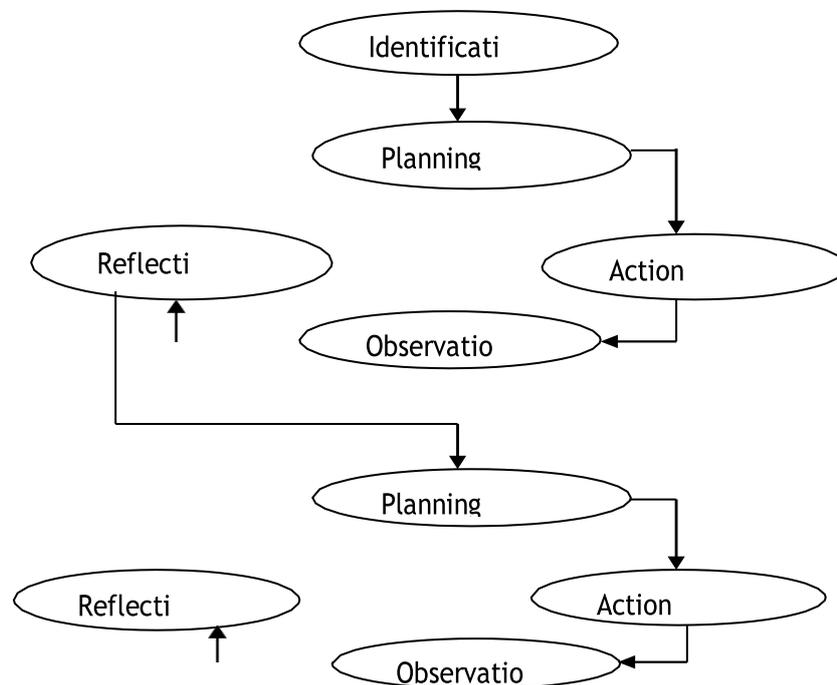
be avoided if in these activities children feel happy and excited in participating in learning activities implemented by the teacher.

The learning of Fiqh Subjects is still centered on the teacher (Teacher center), most of the students do not feel interested in the learning material delivered by their teacher. Most students do not pay attention to what material is conveyed by the teacher, most of them are playing games, even bothering their friends, so the class is out of control by the teacher. And they behave like that because they are bored with the teacher's learning system. Based on the initial observations made by the author, information was obtained that the KKM for Fiqh subjects was 75. With the specified KKM, it can be seen that only 20% of students are said to have completed it. In this case, the teacher's efforts are needed in using learning models and media that can empower students. Therefore teachers are required to master and use learning models and media that emphasize more on active, creative, and fun learning. Therefore learning methods or models, learning media, and learning resources are very important to create an active, creative and fun learning atmosphere.

## RESEARCH METHOD

The type of research that the writer did was Classroom Action Research (CAR). Classroom Action Research (PTK) is a form of research that is reflective and collaborative by using certain actions to improve and increase the quality of learning and teacher professionalism in a sustainable manner(Arikunto et al., 2015).

**Picture 1.**  
**Research Steps**



Data collection techniques in this research are tests, observations, and studies documentation. In quotes (Sugiyono, 2016) suggests that activities in qualitative data analysis are carried out interactively and continue continuously until complete so that the data is saturated.

Research data can be divided into two types, namely:

1. Qualitative Data

Qualitative data is data in the form of words, not in the form of numbers. Qualitative data were obtained through various data collection techniques. For example, interviews, document analysis, focused discussions, or observations that have been recorded in field notes (transcripts). Another form in qualitative is a form of shooting or video recording.

2. Quantitative Data

Quantitative data is data in the form of numbers or numbers. Under its form, quantitative data can be processed or analyzed using mathematical or statistical calculation techniques

In obtaining quantitative data to find the average value, researchers use the formula:

$$\chi = \frac{\Sigma\chi}{\Sigma N}$$

Information :

$\chi$  = average value

$\Sigma\chi$  = sum of all student scores

$\Sigma N$  = Number of students

## RESULTS AND DISCUSSION

Application of the Cooperative Learning model of the Students Teams Achievement Division type in Fiqh subjects on freedom of association. This is evidenced by the results of increased student learning at the Integrated Madani Islamic Elementary School in Aceh Tenggara.

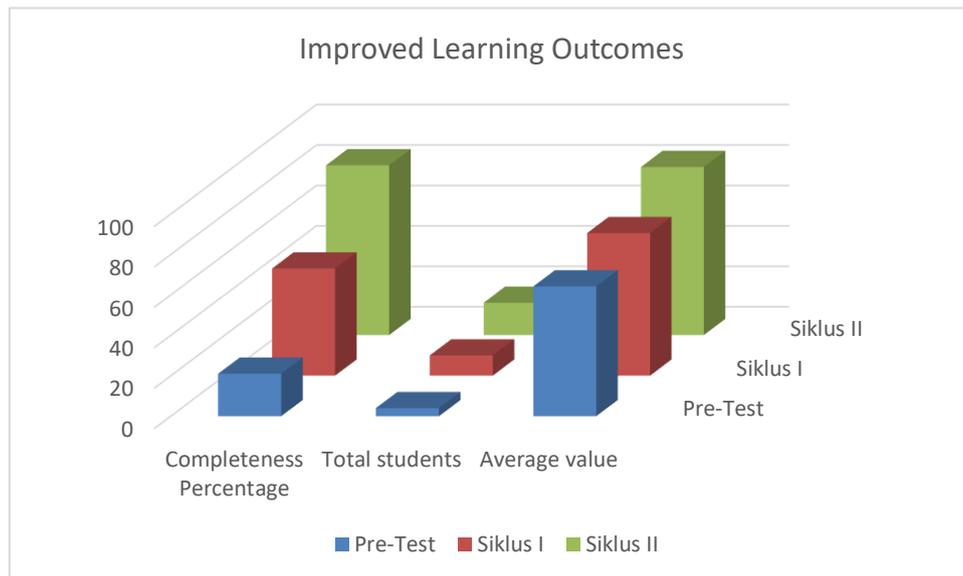
Based on observations made by researchers on the pre-test that has been carried out, 4 students are categorized as complete, while 15 other students are categorized as incomplete. This shows that students do not understand and understand the material. During the research process, researchers saw that there were still difficulties in solving the questions that had been given, and researchers also saw a lack of student participation during the learning process, especially when group work took place. However, from the results of cycle I tests, it can be seen that 10 students are included in the complete category and 9 people are included in the incomplete category.

After cycle I took place, the researcher continued to the next cycle, namely cycle II. From the results of the second cycle test, it can be seen that 16 students are included in the complete category and 3 students are categorized in the incomplete category. Based on the explanations and details that have been discussed extensively in the previous research results section, the learning outcomes of students at the Integrated Madani Islamic Elementary School in Southeast Aceh have increased. This can be seen in the percentages previously described.

Thus, it can be concluded that teaching fiqh material on freedom of organization using the Cooperative Type Cooperative learning model of the Students Teams Achievement Division type at Integrated Madani Islamic Elementary School in Aceh Tenggara has increased student learning outcomes. More clearly, the increase in student learning outcomes can be seen from the average score during the initial test, the learning outcomes of the cycle I and cycle II. As illustrated in the diagram below:

Picture 2.

**Improving Student Learning Outcomes Starting from the Pre-Test, Cycle I Student Learning Outcomes and Cycle II Learning Outcomes**



From the diagram above it can be seen that an increase occurs in each cycle that is executed. The low student learning outcomes can be seen in the pre-test diagram as much as 21% which only achieves a complete score. Then after the implementation of the actions carried out in the cycle experienced an increase with a percentage rate of 52.6%, as well as the class average score and the number of students who experienced learning mastery also increased to 10

students. Then in cycle II there was another increase with a percentage of 84.21% and the number of students who completed it became 16 students.

Therefore, it can be concluded that there has been an increase in value from cycle I to cycle II, which has obtained satisfactory results. If seen from the average class value of 75, it has exceeded the KKM score contained in the Integrated Madani Islamic Elementary School in Southeast Aceh. This shows that the Cooperative learning model of the Students Teams Achievement Division type has been able to improve student learning outcomes.

## **CONCLUSSION**

The research results that have been explained that Fiqh learning process before applying the learning model Cooperative Type Students Teams Achievement Division i.e. it has a low percentage level. The value obtained was only 21% who received a complete score with a total of 4 students out of 19 students. The results of further research, the learning process of Fiqh during its implementation Cooperative Type Students Teams Achievement Division on the matter of freedom of association in Integrated Madani Islamic Elementary School in Aceh Tenggara This has increased significantly.

In cycle I, learning outcomes have increased with a percentage of 52.6% with the number of students who complete 10 students. Whereas in cycle II, the learning outcomes were 84.21% with 16 students out of 19 students who completed the Integrated Madani Islamic Elementary School in Southeast Aceh. From these data, the results obtained were that the research was conducted using the Cooperative learning model of the Students Teams Achievement Division type which was successfully carried out with satisfactory grades and exceeded the KKM score of 75. From the student learning outcomes obtained during the research, it is known that the scores obtained by students increased significantly by using the Cooperative Type Students Teams Achievement Division model in learning outcomes in Fiqh subjects reaching good categories according to the student observation percentage data discussed previously. The completeness of the students before the treatment reached (21.00%), whereas in the first cycle after the treatment the students completeness reached (52.60%), and in the second cycle the students mastery increased to reach (84.21%).

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