

Increasing Motivation and Learning Achievement of Fiqh Through the STAD Type Cooperative Learning Model

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ABSTRACT

Achievement of learning objectives cannot be separated from the role of a teacher. Teachers should be a motivator for their students, so that their potential is fully realized developed. Teachers should be able to create a classroom climate that is conducive to learning materials proposed for creative teachers will be able to manage the class that student achievement can be optimized. This study aims to determine how to improve students' motivation and achievement through cooperative learning models of STAD (Student Team Achievement Division). This research is a classroom action research. The subjects were students of class Student MA Al-Asy-ary Purwakarta in the academic year 2022/2023. The results of this study showed an increase learning motivation significantly.

INTRODUCTION

The achievement of learning objectives cannot be separated from the role of a teacher. A spec attitude, score, feeling, motivation, personality, exemplary, habits will not be possible to be presented in a learning except presence a teacher. Through Permendikbud No. 65 of 2013 concerning process standards for primary and secondary education mentioned that teacher must serve learning which could give motivation so as to improve student achievement. The role of the teacher as implementing education, namely being a motivator in learning must be owned every teacher (Winfred F.Hill, 2012). Teacher must can becomes motivator for para his student, so that potency they develop maximum (Imam Tabroni, 2022).

The success of learning is inseparable from the learning model used quality so that could increase achievement student. Teacher must could create climate class which conducive in put forward Theory learning because teacher which creative will more could manage class so that students are at the learning stage optimally. In this case the role of the teacher in implementing learning models and strategies very important to achieve learning success. However condition in field sometimes different from which expected (Trianto, 2010).

The reality that happened in Students of MA Al-Asy-ary Purwakarta have low motivation for class X students in the subject of Fiqh. Proven by results observation there are still students who are lazy in learning. From Of the 34 students there were only 5 students who actively answered questions, while some other students sleep in class and talk to their classmates. Thing This has implications for the class atmosphere to be rowdy and learning is not conducive. Attitude as this show motivation student belong low which can affect student academic achievement. Acquired academic achievements student is term which show qualification which obtained student after follow process learning in something program which has determined by the school. Djamarah said the achievement was the result of something which has done, created, good in a manner individual nor group (Djamarah, 2005).

Data showing low academic achievement in the Fiqh Subject of class X MA al - Asyary are: (1) the average value of assignments is 70 with a percentage of 58% of low achieving students and 42% of high achieving students; (2) the average daily test score is 79 with a percentage of 17% of low achieving students and 83% of high achieving students, however, there are still some students who copy friends when taking tests; (3) the average midterm test score is 78 with a percentage of 32% of low achieving students and 68% of high achieving students.

Based on these data it is important to conduct research related to motivation and achievement in the Fiqh Subject which needs to be improved because the Fiqh Subject is an implementation of Islamic Religious Education in everyday life (Maslow & Press, 2019). In addition, this research is important to do with the aim that if the teacher is able to apply the STAD *cooperative learning* model and can arouse students' motivation towards learning Fiqh, then students will be serious in learning without feeling bored and lazy. If the

motivation to learn is high, the academic achievement achieved by students will increase. This research can be a reference for other educators to use the STAD cooperative learning model when teaching in class.

This article will describe the implementation of Cooperative Learning type Student Teams Achievement Divisions (STAD) in increasing motivation and achievement study Fiqh in MA al -Asyary. As for utility study this in a manner theoretical nor practical is for strengthen base theory learning *Cooperative Learning* type STAD. Implications for motivation and students achievement study student the more increase as well as Becomes alternative strategy learning which good for eye lesson other. Study this also could used as learning and motivation for teacher for do study more carry on.

LITERATURE REVIEW

The results of this study showed a gradual increase. The pre-cycle percentage was 26%, the first cycle meeting I was 30%, the second meeting increased to 59%. Cycle II meeting I rose to 60% then at meeting II to 78%. Cycle III the first meeting increased to 79% and the second meeting increased to 85%. Student achievement obtained in the first cycle of the first meeting was 84.2%, the second meeting rose to 88.1%. But in cycle II the first meeting fell to 85.1%, the second meeting dropped significantly to 62.9%. Cycle III, the first meeting, the application of cooperative learning type STAD was increased again so that the percentage obtained increased to 97.8% and at the second meeting it increased to 98.4%. The application of the STAD cooperative learning model can increase motivation and achievement by making modifications in terms of; interesting use of media, seating arrangements, and effective classroom management strategies (Press, 2020).

METHODOLOGY

This research was conducted in MA al -Asyary Purwakarta. Type of research using (*classroom action research*) subject which researched that is student and female student class IX A, with a total of 34 children consisting of 21 students and 13 female students. As for collection data in study this use technique collection data form observation which held started from pre-cycle to the third cycle. The test instrument applied as a measurement achievement achievement study is through type test written. Interview conducted randomly to several students, teachers, employees and to the head madrasa. As for method documentation used look closely results tasks student, results presentation, notes student and document supporters other about madrasah profile.

Draft from study this is prove exists enhancement motivation and achievement study student on Eye Lesson Fiqh through model *Cooperative Learning* type *Student Teams Achievement Divisions* (STAD) at MA al -Asyary . As the independent variable (variable X) is model *cooperative Learning* type STAD which used for determine variable bound is motivation (variable Y) and achievement (variable Z).

Syntax model learning *cooperative Learning* type STAD started with:

1. Delivery purpose learning and motivation;
2. Presentation information;
3. Organizing class in group;
4. Mentoring group;
5. Inter discussion group,
6. Evaluation and awarding. Indicator that student has motivated showed with activity student in the form of:
 - a. Students record the teacher's explanation, pay attention when the teacher explains, brave submit questions/ideas;
 - b. Persistent carry out Duty corresponding order;
 - c. Active participation in discussions and discipline while studying. As for categories motivation is divided into four levels, namely: very high motivation, high, not enough and no motivated.

Indicator achievement study be measured through ratio Among achievement results Duty student with standard criteria completeness minimum (KKM) every eye lesson. For Eye Lesson Fiqh criteria completeness minimum is 75. Studentwho achieve more from KKM classified as outstanding high, if still the same with KKM classified as moderate achievers and students who are still below KKM is classified as low achiever. The data analysis technique used in This research is a qualitative descriptive technique. Raw data from observations and scrutiny document analyzed through gift score based on achievement indicators variable good motivation and achievement. Score thetranslated use percentage which counted with formula:

$$\frac{\text{Average} \times 100}{\text{maximum value}}$$

After percentage translated as conclusion temporary and Comparison was made with data from interviews and observations. With conducting data triangulation aims to strengthen conclusions and results study. After obtained conclusion temporary conducted reflection and evaluation at the end of each cycle to plan action at the meeting cycle next. Implementation cycle considered finished if after pass a number of cycle variable bound (motivation and achievement study fiqh) in a manner consistently happened enhancement.

RESEARCH RESULT AND DISCUSSION

a. Motivation to learn

Each learning process requires an evaluation to determine the learning achievements achieved by students (Sari & Sunarno, 2018). Learning achievement is evidence of success that has been achieved by a person (Qodriah et al., 2019). Learning achievement is the maximum result achieved by a person after carrying out learning efforts. Learning achievement is the achievement of students in learning the material expressed in the form of scores obtained from test results regarding a number of certain subject matter planned in the form of certain criterion limit scores (Tabroni, 2019). Based on this opinion, it can be concluded that learning achievement is the success achieved by someone after carrying out learning efforts about subject matter at school which is expressed in the form of scores obtained from test results (Ryckman, 2012).

Based on some of the definitions above, it can be concluded that learning motivation is a non-intellectual psychic factor originating from internal and external encouragement to students who are learning to make changes in behavior, and foster feelings of pleasure in learning (Clark et al., 1958). Fiqh subjects are included in the Islamic Religious Education subject group (Lamb & Bryant, 1999). Fiqh is a system or a set of rules that regulate human relations with Allah SWT (*Hablum-Minallah*), fellow human beings *Hablum-Minan-Nas* and with other creatures (*Hablum-Ma'al-Ghairi*). In everyday life Fiqh is very useful, with the knowledge of Fiqh one becomes more knowledgeable about Islamic laws. Substantially, Fiqh subject matter contributes to increasing students' motivation to apply Fiqh material to everyday life. The characteristics, objectives and scope of Fiqh lessons have been regulated in Regulation of the Minister of Religion, No. 912 of 2013 concerning the 2013 curriculum for PAI and Arabic Language Subjects. Fiqh emphasizes the correct understanding of legal provisions in Islam as well as the ability to carry out worship and *muamalah* that are correct and good in everyday life (Tabroni & Purnamasari, 2022).

The objectives of learning fiqh include; to equip students to be able to understand the main points of Islamic law in regulating the provisions and procedures for carrying out human relations with Allah which are regulated in the Fiqh of worship and human relations with others regulated in the *Fiqh muamalah* and carry out and practice the provisions of Islamic law properly in carrying out worship to God and social worship. This experience is expected to foster adherence to Islamic law, discipline and high social responsibility in personal and social life.

b. Student achievement

This research was conducted in addition to increasing learning motivation as well as increasing student achievement in class for the better (Ika Wardana, Tinggi Banggali, 2017). In view of the research results STAD Cooperative Learning model can improve student achievement in the subject of Fiqh (I Made Arsana, 2021). With a note that each meeting in one cycle must have various modifications so that students have interest (Benson et al., 2016). Modifications

can be in the form of changes to classroom layout, sitting positions, media and learning tools, test instruments and even the use of ice breaker to prevent students from getting bored (Sriana & Sujarwo, 2022). So, the keyword significance of the success of increasing student motivation and achievement requires a touch of teacher creativity towards the application of the STAD Type Cooperative Learning method (Papilaya, 2019).

CONCLUSIONS AND RECOMMENDATIONS

Implementation of Cooperative Learning type STAD in learning Fiqh can increase motivation and learning achievement by making modifications in each meeting. Modifications were made in terms of classroom and media management strategies. These changes are in the form of classroom layouts, learning media and tools, test instruments and the use of ice breaker. Cooperative Learning Model type STAD can increase student motivation in the subject of Fiqh. This increase can be seen from the acquisition of student learning outcomes.

ADVANCED RESEARCH

Thus the author of this paper, the author realizes that this research is not free from errors and deficiencies. Therefore, the authors expect constructive criticism and suggestions from readers so that the writing of this research will be even better in the future. The author also advises the reader not only to read this material enough, but also to try to find other related references for even better results for the reader, and the writer is no exception.

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