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EFFORTS TO IMPROVE STUDENTS' LEARNING ACTIVITIES THROUGH CLASS CONCERN TYPE ACTIVE LEARNING STRATEGY IN THE CLASS VIII FIQH SUBJECT AT MTs ITTIHADIL UMMAH KARANG ANYAR PAGESAN TIMUR MATARAM

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Abstract: The purpose of this study was to determine how the implementation of the active learning strategy of class concern type to improve student learning activities in the subject of fiqh class VIII at MTs IttiHADil Ummah Karang Anyar Pagesangan Timur Mataram in the 2016/2017 Academic Year. The type of research used is classroom action research (CAR) with the research subjects of class VIII students totaling 14 students consisting of 9 males and 5 females. This study was conducted in two cycles consisting of the planning, implementation, observation, and reflection stages. Student learning activities and teacher activities were taken using observation sheets. While student learning outcome data through tests given at the end of each cycle. The data obtained from the test results were then analyzed using descriptive statistics, namely to find the percentage of individual student learning completeness and classical completeness. The results of data analysis showed that from cycle to cycle there was an increase. The results of the study showed that in cycle I, the results of observations of student learning activities were 39% categorized as less active and teacher activities 60% categorized as quite good. In cycle II, student learning activities increased to 71% categorized as active and teacher activities 79% categorized as good. The analysis of the evaluation results in cycle I achieved an average score of 69.54 and a classical completion percentage of 54.54% of 14 students, only 11 people took the test, 6 people completed and 5 people did not complete. From the average score and the classical completion percentage, it is still low and has not reached the specified target. In cycle II, the evaluation results obtained increased with an average score of 76.53 and a classical completion percentage of 85%. Of the 14 students, only 13 students took the test, 11 people completed and 2 people did not complete. From the data obtained, it can be concluded that the use of the class concern type active learning strategy can improve student learning activities in the subject of Islamic jurisprudence for class VIII at MTs IttiHADil Ummah Karang Anyar Pagesangan Timur Mataram in the 2016/2017 Academic Year.

Keywords: Active Learning Strategy Class Concern Type, Learning Activities, MTs IttiHADil Ummah

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INTRODUCTION

Learning is a process of activities to create new views on various things that are then expected to lead learners to a meaningful reading of life. In principle, learning is a foundation in order to recognize, understand and then carry out a comprehensive reading of various realities of life. It can be seen that learning is only successful if it goes through various activities or activities. These activities can be classified into physical and spiritual activities. Physical activity is students being active with their limbs, making something, playing around or working. So, students don't just sit and listen.

Islam as a monotheistic religion is a religion that is most vocal in giving primary and unique attention to education. The earliest concept introduced doctrinally-theologically can be said to be full of educational terms, namely those contained in the first revelation. At least, three keywords that can be seen as directly related to the term education, namely reading (iqra'), teaching ('allama), one root with knowledge ('ilm) and pen (qalam).

This indicates that education cannot be separated from teaching. The activities of this teaching involve students as recipients of teaching materials and this is in accordance with the mandate of Law No. 20 concerning the National Education System in 2003 so that students actively develop their potential to have spiritual religious strength, self-control, intelligence, noble morals, and skills needed by themselves, society, nation and state. In improving the quality of education, of course, it is inseparable from various obstacles towards the desired process, especially in terms of developing student learning activities that can shape the direction of the desired change. In the fiqh subjects taught in madrasas, in general, they still use the lecture method so that many students only watch the teacher's explanation, so that students feel bored and less active in responding to problems. Based on the researcher's observations in the process of implementing fiqh learning that occurred in class VIII at MTs Ittihadil Ummah Karang Anyar Pagesangan Timur Mataram, it tends to use the lecture method and low student involvement in the learning process, so that there is very little reciprocal relationship between teachers and students. This is indicated by the low student learning activity. This is indicated by students who are still slow to answer what the teacher asks, their ability to analyze a problem is lacking, they are less active in listening to the teacher's explanation and many play around, in working on practice questions students are still not optimal, this is indicated by students' ability to make summaries or abstracts is lacking. This is estimated to have had a negative impact on the learning activities and learning outcomes of class VIII students in the subject of fiqh. The value of the daily test results of class VIII students on the material of fasting is relatively low. Classically, 14 of the total number of students who took the written test, only 1 person got a score according to the KKM (Minimum Completion Criteria). One effort to improve the learning process is to use the Active Learning strategy. Active learning is one way or teaching and learning strategy that demands the activeness and participation of students in every learning activity as optimally as possible so that students are able to change their behavior effectively and efficiently, this is the background for researchers to conduct research to improve student learning activities.

METHODS

The method used in this study is the classroom action research (CAR) method, commonly called Classroom Action Research. Classroom action research is research conducted by teachers, in collaboration with researchers (carried out by the teacher himself who also acts as a researcher) in the classroom or at the school where he teaches with an emphasis on improving or enhancing the learning process and practice. This research was conducted in 2 cycles. The research model concerns the tools and techniques for conducting research. The type of research to be used is classroom action research (CAR).

RESULTS

Table 1. Data from Observation Results of Student Learning Activities Cycle I

Jumlah diobservasi	yang Total keseluruhan	skor	Persentase Belajar Siswa	Aktivitas	Kategori
19	37		39%		Kurang Aktif

Table 2. Criteria for Determining Student Learning Activities

Persentase	Kriteria
$P > 80\%$	Sangat Aktif
$60\% < P \leq 80\%$	Aktif
$40\% < P \leq 60\%$	Cukup Aktif
$20\% < P \leq 40\%$	Kurang Aktif
$P < 20\%$	Sangat Kurang Aktif

Table 3. Data from Teacher Activity Observation Results

Jumlah Diobservasi	yang Total Keseluruhan	Skor Guru	Persentase	Aktivitas	Kategori
20	48		60%		Cukup Aktif

Table 4. Criteria for Determining Teacher Activities

Persentase	Kriteria
$P > 80\%$	Sangat Baik
$60\% < P \leq 80\%$	Baik
$40\% < P \leq 60\%$	Cukup Baik
$20\% < P \leq 40\%$	Kurang Baik
$P < 20\%$	Sangat Kurang Baik

Table 5. Student Learning Evaluation Results Data for Cycle I

No	Keterangan	Hasil Evaluasi
1	Banyak Siswa yang Mengikuti Tes	11
2	Skor Total Nilai Siswa	765
3	Nilai rata-rata	69,54
4	Banyak Siswa yang Tuntas Secara Individu	6
5	Banyak Siswa yang Tidak Tuntas Secara Individu	5
6	Persentase Ketuntasan Secara Klasikal	54,54%

Table 6. List of Grade VIII Students' Scores Who Participated in the Cycle I Evaluation

No	Nama Siswa yang Mengikuti Tes	Nilai	Keterangan
1	Ahmad Ramdani	80	Tuntas
2	Ahmad Suhaedi	65	Tidak Tuntas
3	Junaidi	65	Tidak Tuntas
4	Idayatul Husna	45	Tidak Tuntas
5	Siti Isnawati	80	Tuntas
6	Husnul Khotimah	80	Tuntas
7	Heri Wahyudi	75	Tuntas
8	Safira Wardani	80	Tuntas
9	Rahmat Hidayat	80	Tuntas
10	Riski Akbar Maulana	55	Tidak Tuntas
11	M. Supriadi	60	Tidak Tuntas
Jumlah		765	
Rata-rata		69,54	
Siswa yang Tuntas		6	
Siswa yang Tidak Tuntas		5	
Persentase Ketuntasan Klasikal		54,54%	

Table 7. Data from Observation Results of Student Learning Activities in Cycle II

Jumlah diobservasi	yang Total keseluruhan	skor	Persentase Belajar Siswa	Aktivitas	Kategori
19	68		71%		Aktif

Table 8. Criteria for Determining Student Learning Activities

Persentase	Kriteria
$P > 80\%$	Sangat Aktif
$60\% < P \leq 80\%$	Aktif
$40\% < P \leq 60\%$	Cukup Aktif
$20\% < P \leq 40\%$	Kurang Aktif
$P < 20\%$	Sangat Kurang Aktif

Table 9. Data from Observation Results of Teacher Activities in Cycle II

Jumlah yang di observasi	Total Skor keseluruhan	Persentase Aktivitas Belajar Siswa	Kategori
20	63	79%	Baik

Tabel 10. Kriteria Untuk Menentukan Aktivitas Guru

Persentase	Kriteria
$P > 80\%$	Sangat Baik
$60\% < P \leq 80\%$	Baik
$40\% < P \leq 60\%$	Cukup Baik
$20\% < P \leq 40\%$	Kurang Baik
$P < 20\%$	Sangat Kurang Baik

Table 11. Student Learning Evaluation Results Data Cycle II

No	Keterangan	Hasil Evaluasi
1	Banyak Siswa yang Mengikuti Tes	13
2	Skor Total Nilai Siswa	995
3	Nilai rata-rata	76,53
4	Banyak Siswa yang Tuntas Secara Individu	11
5	Banyak Siswa yang Tidak Tuntas Secara Individu	2
6	Persentase Ketuntasan Secara Klasikal	85%

Table 12. List of Students Who Participated in Cycle II Evaluation

No	Nama Siswa yang Mengikuti Tes	Nilai	Keterangan
1	Ahmad Ramdani	85	Tuntas
2	Ahmad Suhaedi	80	Tuntas
3	Junaidi	80	Tuntas
4	Idayatul Husna	80	Tuntas
5	Holid Azmi	80	Tuntas
6	Husnul Khotimah	80	Tuntas
7	Heri Wahyudi	80	Tuntas
8	Safira Wardani	85	Tuntas
9	Rahmat Hidayat	60	Tidak Tuntas
10	Riski Akbar Maulana	75	Tuntas
11	M. Supriadi	60	Tidak Tuntas

12	M. Ajiz	75	Tuntas
13	Aniza Aini	75	Tuntas
Jumlah		995	
Rata-rata		76,53	
Siswa yang Tuntas		11	
Siswa yang Tidak Tuntas		2	
Persentase Ketuntasan Klasikal		85%	

DISCUSSION

Based on the results of data analysis for each cycle, it can be seen that the results from cycle to cycle have increased as indicated by the achievement of student learning activity results of 39% categorized as less active and teacher activity of 60% categorized as quite good in cycle I, meaning that student activity has not increased because there are several learning activities that are not optimal, namely students lack concentration, students are not yet motivated in learning, students do not properly understand the learning implementation process because they have only heard and applied it in their class, during group discussions, some students still play around, are less enthusiastic in working together, lack confidence in expressing opinions, and asking questions, students are not seen sharing tasks with their friends in collecting data needed to answer the questions given to them, students are not seen reflecting on the material they are studying.

This is also triggered by teacher activity that is not optimal in applying the planning that has been made, namely teachers do not provide enough motivation so that students are less enthusiastic in learning and less creative in solving problems, teachers do not explain the learning objectives and do apperception, teachers do not explain the learning system that will be carried out, the use of time is less effective, so that what has been planned in the implementation of learning is less than optimal.

Teachers are not seen inviting students to reflect, classroom management is still lacking, so that the observation results indicate that student learning activities are less active and teacher activities are quite good. The learning activity process must involve all aspects of students' psychophysical, both physical and spiritual, so that the acceleration of behavioral changes can occur quickly, precisely, easily, and correctly, both related to cognitive, affective, and psychomotor aspects. The learning process will be more creative, effective, innovative, and enjoyable if it starts with apperception. Apperception is a collection of past learning experiences of students that are associated with new experiences in learning that students will take. Providing motivation is also very important to attract students' attention to what is being learned. In cycle II, activities that were not maximized in cycle I will be improved. After the researcher conducted a reflection with the fiqh subject teacher regarding the shortcomings in cycle I that had not reached the target, it was necessary to find a solution as an action plan for improvement for cycle II, namely the teacher must explain the learning objectives, conduct apperception, motivate all students to be involved in the learning process by giving stars to each name for students who actively ask, respond, and add answers to their friends as additional points, guide students in solving problems, be firm in managing the class, not letting students play around in learning, be firm in guiding students to learn by utilizing the books provided, the teacher must make the best use of time in implementing learning. So that the steps in the RPP can be applied optimally. After applying the plan, and conducting an evaluation at the end of the cycle. Then the results of the reflection for cycle II can be obtained.

The results of cycle II reflection are that student learning activities and teacher activities in cycle II increased as indicated by the achievement of student learning activity results, namely 71% categorized as active and teacher activities 79% categorized as good. This means that in cycle II there was an increase in student learning activities and teacher

efforts in learning using the active learning strategy type class concren. The analysis of the evaluation results in cycle I, the average value of 69.54 and the percentage of classical completion of 54.54% of 14 students, only 11 people took the test, 6 people completed and 5 people did not complete. From the average value and the percentage of classical completion, it is still low and has not reached the specified target.

Students are declared complete if their score reaches 75 or more than 75 according to the specified KKM. Students who have not been declared complete if their score is less than 75, this means that student learning outcomes have not reached classical completion. Then in cycle II, the evaluation results obtained increased with the achievement of an average value of 76.53 and a percentage of classical completion of 85%. Of the 14 students, only 13 students took the test, 11 people completed it and 2 people did not complete it and 1 person did not take the test because of illness. This increase occurred because of the teacher's activity who wanted to make changes in the way they taught by implementing the improvements that had been set. In addition, the enthusiasm and desire of students to want to learn and listen to advice from teachers can be seen from their activities who want to work on problems with their friends by discussing, asking teachers and utilizing existing resources such as books that have been distributed to each student, they have shown courage in expressing their opinions and it is also inseparable from the improvement efforts made in each cycle.

Through the results of this study, it shows that the active learning strategy of the class concren type can increase student learning activities, not only from that, but also student learning outcomes. Therefore, this study is sufficient because it has achieved the research target, namely increased student learning activities and classical completeness reaching the target of 85%. Based on the data obtained in cycle II which has experienced an increase, through the active learning strategy of the class concren type, it can increase the learning activities of class VIII students at MTs Ittihadil Ummah Karang Anyar Pagesangan Timur Mataram in the 2016/2017 Academic Year.

CONCLUSION

Based on the results of the research conducted by the researcher, it can be concluded that efforts to improve student learning activities through the active learning strategy of the class concren type in the subject of fiqh for class VIII at MTs Ittihadil Ummah Karang Anyar Pagesangan Timur Mataram, can improve student learning activities and student learning outcomes. There is an increase in student learning activities. The indicators of increasing student learning activities in the learning process in accordance with the implementation of the active learning strategy of the class concren type are marked by students daring to express their opinions, respond and ask questions. In addition, the enthusiasm and desire of students to want to learn and listen to advice from teachers can be seen from their activities who want to work on problems with their friends by discussing, asking teachers and utilizing existing resources such as books that have been distributed to each student.

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