

Implementation of the jigsaw cooperative learning model in enhancing student creativity in fiqh subjects

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ABSTRACT

The jigsaw type cooperative learning model is unique in increasing student learning creativity, yes that students think critically when the teacher givesn material, and students express and discuss a point of view and experience, obtained by students melalui collective point of view learning, students are encouraged to be proactive and help each other In mastering the subject matter achieved maximum achievement. Therefore, solutions and innovations are needed in learning to increase student creativity. This study aims to determine student learning creativity after the application of the jigsaw type cooperative learning model. The method used in this study is qualitative research with observational data collection techniques, interviews and documentation. In this study, the author uses various written sources such as articles, journals, books, and documents that are relevant to the study in the research that the author conducted. The results of this study show that students' learning creativity using the jigsaw type cooperative learning model has increased. So it can be concluded that the jigsaw type cooperative learning model is very effective in increasing student learning creativity in PAI subjects at SMA Islam Perlaungan. Based on the results and discussion of the implementation of the jigsaw type cooperative learning model in increasing student learning creativity in fiqh subjects. The jigsaw-type cooperative learning model has an improvement in student learning. Learning creativity in fiqh subjects contributes positively to encouraging students to be active in the learning process. While implementing the jigsaw type cooperative learning model is very important for students to be enthusiastic in the learning process and trained to communicate or argue well.

I. INTROUCTION

The purpose of education is to teach individuals to behave correctly, and Islamic education places a strong emphasis on value education. Islamic teachings are recognized as a moral standard based on the teachings of the Qur'an and Hadith. Islam prioritizes value education as a means to realize the full potential of every human being. Furthermore, Islam asserts its claim as a guide for human life in the present day. Islamic education provides solutions to the problems faced by Muslims around the world that seem achievable. Generally, Islamic religious education offers applicable answers to human issues along with universal principles. There are verses in the Qur'an that elaborate on ⁴⁹ emphasizing the importance of knowledge, and as stated in the verses and hadith, knowledge is highlighted as follows in Surah Taha, verse 114.

In addition, the Prophet Muhammad SAW emphasized the importance of knowledge and how it can be utilized both in this world and in the hereafter [1]. According to Laila Mu'jizah [2], students have the opportunity to learn about the spiritual strength of religion, self-control, character, high

ethical intelligence, and the skills needed by the state and society, as well as various ethnic groups through the national education system established in 2003. Education in Indonesian is defined as the process of changing a person's or a group's perspective. Fiqh is one of the fields of study in Islamic religious education that specializes in Islamic law, particularly in fiqh lectures. This field examines various legal issues that govern all aspects of human life, including relationships with God and fellow humans in both social and personal contexts. Upon reflection, one of the Islamic courses that encompasses various Islamic principles governing how humans relate to God, each other, and fellow human beings is fiqh. Therefore, mastery of fiqh aids in achieving global learning objectives. Instructors play a crucial role in helping students learn fiqh. Consequently, to fulfill their duties, teachers need to possess the necessary knowledge and resources. According to Mansir (2020), several variables outside the teacher's role can influence how well students learn. At the Islamic High School Parlaungan Waru Sidoarjo, the translation of the Fathul Qorb book is used as the fiqh curriculum for Class XI. Lessons on the pillars of prayer, congregational prayer, Friday prayer, pilgrimage, and umrah, as well as other topics, are discussed in this material. For the topic of zakat, the cooperative Jigsaw learning style can be employed. The process of zakat is a process of growth, progress, and development.

According to Rosadi [3], zakat is a portion of the wealth that Allah has granted us, which we must spend after reaching the nisab and distribute to those who are entitled to receive it. This is due to the fact that the money we spend exceeds the rights of others. One of the primary responsibilities of educators is to organize learning. Students should actively participate in the learning process, although this is not always the case in practice. It is still common in classrooms to underestimate the importance of fostering creativity, independence, professionalism, and active student engagement, which turns them into passive learners. During the learning process, a situation in the XI grade of the Islamic High School Parlaungan Umar bin Khattab shows that students' responses to the learning material are still lacking. The low interest of students in engaging in inefficient learning activities, their limited understanding of the material they study, and the lack of attitude, knowledge, and presentation skills among some students in class or in their groups are some of the issues. In reality, there is still little innovation in the classroom. As a result, it is important to enhance students' creativity in their learning. Understanding how students can adapt to the inevitable changes in their learning environment and tackle the challenges within it is another aspect of learning creativity. This also involves the capacity to verify the validity of ideas and integrate diverse concepts with creativity [4].

One of the uncommon abilities that only those with a certain gift may genuinely possess is creativity. This assumption isn't totally true, though. Some folks are even capable of fast and creatively coming up with new ideas. Creativity produces novel and inventive outcomes that are intriguing, uncommon, surprising, advantageous, effective, and useful. Furthermore, creativity aids in teaching, problem-solving, conquering obstacles, and achieving outstanding outcomes [5]. There are still numerous ways to enhance the classroom learning process in order to foster students' creativity. One

tactic that educators can use is the cooperative learning paradigm. The formation of small groups of students with different skill levels (high, medium, and low) is necessary under this paradigm, which prioritizes gender equality.

From various backgrounds, they collaborate in small groups consisting of four to six people, using the jigsaw cooperative learning method. Students in this group collaborate to better understand the topic material. This paradigm distinguishes between two types of groups: expert groups and novice groups. To provide an interactive and dynamic learning environment, expert groups are assigned the task of studying specific topics in depth and then sharing their expertise with the initial group members [6]. Students are encouraged to take initiative and help each other understand the material using the jigsaw collaborative learning technique. By making connections between ideas and information that students have learned, this model is very helpful in assisting them in overcoming difficulties. The goal of Elliot Aronson's concept is to empower students to take responsibility for both individual and group learning. Students help in teaching and clarifying subjects to other group members in addition to studying the material presented [7].

Based on the initial observation results and the researcher's interview with Mrs. Mas Isti'anah, S.Pd., a fiqh instructor, SMA Islam Parlaungan has adopted the jigsaw cooperative learning methodology. It has been proven that incorporating the jigsaw cooperative learning model into the teaching and learning process can encourage an increase in student creativity. The jigsaw learning style, which focuses on group discussions and the delivery of material to stimulate students' curiosity, is well received by students. Students think critically when the instructor delivers the material, and because they are involved in expressing and debating collective viewpoints and what they have learned, the jigsaw cooperative learning approach becomes distinctive as it can enhance students' creativity in learning. Students are encouraged to participate in class and become experts in the subject matter to maximize their progress [8]. The interest in the Jigsaw collaborative learning approach and children's creative learning. Students learn how to take risks and become confident leaders in small groups. By mastering the subject matter, students can also find original solutions that they can present to other groups. In addition, students can seek various solutions to the problems they encounter in class [9].

The importance of the learning process, group achievements, and student assistance must be thoroughly investigated. To achieve individual and collective success, students actively participate in group learning, which fosters a high level of curiosity and strong group and individual interdependence [10]. The title "Implementation of the Jigsaw Type Cooperative Learning Model in Enhancing Student Learning Creativity in Fiqh Subjects at SMA Islam Parlaungan Waru Sidoarjo" therefore piques the researcher's curiosity. The results mentioned above indicate that the cooperative learning model with the jigsaw style fosters students' creativity while also aiding in the development and application of newly learned facts and concepts. This model encourages students to actively participate in helping each other learn the material to achieve maximum performance. Students talk

and share opinions and experiences to reach a group consensus. Furthermore, by utilizing a cooperative learning approach similar to jigsaw, this model fosters strong relationships among students of varying abilities and enhances students' learning creativity. The jigsaw cooperative learning model includes the following indicators: collaboration skills, group formation, readiness to cooperate, and lesson planning. Related to studying creativity, some signs that indicate it are curiosity, confidence, persistence, and fearlessness when expressing one's thoughts.

II. METHODS

This study is qualitative, empirical, and uses a qualitative approach. Empirical qualitative data does not have a definition, and the purpose of the research is to describe the research object, reveal the meaning of the phenomenon, and explain the phenomenon. Qualitative research encompasses all aspects or fields of human life, including humans and everything influenced by humans. qualitative research requires orderliness and meticulousness, an understanding of the context of the problem to be revealed, and an understanding of the relationships between data. Phenomena are expressed in their original state (natural environment), and data are written in sentence form and processed through critical, analytical, and comprehensive (logical) thinking[11].

Qualitative data sources include written or spoken words that have been reviewed by researchers, as well as items that have been carefully examined to uncover any hidden meanings. Qualitative research is characterized by its emphasis on natural settings, direct access to primary or secondary data sources, the use of the researcher as the primary instrument, the presentation of data in the form of words or images, a lack of emphasis on numerical forms, and a preference for processes over products or final outcomes. Qualitative data sources include written or spoken words that have been reviewed by the researcher, as well as items that have undergone in-depth examination to reveal the hidden meanings of documents or objects. Many characteristics define qualitative research, including its emphasis on natural settings, direct access to primary or secondary data sources, the use of the researcher as the primary instrument, the presentation of data in the form of words or images, a lack of emphasis on numerical forms, and a preference for process over product or final outcome [12]. Data is any statistics or data collected by researchers that can be transformed into information. Primary and secondary data are two different categories of research data that encompass information 52 s been processed for different purposes:

Qualitative research data were collected in the following manner: Observation is conducted to record behaviors and events as they occur. The purpose of observation is to obtain information and describe activities, people, and events from that individual's perspective. The researcher records all details from the data source [13]. To conduct this research, the researchers used various senses, such as smell, sight, hearing, observation, and vision. In this way, data is collected to gain a better understanding of the research location. The jigsaw cooperative learning model also enhances students' creativity. Interviews help researchers obtain deeper information about involvement in interpreting

events and phenomena. In this case, the researcher uses semi-structured interviews to ask several questions and provide explanations about other matters related to the issue. This semi-structured interview is more flexible than a structured interview and involves students, principals, and fiqh teachers. This type of interview aims to uncover issues more openly by asking the interviewee to share their opinions and perspectives. During the interview, the researcher must listen carefully and take informal notes on what is conveyed [14 [15].

Documentation is a collection of facts and data gathered from relevant documents. Artifacts, photos, reports, and others fall into this category. Because it is not affected by space and time, this type of documentation allows researchers to investigate past events. This type of documentation can include personal letters, autobiographies, books and journals, newspaper clippings, notes, data stored on websites, and much more [16]-20] All the information that will be examined includes: Educational conditions, school locations, History of the educational institution, goals and vision of the educational institution Educational programs, teaching procedures, student conditions, educational tools.

III. RESULTS AND DISCUSSION

3.1 Student Learning Creativity in Fiqh Subjects Enhanced at SMA Islam Parlaungan Waru Sidoarjo

Before the implementation of the jigsaw cooperative learning model, the eleventh-grade students of SMA Islam Parlaungan Waru Sidoarjo showed a lower level of learning creativity during the classroom learning process. Therefore, the development of students' learning creativity is very important, especially in fiqh. Learning creativity is the ability to seek new methods to solve problems in a learning environment based on students' behavior to cope with the inevitable changes that occur in their learning process. Learning creativity can also help students improve their ability to master the material, present confidently in original groups, and find new ways to present information to original groups. Additionally, learning creativity can also help students solve inevitable problems in the learning process. In terms of student creativity. Factors that indicate students' learning creativity include curiosity, self-confidence, perseverance, the courage to voice their opinions, and the ability to create new concepts or combine existing components to make something more interesting and easier to understand. Learning creativity is an important component in the learning process because it both helps and hinders students' learning outcomes. With a high level of creativity, students are € 53 to enhance their abilities and potential [21]

Creativity means discovering something new or creating something that already exists by utilizing what is already there. Someone can be creative and create something new by using the knowledge, ideas, and concepts they possess. This can be used to create new products or to create something different from what already exists or has been discovered (Natty et al., 2019). Students in the XI grade at SMA Islam Parlaungan Waru Sidoarjo showed a lack of enthusiasm in learning before the implementation of the jigsaw cooperative learning model. However, this model has the ability to increase students' curiosity while learning after it is implemented. When someone or a student has the

courage to voice their opinion, it is called curiosity. This is due to the fact that students always ask about what they do not know when they gather in groups to discuss a concept. Curiosity as an indicator of learning creativity aligns with the following explanation: Curiosity is a natural emotion present in every person that generates a desire to learn more about something being studied. To enhance students' curiosity in this lesson, teachers must be creative in making students interested in the material they are studying and fostering their curiosity about themselves [22]. Curiosity is the main capital for participants in starting the learning process. Curiosity is a mindset, attitude, and behavior that reflects a deep sense of wonder and inquisitiveness towards everything that is seen, heard, and thoroughly studied. Students who have a high level of curiosity will be more diligent in their studies [23].

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Eleventh-grade students of SMA Islam Parlaungan Waru Sidoarjo before the implementation of the collaborative jigsaw learning model Although the cooperative jigsaw learning paradigm can boost students' confidence during lessons, the students do not seem very enthusiastic about what they are learning. Having self-confidence means having faith in one's own abilities and communication skills with others. And never stop trying new things and having confidence in your ability 54 solutions, especially in terms of educational resources.

Confidence from learning creativity indicators in line with the following explanation Confident During the learning activities, he will be confident in solving various problems on his own, without the intervention of others, and he does not want to be dictated by others on how to solve those problems. Self-confidence and personal judgment are very important for the independence of learners. One form of self-confidence is confidence in ourselves. Self-confidence in terms of learning independence shows that having a positive view of one's abilities will help them become more

independent. Self-confidence as an indicator of learning creativity aligns with the following explanation: Self-confidence is a very important component of a person's personality. Self-confidence is part of basic needs. Self-love, self-understanding, goals, and positive thoughts are components of positive and negative self-concept. The inner self-concept consists of communication, assertiveness, self-presentation, and emotional regulation.

Students in the 11th grade at SMA Islam Parlaungan Waru Sidoarjo appeared less enthusiastic about learning before the implementation of the jigsaw cooperative learning model. However, after its implementation, the students' endurance in learning increased. Students who have strong endurance will not get bored quickly. In addition, until students truly understand the material, they should actively ask about both relevant and unrelated matters. Students who have a strong motivation will have a high willingness to learn and a high enthusiasm for learning. Having a high sense of perseverance from the indicators of learning creativity in line with the following explanation Motivation is when a student has a strong drive and high motivation to learn. The drive to do something, whether consciously or unconsciously. Good learning outcomes indicate that students have achieved their goals and attained academic achievements. Every effort made with high habits and motivation will yield satisfying results.

High perseverance from the indicators of learning creativity is in line with the following explanation. Diligence in learning means being disciplined in something that is continuously done, in order to achieve the desired results. people who are diligent tend not to get bored with what they are dedicated to Diligence in learning is demonstrated by enjoying challenges, being diligent in studying and working, not easily giving up when facing difficulties, always striving to improve, not wasting time, and considering learning as an obligation.

Students in the XI grade at SMA Islam Parlaungan Waru Sidoarjo seemed uninterested in studying before using the jigsaw cooperative learning model. However, after using it, the students became more courageous in speaking in class. Expressing opinions as an indicator of learning creativity in line with the following explanation Everyone has the freedom to express their opinions in their interactions with others. In situations where we communicate with others, we usually strive to create a certain impact, encourage specific ideas, make certain impressions, or trigger specific emotional reactions in that person. Expressing opinions from indicators of learning creativity that align with the following explanation explanation The courage to express opinions is the courage to consider ethics when making decisions, the courage to ask and answer questions, and the ability to cooperate and respect others. In the end, this will result in better learning outcomes [26]-[28] 55

3.2 Jigsaw Type Cooperative Learning Model in Enhancing Student Learning Creativity in Fiqh Subjects at SMA Islam Waru Sidoarjo

Students are encouraged to respond to questions and are given the opportunity to communicate and engage effectively through the Jigsaw cooperative learning paradigm. To encourage

students to succeed, additional rewards will be given to children who are more imaginative and engaged. The most basic model of cooperative learning is the jigsaw model. Based on talent level, gender, and ethnic origin, students are divided into four teams. In the learning process, students engage in various activities. Students complete learning tasks, study literature, watch presentations made by other groups, respond to questions, express opinions, make recommendations, and adhere to all phases of learning. In the Jigsaw collaborative learning model, students are encouraged to work together in two groups: the home group and the expert group [28]-[31]

To ensure that the 11th-grade students of SMA Islam Parlaungan Waru Sidoarjo receive the best education, the instructor has prepared a lesson plan in advance. Lesson planning plays an important role in achieving learning objectives because it organizes the learning process and helps students understand the content they are studying. Planning is a process of preparing what will be done in the future to achieve a previously set goal. In the same way, proper learning planning is crucial for the success of the learning process because if this planning is done well, half of the learning success can be considered achieved, and the other half is still under supervision (Devi et al., 2021). To create successful long-term and short-term learning plans and implementations, learning conditions can be adjusted through the learning planning process. Learning planning is very important to help educators achieve the predetermined goals and objectives (Lase, 2020). From the previous description, it can be seen that lesson planning involves organizing tasks that will be completed in the future to achieve predetermined goals.

Before the lesson, the instructor of the 11th-grade students at SMA Islam Parlaungan Waru Sidoarjo organized the students into groups to ensure that the learning process meets the desired objectives and produces the best results. Students also help each other. After the groups are formed, each group is given not just one problem, but several problems to present to the students in order to facilitate small group discussions while meeting the learning objectives. Group formation is a method that facilitates active student learning through small group discussions to expand students' knowledge, skills, and professionalism. Students increasingly spend time in those small groups [32]-[33]. According to the aforementioned perspective, the purpose of forming groups is to activate student learning by encouraging debate in small groups that advance their professional critical abilities as well as their knowledge and skills. 56 ;

Before the lesson, the instructor of the 11th grade at SMA Islam Parlaungan Waru Sidoarjo encourages students to be cooperative so that the results obtained are maximized and the expected learning objectives are achieved. Students must also support each other in order to achieve success both individually and as a group. Students' motivation to collaborate arises from their curiosity about problems or obstacles that need to be solved. As a result, students will be motivated to overcome those challenges. In addition to assigning tasks and responsibilities to each other, the desire to collaborate also highlights the importance of mutual support.

The willingness to cooperate in the jigsaw cooperative learning model aligns with the upcoming explanation. Success in the group determines the success of cooperative learning. Therefore, the principle of cooperation must be established during the cooperative learning process.[34]-[36].Not only should each group member be informed about their own tasks and responsibilities, but they should also be taught about the importance of mutual assistance. Students actively participate in group work by completing tasks independently, asking friends to participate in group projects, and engaging in class discussions with peers about the topic taught by the instructor that day. Based on that perspective, it can be concluded that collaboration not only requires the division of tasks and responsibilities but also upholds the value of mutual support.

Before the lesson, the instructor in the XI grade at SMA Islam Parlaungan Waru Sidoarjo urged the students to collaborate in order to maximize learning outcomes and set goals for the class. Students also support each other in achieving success at both the individual and group levels. After the students of SMA Islam Parlaungan form groups, they will naturally develop their collaborative abilities. Students want to be able to complete the assigned tasks in teamwork skills and solve difficulties using those tasks. In the jigsaw type cooperative learning model, cooperation skills. This is in line with the upcoming explanation. In addition, activities and tasks that illustrate teamwork skills foster the desire to collaborate. Therefore, students should be encouraged to want and be able to interact with others. They should also be helped to overcome various obstacles in interacting so that each student can contribute to the group's success by expressing ideas, voicing opinions, and contributing to projects. Learning that hones students' abilities through exercises focused on issues that require group participation, analysis, and critical thinking. The jigsaw cooperative learning model is a learning design aimed at enhancing cooperation skills through a series of processes that include problem identification, discovery, group formation, research guidance, and process analysis.

IV. CONCLUSION

Islamic High School Parlaungan Waru Sidoarjo employs an innovative approach to learning. Students were not very interested in participating in classroom activities before the teacher implemented the jigsaw cooperative learning methodology. However, students became more creative after the instructor applied this model. This is because students demonstrated a higher level of creativity, including curiosity, self-confidence, and the courage to try new things. The jigsaw cooperative learning model at Islamic High School Parlaungan Waru in Sidoarjo enhances students' creativity in fiqh lessons. Everything went well because the teacher provided students with several indicators of the jigsaw cooperative learning model. These indicators assist the classroom learning process in achieving its goals and excelling, while also teaching students to think critically and communicate. The jigsaw cooperative learning model has the potential to encourage students to participate more actively in their learning process. To enhance student creativity, here are some components that can help or hinder the jigsaw cooperative learning model: Contributing factors include actively and freely expressing oneself, which will help students remember better, perform better, and gain confidence. Teachers may not be able to capture students' attention regarding factors such as background, attitudes, and interactions with other students, but other teachers might. Additionally, some teachers may not be prepared to teach the jigsaw cooperative learning model or may be unwilling to collaborate with their students. Finally, there are teachers who are unaware of their shortcomings and are not willing to work together with their students.

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