

Queen Card Learning Strategy in Increasing Student Activeness in Jurisprudence Subjects at MA Tarbiyatut Tholabah Kranji Paciran Lamongan

M. Zainuddin Alanshari, Universitas Islam Lamongan
Dewi Aristinah, Universitas Islam Lamongan
zen.120888@gmail.com ; dewiaristinah@gmail.com

ARTICLE INFO

Article history

Received: 12-07-2023

Revised: 16-09-2023

Accepted: 20-10-2023

Keywords

Learning Strategy; Queen Card;
Student activeness

ABSTRACT

This research is entitled Queen Card Learning Strategy in Increasing Student Activeness in Fiqh Subjects at MA Tarbiyatut Tholabah Kranji Paciran Lamongan. Queen Card is a learning strategy using cards that have different functions on each side. This strategy is a development of the Jigsaw strategy, only this strategy uses cards as a medium for group formation. The aim of this research is to find out how the Queen Card strategy is used in fiqh subjects at MA Tabiyatut Tholabah Kranji Paciran Lamongan and to find out how active students are in using the Queen Card strategy in fiqh subjects at MA Tarbiyatut Tholabah Kranji Paciran Lamongan. The type of research used is descriptive qualitative, research location at MA Tarbiyatut Tholabah Kranji Paciran Lamongan. The data collection techniques used were observation, interviews and documentation. Meanwhile, data analysis techniques are carried out by means of data reduction, data presentation, and drawing conclusions. Data sources in this research include the principal of MA Tarbiyatut Tholabah, fiqh subject teachers and students. The results of this research, the first to implement the Queen Card strategy, are that students can be more active, interact well, and develop thinking and speaking skills. Second, the Queen Card strategy succeeded in increasing student activity, building good interactions between group friends and between students and teachers, and had a positive impact on increasing students' final grades.

Introduction

Education is very important for life, and the standard of education given to a nation can indicate whether the nation is advanced or not. Indonesia itself is included in the group of developing countries with a wide variety of cultural expressions, from Sabang to Merauke. The quality of education will be realized if it is balanced with the quality of professional teachers or teaching staff. With the quality of professional educators, it will be possible to produce students who are superior in character and knowledge. Because one of the main responsibilities of educators is not only to teach but also to educate, lead, train and evaluate learning as well as learning processes and outcomes, educators are

one element of the education system that is very influential in determining the effectiveness of an education and learning process (Wahyudin Nur Nasution ., 2017).

In order to carry out their duties effectively, educators must also be able to create effective and efficient learning strategies and help students achieve their learning goals. Therefore, pedagogical competence or the ability of educators to manage learning effectively and efficiently is included as one of the characteristics that educators must have in national education standards (Kunandar, 2007).

The learning process must also include media or learning strategies so that students are more involved in the future. The importance of learning media and tactics in influencing the quality of learning cannot be underestimated. Teachers who want to transfer information more quickly must have learning media as a tool and collaborator. The curriculum used and student characteristics have a direct impact on the choice of learning strategies. Starting from student experience and knowledge, student interests, student learning styles, and student development, especially related to student characteristics.

In Fiqh learning, several weaknesses were found, including: limited time but very dense learning material, and weak educational resources in developing more varied approaches and methods, as well as a lack of training and development facilities (Zainudin., 2017). The teacher's inability to create a learning environment that encourages students to learn and creates unchanging learning approaches and techniques, as well as the lack of student activity during learning takes place because the strategies used by teachers in the current era are less interesting.

Based on the results of interviews conducted by researchers with Mr. M. Jamaluddin Karim, SH, a fiqh teacher at MA Tarbiyatut Tholabah Kranji Paciran Lamongan, information was found that can be briefly described that the Queen Card strategy is a strategy used by teachers in the current era where students are less interested in subjects. especially fiqh. There are many strategies or learning methods other than the Queen Card that have previously been used, but there are definitely advantages and disadvantages to any strategy or method. So far, the queen card strategy itself is very practical to use, where students can be active in their groups, reduce feelings of sleepiness and boredom, and can utilize and save time while studying well.

Method

This research uses descriptive qualitative research, which tries to describe the condition of subjects and objects based on actual field realities. Since data is not statistical in nature and is collected through analysis and interpretation, this method is known as qualitative data collection. Understanding the connected components of actual problems is given priority in qualitative data (Albi et al., 2018).

Descriptive data is data collected in the form of narratives, words, images, and not numbers. Even though there are numbers, they are only used as support (Nurhasanah., 2018). Therefore, this study report will contain narrative, verbal and data quotations to provide a general overview of the presentation of the report. This report discusses incidents that occurred in the field without changing them in any way.

Queen Card Learning Strategy

Strategy means an effort made by a person or organization to achieve certain goals. In the Big Indonesian Dictionary (KBBI) strategy is a careful plan of activities to achieve specific desired targets. Learning strategies are a set of processes and selection of subject matter carried out by teachers to help students achieve their learning goals. Learning strategy is defined as a plan that contains a series of activities designed to achieve certain educational goals. In achieving this goal, a teacher or presenter will deliver material according to the capacity of the number of students or learners, with the order of delivery in the form of preliminary activities, delivery of information or material, communication with students, and then a test will be carried out as a measure of the achievement of the goal of delivering the material and can followed up in order to develop students' abilities or learning.

Queen Card is a learning strategy using cards that have different functions on each side. The front side of the card bears the names of the royal members, namely: Queen and Prince. Meanwhile, on the reverse side, it is a sign of royal identity, in the form of colors, namely: red, blue, yellow. The Queen Card learning strategy contains elements of peer teaching, because after students have read, searched for information and mastered it, students are asked to explain what they have mastered to their new group. This strategy is a development of the Jigsaw strategy, only this strategy uses cards as a medium for group formation.

According to Hartono in Active Innovative Creative Effective and Fun learning, he stated that the learning strategy for sorting and selecting cards is a learning strategy and method by sorting and selecting cards with the aim of this

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technique being to help students demonstrate their memory of the material they have studied. Hartono said that the card strategy is a cooperative exercise that can be used to repeat information, classify properties, educate concepts, or convey facts about an object (Hartono, 2008).

Student Activeness

Student activity is an important basic component for the success of the educational process. Active is defined as doing work or business in the Big Indonesian Dictionary. Students expend work and effort in the learning process according to the material covered by the instructor. Acting and thinking together as an inseparable series is active, which includes physical and mental activity.

According to Mulyasa, student activity in learning is very important because learning is said to be successful and of high quality if all or at least most of the students are actively involved, both physically, mentally and socially in the learning process (Putri Dewi Anggraini., 2021). Oemar Hamalik, stated that in the educational process at school, the teacher's main task is to teach while the students' main task is to learn. Learning is a process, an activity, and not a result or goal (Nugroho Wibowo., 2016). Student activity is all physical and non-physical activities of students in the process of teaching and learning activities. physical and non-physical characteristics of students in the process of teaching and learning activities.

According to Silberman, active student learning includes various ways to make students active from the start through activities that build group work and in a short time make students think about the subject matter. Meanwhile, according to Suyanto, active student learning is a type of cooperative learning that involves students in doing something and thinking about what they are doing (Suarni, 2017).

It can be concluded that student activity in learning is all physical and non-physical activities of students in the process of optimal teaching and learning activities, such as the willingness to observe, ask questions, seek information and solve problems so as to create a conducive classroom atmosphere.

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The Queen Card strategy is something new at MA Tarbiyatut Tholabah Kranji, because it has been implemented not too long ago, namely in the last 1 year, this strategy is one way to convey information in teaching and learning.

Based on the results of observations made by researchers, the use of the queen card strategy at MA Tarbiyatut Tholabah Kranji can be seen from the following steps:

- a. The teacher conveys the material to be studied
- b. The teacher distributes a card to each student. The cards consist of three types of names, namely: queen, prince, and king, as well as three types of colors: red, yellow, blue. Cards that say queen can be blue, yellow and red, as well as cards that say prince and king are written in blue, yellow and red.
- c. The teacher asks students to gather according to the name of the card they got. Students who get a card with the name queen gather with fellow students who get a card called queen. Students are asked to study the sub-chapters of the material obtained
- d. Students are asked to group according to the color of their kingdom. For example, children who get red come together with students who get red too. In this way, three groups will be collected (red, yellow and blue), each consisting of a queen, prince and king.
- e. Students are asked to explain the results of their discussion from the previous group to members of their new group. For example, in the blue group, children who have a card called queen convey the results of their discussion to children who have cards called prince and king.
- f. Students with their new groups are asked to discuss important points from the material provided by the teacher. Fifth, each group is asked to convey the results of the discussion in turn in front of the class,
- g. The teacher provides direction, appreciation and reflection to each group as well as conclusions on the material and closes the learning.

The teaching and learning process is very important in school education. Several things explained above encourage the researcher to explain the teaching and learning process of fiqh for class XI D MA Tarbiyatut Tholabah Kranji Paciran Lamongan students. Before the researcher explains the results of each cycle of implementation in fiqh learning for class very good because in this method the students participate directly.

As said by Mr. M. Jamaluddin Karim "The results of applying the queen card strategy that I applied to the students were very helpful in understanding the material that I provided because the students also participated directly and they were very active during the learning process, even though there were 1 or 2 children who are less active but are now better than before. "Maybe because previously the teacher only gave theories and the students listened, it made the

participants feel bored and less active in learning, some even felt sleepy and fell asleep" (M. Jamaluddin Karim., 2023).

By using the Queen Card learning strategy in fiqh subjects at this school, students become more active in groups and eliminate the feeling of boredom and boredom that children may feel when teaching and learning activities take place. Usually children are the laziest and least interested in discussions such as the History of the Prophet Muhammad and so on. They are very lazy to read and often pay little attention. But by implementing the Queen Card strategy, students become interested and want to learn history, rather than the teacher just telling the story and the students listening. Often times, they have to memorize certain chapters, such as prayers, Asmaul Husna, and so on. Like it or not, they will also memorize them and will remember as long as the class atmosphere remains in a pleasant condition. This is so that students are not afraid that they don't memorize it or even that they can't recite the Koran, therefore the teacher always provides explanations and guides them until they can. So, in order for the learning strategy to work well, there must be good interaction between the teacher and students and students and students, namely the theme. Giving assignments is certain, especially since MA Tarbiyatut Tholabah Kranji Paciran Lamongan has used independent learning, namely by making students more active in teaching and learning activities. With the strategy used, namely the Queen Card strategy, they can be active with small groups..

The activeness of students in using the Queen Card strategy in fiqh subjects at MA Tarbiyatut Tholabah Kranji Paciran Lamongan, one of which is the growth of students' activeness (psychomotor). The findings above are in accordance with the theory which explains that the learning process is essentially to develop students' activities and creativity through various interactions and learning experiences. Student learning activity is an important basic element for the success of the learning process. Activeness is activity that is both physical and mental, namely doing and thinking as an inseparable series.

The form of student activity when using the queen card strategy in fiqh subjects at MA Tarbiyatut Tholabah Kranji is that students are very active during the learning process. For example, when using the queen card strategy on marriage material, students actively ask the teacher or friends if they do not understand the material, then students also practice the correct way to accept marriage and have someone tasked with being a witness, parent, celebrant, etc. The students were very enthusiastic because they all played an active role and they also quickly understood the material.

As said by Vania Rahmah Azzahra, class "But since the queen card strategy has been introduced, I also like and am active in learning, because when learning takes place, students are encouraged to work together with fellow teams to discuss the material, not just the teacher who explains the material, so I think this strategy can increase student activity" (Vania Rahma Azzahra., 2023).

Based on the results of observations, researchers found that if they apply the Queen Card strategy in fiqh subjects, the first is to see whether the material is in accordance with the strategy that will be applied, allowing and giving time for students to discuss with their friends or groups and implemented at least twice a month in fiqh subjects, which before starting the lesson the teacher forms a new group to discuss the class coordinator helps his friends to sit according to their group, because of the lack of student interest during learning, even in fiqh subjects, the teacher must make a good effort to arouse students' interest again by using various methods during learning.

Conclusion

The use of the queen card learning strategy in fiqh subjects at MA Tarbiyatut Tholabah Kranji Paciran Lamongan is carried out in the following steps: the teacher provides a brief explanation of the material being taught today, the teacher motivates and provides opportunities for students to ask questions regarding the material being taught, the teacher distributes a card to each student, students are asked to group according to the color of their kingdom, each group is asked to convey the results of the discussion in turn in front of the class. The teacher provides direction, appreciation and reflection to each group.

The activeness of students in using the Queen Card strategy in fiqh subjects at MA Tarbiyatut Tholabah Kranji Paciran Lamongan produces active students, subject matter that is easy to grasp or understand, good interaction between friends, good interaction between students and teachers, and also good grades as a result of the learning process.

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