Implementation of Tajweed Learning with Jigsaw Strategy and Contextual Learning

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ABSTRACT: The purpose of this research is motivated by religious learning that uses more lectures or da'wah methods. In contrast, Islamic religious education, specifically in tajwid, should use more practice and contextual, including educators' need for more attention in providing motivation and innovation in the learning process. This study uses a qualitative method with a social, educational approach. This type of research is field research, so the data obtained comes from the practice of tajwid teacher learning using observation and interviews. The study results on implementing the Jigsaw and Contextual Learning strategies in Islamic learning, especially in tajwid learning at the Mandailing Natal State Islamic College, use the seven essential components of the Jigsaw strategy. Then later in its implementation, students study in groups with cooperative techniques and try to be responsible for the assignments given. Using the seven essential components of the Jigsaw strategy is an original contribution to learning the Islamic religion. In addition, the implementation of group learning using cooperative techniques and emphasizing student responsibility for the assignments given also provides added value in this research.

I. INTRODUCTION

The learning process in children is less encouraged to develop thinking skills. The learning process in the classroom is directed at the child's ability to remember and hoard various information without being required to understand the information he remembers to relate it to everyday life. As a result, when students graduate, they are theoretically brilliant but poor in the application (Sabic-El-Rayess, 2020);(Toker, 2021). Based on Government Regulation Number 19 of 2005 Chapter 1 Article 1, paragraph 6 reads, as in the Agung Writings: "Education process standards are national standards of education related to the implementation of learning in an educational unit to achieve graduate competency standards." So National education seeks to improve learning competency standards (Agung, 2019).

In addition to educational process standards, several other measures are set in the national average: graduate competency, content, educator and education staff, facilities and infrastructure, management, assessment, and financing (Yanti & Nursyamsi, 2020). The starting point for determining teaching and learning strategies is the formulation of teaching objectives. For students to carry out teaching and learning activities optimally, teachers must evaluate the most effective and efficient method to assist students in achieving the goals that have been formulated. This seems very simple, but practising isn't easy because each student has different abilities.

One of the efforts to improve Islamic learning outcomes must be used in several learning strategies and management. Likewise, learning related to religion, such as Arabic (Rahman, 2020b). Teaching strategy management consists of methods and techniques or procedures that ensure students achieve goals. Teaching strategies are broader than the teaching methods or techniques themselves. In other words, a teaching method or technique is part of a teaching strategy. The role of teaching strategies is more critical if teachers teach different students in terms of abilities, achievements, tendencies and interests. This is why educators must think of teaching strategies that can meet the needs of all students (Qomari, 2021).

Here, teachers not only have to master various learning methods. But what is more critical is integrating it with appropriate learning strategies to form more effective learning management in teaching. Teaching ways should be organized to develop creative and fun learning. Student learning motivation is also needed to achieve education (Rahman, 2020a);(Zarkasi, 2018).

The best method depends on the situation and conditions in which the learning process applies. A teaching method does not guarantee the achievement of learning objectives but, more importantly, the interaction of that method with other ways. Teaching and learning strategies using Jigsaw and the Contextual Learning model are a process that describes more creative learning (Sabbah, 2016). Therefore, educators divide large information units into smaller components in the teaching and learning strategy system, especially in education management that uses both methods (Abed et al.,...
Furthermore, the teacher divides students into cooperative learning groups consisting of four students so that each group member is responsible for mastering each component or subtopic assigned by the educator as well as possible (Ikhwan et al., 2020).

These learners work together to complete their cooperative tasks in terms of 1) Learning and becoming an expert in the subtopics of their section; 2) Planning how to teach the subtopics of the section to the original group members (Faizah et al., 2021). After the above activity, the students return to their respective groups of experts in their subtopics and teach important information in those subtopics to other friends. Therefore each learner in the group must master the topic as a whole. While Contextual Learning is a concept that can help teachers relate the material they teach to students’ real-world situations and encourage students to connect the knowledge they have and its application in their lives as family and community members (Halimah & Sukmayadi, 2019).

To strengthen the practical learning experience for students, more learning is needed to provide opportunities for students to do, try, and experience for themselves, and even passive listeners as recipients of all the information the teacher conveys. Therefore, through contextual learning, teaching is not transforming knowledge from teacher to student by memorizing several concepts separated from real life. Instead, it emphasizes efforts to facilitate students to find the ability to live from what they learn. Seven principal components, namely, characterize the hallmark of the Contextual Learning strategy taught: 1) constructivism, 2) Inquiry, 3) Questioning, 4) learning community, 5) modelling, 6) reflection, and 7) authentic assessment (Qomari, 2021).

Later in the Jigsaw strategy, the teacher divides large information units into smaller components (Mukaromah & Azzamzuri, 2023). Next, the teacher divides the students into cooperative learning groups consisting of four students. Students from each grocery responsible for the same subtopic form another group of two or three.

II. METHOD

The method used in this research is the qualitative method, which is a method that attempts to describe and describe a phenomenon that aims to examine the natural condition of objects where the researcher is the key instrument of this research to determine a theory through data obtained systematically and accurately so that it can be accepted as authentic (Alfansyur, 2020).

This method is a qualitative method or non-statistical. This study seeks to describe Tajweed Learning’s use of jigsaw strategies and contextual learning in the classroom. This type of qualitative research is based on procedures that produce descriptive data, namely written and oral data. The source of data unearthed in this study is a Tajweed lecturer in the Department of Islamic Education at the Islamic University of Mandailing Natal.

This research uses a social approach to education in the teaching and learning process in the classroom and the practice of reading the Qur'an using the law of tajweed. The primary data sources in this study were obtained through interviews, observation and documentation. Then, the learning application was continued twice to strengthen the researchers' observations. In that sense, researchers conduct practice twice to strengthen sources of observation, interviews and documentation. So, in the end, the

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observation results will be tested by triangulation consisting of data validity, observation correctness and suitability with the data source.

III. RESULT AND DISCUSSION

Tajweed in Islamic Education

The understanding of religious education and its urgency can be seen from the understanding of religious education, namely in UUSPN No.2/1989 article 3 paragraph 2 (Yanti & Nursyamis, 2020), which affirms that the content of the curriculum of each type, path and level of education must contain, among others, religious education itself, meaning religious education that can maintain the moral morals of students both towards parents and educators both towards parents and educators and other general public (Khunaifi & Matlani, 2019).

His explanation also stated that religious education is an effort to strengthen faith and piety to God Almighty by the religion adopted by each student concerned by paying attention to the demands to respect other religions and in harmonious relations between religious people in society to realize national unity.

The basis of Islamic education is the Qur'an and the sunnah of the Prophet. On top of these two pillars was built the basic concept of Islamic Education (Ikhwan et al., 2019). Thus was born the third basis, namely the ijtihad of Muslim scholars and scholars on Islamic religious education (Inkiriwang, 2020). The starting point starts from the concept of man according to Islam. What kind of human being does Islam aspire to? This must be reflected in the purpose. Then comes the effort made in order to achieve the concept. From there, what material will be given to achieve these goals, packaged in the curriculum and syllabus.

While the purpose of Islamic education was affirmed that the purpose of Islamic education is to produce a good human person (Ikhwan & Jailani, 2014). As for good, it is about civilization, about the essence of the mind in attaining the good qualities of man's spiritual and material dimensions (Zaim, 2020). Terminologically, Tajweed is a valuable science to know how to give the correct letters and mustahak related to nature, mad and so on, such as tarqiq and tafkhim and other than both.

He further explained that education helps in perfecting the personality of a person or group to perform tasks efficiently. Therefore, Islamic religious education, especially tajweed learning, in addition to fostering the nature or potential of children, is also a cultural transformation so that the existence and development of Muslim life take place continuously. As said by (Suyadi et al., 2022);(Agustini & W, 2021), The purpose of Islam in education is to make human obedience and complete servitude to Allah. The Islamic University of Mandailing Natal is one of the campuses that organizes the best Islamic Education for students. One part of Islamic religious education is the learning of tajweed. Tajweed is one of the basic sciences for reading the Qur'an, which is part of Arabic grammar (Rahman, 2021).

Strategy of Contextual Learning

Contextual teaching is a method that enables learners from primary to higher education to strengthen, expand, and apply their academic knowledge and skills in various in-school and out-of-school settings to solve real-world or simulated problems (Fajuri, 2019). Curriculum and instruction based on contextual learning strategies
should be designed to stimulate five primary forms of learning (Simaremare & Thesalonika, 2021). First, relating relates is learning in the context of a real-life experience or before students acquire the knowledge. Teachers or educators use relating when connecting a new concept to something students already know.

Second, try. In this section, they may need to gain direct experience with the concept. However, in this section, educators must be able to provide hands-on activities to students so that from the activities carried out by these students, students can build their knowledge. Third, applying this application strategy is considered learning by applying concepts. Learners apply concepts when they relate to hands-on problem-solving activities and projects. Teachers can also motivate students to understand concepts by providing realistic and relevant exercises (Latipah, 2021). Fourth, working together. Working together in this context to share, respond and communicate with other learners is a critical instructional strategy in contextual teaching. Experience in working together does not only help to learn a lesson.

It is also consistently associated with focusing on real-life in contextual teaching. Employers also state that workers who can communicate effectively, who can freely share communication and who can work comfortably in a team will be highly valued in the workplace. Fifth is the process of knowledge transfer. This transfer is a teaching strategy we define as using knowledge in a new context or situation on something that has not been resolved in the classroom (Kholidah, 2022). The Practice of Tajweed learning at the Islamic University of Mandailing Natal has applying jigsaw strategies and Contextual Learning can be described as follows:

**Plan of Jigsaw Strategy and Contextual Learning**

The System in Tajweed learning used a system that can stimulate the brain to arrange patterns that embody meaning. Tajweed learning management in contextual strategies is a learning system that matches the brain, which can generate meaning by connecting academic content with the context of students’ daily lives (Rafikasari et al., 2021). So contextual learning is an effort to make students active in pumping their abilities without losing benefits because students try to learn concepts while applying and relating them to the real world.

Thus, the core of the Contextual Learning approach is the relationship of each learning material or topic with real life. To relate, it can be done in various ways. In addition to the fact that the material learned is directly related to factual conditions, it can also be circumvented by providing illustrations or examples, learning resources, media and so on, which are either directly or indirectly sought related or have a relationship with real-life experience (Karacop, 2017).

Providing experiential learning experiences and applicative abilities that are more practical does not mean that providing conceptual, theoretical experience is not essential because students’ mastery of theoretical knowledge will facilitate better applicative abilities (Zaini, 2023).

Likewise, for teachers, the ability to carry out the learning process through good Contextual Learning is based on mastery of what, why, and how Contextual Learning is. A correct and deep understanding of Contextual Learning will equip teachers to apply it more broadly, firmly and confidently because it has been based on solid theoretical concept skills.
The tajweed learning planning management system is used by tajweed teachers with the use of Contextual Learning strategies implemented in many plans that uses seven components, including a) Constructivism. Tajweed learning at the Islamic University of Mandailing Natal is carried out by being composed of low-level to high-level discussions. b) Inquiry. Tajweed Learning tries to find the law of tajweed contained in the verses of the Qur'an then students explain the law of tajweed in question and how to pronounce it. c) Questioning. Each student has their questions about tajweed. Then they will ask other friends questions. Moreover, another friend will answer the question. d) Learning Community. Student learning is based on tajweed learning running in the Mandailing Natal community by developing a new tajweed learning model. e) Modeling. The model of tajweed learning among students at the Islamic University of Mandailing Natal is carried out according to the jigsaw learning procedure with a contextual approach. f) Reflection. Tajweed teachers try to reflect on things found in students' tajweed learning. g) Authentic assessment. At this stage, all tajweed learning processes will be given an assessment and evaluation of learning outcomes by scientific standards.

Management of a learning system is carried out using the Contextual Learning approach if the seven essential principle components of Contextual Learning are applied. The courses carried out are tajweed learning, for example, learning tajweed related to the law of tanwin or nun mati encountering the six letters of Izhar, namely: ٦٥٨٦. So reading it must be clear by practising directly in front of the learners (Syaifullah et al., 2022). The steps of plan in Contextual Learning are as follows:

1. Develop the idea that students learn tajweed more meaningfully by working alone, finding themselves, and constructing their knowledge and skills to find answers.
2. Carry out as far as possible inquiry activities for all topics, e.g. on the discussion of the law of nun mati or tanwin in the discussion of tajweed (Arlina et al., 2022).
3. Develop the inquisitive nature of learners by constantly asking questions.
4. Creating learning societies (learning from groups).
5. Present varied models and examples as learning tools.
6. Reflect at the end of the meeting.
7. Perform actual assessments in a variety of ways.

The Jigsaw and Contextual Strategies in Tajweed Learning

The implementation system of Jigsaw and Contextual Learning strategies in the tajweed learning process is implementing the Contextual Learning implementation plan. Before carrying out learning use contextual, the teacher has first made the learning design/scenario a general guideline and a control tool in its implementation (Khamid et al., 2020);(Nurhayati, 2023). Things that teachers at the Islamic University of Mandailing Natal pay attention to when developing contextual lesson Tajweed plans are as follows:

1. Introduction and orientation. A good introduction contains three elements: a brief description, the relevance or benefit of learning, and the purpose of learning.
2. Constructivism. It can be seen from providing opportunities for students to discover and construct little by little the knowledge being learned through active involvement in learning.
3. Inquiry is in the form of giving freedom to students to explore; there is intellectual and emotional involvement, including physical involvement if needed. The teacher is only a facilitator.

4. Questions. Developing student questions is evident from how the teacher or teachers encourage, guide and strive to improve the progress of student thinking. As said (Abdullah, 2022), Students dig up information, confirm and direct attention to things that still need to be discovered.

5. The learning community. It can be seen from group learning activities (cooperative and collaborative), shared responsibility in completing tasks and various experiences.

6. Modelling. Provide examples that can be imitated or used as a reference by students, including instructions for doing something. In this regard, the teacher is not the only model.

7. Reflection. Invite students to think about what has just been learned, connecting newly learned knowledge with their already existing knowledge.

8. Authentic Assessments. Process over results. Done in various ways, carried out during and after the natural learning process. What is measured is a skill, not remembering facts alone.

9. Time. In one face-to-face meeting, good time usage arrangements are 5% introduction, 80-90% study time, and 10-15% cover.

10. Cover. In the form of conclusions, it is making summaries and providing feedback.

IV. CONCLUSION

The Jigsaw strategy planning system and Contextual Learning in tajweed learning at the Islamic University of Mandailing Natal in practice use seven essential components: constructivism, inquiry, questioning, community learning reflection modelling and actual assessment. Planning with seven essential components aims to implement learning through jigsaw strategy and contextual learning. In this case, efforts to move towards jigsaw and contextual learning have been fulfilled.

The implementation system of Jigsaw and Contextual Learning strategies in tajweed learning at the Islamic University of Mandailing Natal is so that students work in groups cooperatively to complete their learning material. a) Groups are formed, and students of high, medium and low ability. b) Where possible, members of groups of different origins and races, cultures, and ethnicities of different sexes. c) Rewards are more group-oriented than individual. In practice, implementing Islamic learning with jigsaw strategies and contextual learning strives so that each student can be more responsible in doing assignments and respect others. Tajweed teachers should look more at learning approaches and strategies than just teaching because the method is more important than the discussion.

V. REFERENCES

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