

ABSTRAK

Abdul Wafi, 2023. **Implementasi Model Cooperative Learning (Tipe Buzz Group) pada Siswa Madrasah Aliyah Nurul Jadid Peminatan Keagamaan untuk Memahami Kitab Kuning.** Skripsi, Pendidikan Agama Islam, Fakultas Agama Islam, Universitas Nurul Jadid. Pembimbing (I) Drs. H. Hambali, Pembimbing, M.Pd, (II) Muzammil, M.Pd.

Kata Kunci : Implementasi, Model *Cooperative Learning*, Kitab Kuning

Untuk meningkatkan mutu pembelajaran dalam kelas, maka seseorang guru harus dapat menentukan model pembelajaran yang menarik. Dengan model yang nyaman dan menyenangkan, maka siswa akan mudah untuk menerima materi yang diberikan. Selain itu, siswa juga akan lebih aktif ketika proses pembelajaran berlangsung, sehingga kegiatan belajar tidak monoton. Dalam hal ini, penulis tertarik untuk mengkaji model cooperative learning tipe buzz gorup yang diterapkan di Madrasah Aliyah Nurul Jadid pada siswa untuk memahami kitab kuning

Penelitian ini bertujuan untuk mengetahui Implementasi *Model Cooperative Learning (Tipe Buzz Group)* pada Siswa Madrasah Aliyah Nurul Jadid Peminatan Keagamaan untuk Memahami Kitab Kuning dengan sub fokus mencakup: (1) Implementasi *Model Cooperative Learning (Tipe Buzz Group)*. (2) Faktor pendukung dan penghambat Implementasi *Model Cooperative Learning (Tipe Buzz Group)*. (3) Dampak Implementasi *Model Cooperative Learning (Tipe Buzz Group)* pada siswa.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan rancangan studi kasus. Pengumpulan data dilakukan dengan teknik wawancara, observasi dan dokumentasi Teknik analisis data meliputi reduksi data, interpretasi data, penyajian data, verifikasi data, dan penarikan kesimpulan, pengecekan keabsahan temuan dilakukan dengan cara teknik triangulasi antar sumber, member check, teknik diskusi, analisis kasus negatif dan perpanjangan waktu penelitian.

Hasil penelitian ini menunjukkan bahwa: (1) Langkah-langkah dalam implementasi *Model Cooperative Learning (Tipe Buzz Group)* yaitu : penentuan kelompok, penjelasan poin-poin materi yang diajarkan, diskusi kelompok kecil, dan penyampaian hasil pembelajaran kelompok, kemudian pengarahan dan perbaikan dari guru. (2) Faktor pendukung dalam implementasinya yaitu alokasi pembelajaran yang berbeda, adanya sumber belajar yang mendukung, dan dukungan dari pengurus Asrama. Sedangkan faktor penghambatnya adalah beberapa siswa yang kurang aktif dan pantauan dari guru dan pengurus terhadap siswa yang kurang maksimal. (3) Dampak impelementasinya pada siswa yaitu peningkatan minat belajar siswa, bertambahnya pengetahuan siswa, dan siswa cepat dalam memahami kitab.

ABSTRACT

Abdul Wafi, 2023. **The Implementation of the Cooperative Learning Model (Buzz Group Type) for Students of Madrasah Aliyah Nurul Jadid Religious Programs to Understand the Kitab Kuning.** Thesis, Islamic Education, Faculty of Islamic Religion, Universitas Nurul Jadid. Advisor (I) Drs. H. Hambali, Advisor, M.Pd, (II) Muzammil, M.Pd.

Kata Kunci : Implementation, Cooperative Learning Model, Kitab Kuning

To improve the quality of learning in the classroom, a teacher must be able to determine an interesting learning model. With a comfortable and fun model, it will be easy for students to accept the material provided. In addition, students will also be more active when the learning process takes place, so that learning activities are not monotonous. In this case, the writer is interested in studying the buzz group type of cooperative learning model applied at Madrasah Aliyah Nurul Jadid for students to understand the kitab kuning.

This study aims to determine the implementation of the cooperative learning model (buzz group type) for students of Madrasah Aliyah Nurul Jadid Religious Programs interests to understand the kitab kuning, with sub-focuses including: (1) implementation of the cooperative learning model (buzz group type). (2) Factors supporting and inhibiting the implementation of the cooperative learning model (Buzz Group Type) (3) Impact of Cooperative Learning Model Implementation (Buzz Group Type) on Students

This study uses a descriptive qualitative approach with a case study design. Data collection was carried out using interview, observation, and documentation techniques. Data analysis techniques included data reduction, data interpretation, data presentation, data verification, and conclusion drawing. Checking the validity of findings was carried out by means of inter-source triangulation techniques, member checks, discussion techniques, negative case analysis, and extension of research time.

The results of this study indicate that: (1) The steps in implementing the cooperative learning model (buzz group type) are: group determination, explanation of the points of the material being taught, small group discussions, delivery of group learning results, then direction and improvement of the teacher. (2) The supporting factors in its implementation are different learning allocations, the existence of supportive learning resources, and support from the hostel administrators. While the inhibiting factors are some students who are less active and monitoring from teachers and administrators towards students who are less than optimal, (3) The impact of its implementation on students is increasing their interest in learning, increasing their knowledge, and quickly understanding the book.