

## Implementation of the Jigsaw Model to Increase Student Activeness in History Learning in Class X Senior High School of SMA YPST Porame

Tresya Claudia Sawane, Lukman, Haliadi, Iskandar, Ismail  
Tadulako University, Palu, Indonesia

### ABSTRACT

The results of this study consist of: (1) how the jigsaw model is implemented in Class X of YPST Porame High School, (2) how the students' activeness in history learning is in Class X of YPST Porame High School, (3) why the jigsaw model in history learning can increase the activeness of students in Class X of YPST Porame High School. Based on these problems, this study aims to (1) explain the jigsaw model in Class X of YPST Porame High School, (2) describe the activeness of students in history learning in Class X of YPST Porame High School, (3) analyze the implementation of the jigsaw model in history learning can increase the activeness of students in Class X of YPST Porame High School. This research method uses a descriptive qualitative research method, data collection techniques through observation, interviews, and documentation methods. The subjects of this study consisted of history teachers and students in Class X of YPST Porame High School. Data were analyzed through the stages of data reduction, data presentation, as well as drawing conclusions and verification. Based on the results of this study, it shows that the implementation of the jigsaw model in Class X SMA YPST Porame: (1) is able to create an active, collaborative, and enjoyable learning atmosphere, (2) Students are directly involved in the learning process through discussions, presentations, and group work, as well as responsibility for the material being studied, (3) Teachers act as facilitators who guide and motivate students during the learning process. The jigsaw model research has been proven to increase the activeness and quality of history learning in Class X SMA YPST Porame.

**Keywords:** *Jigsaw Model, Students, and History Learning*

#### **Corresponding author**

**Nama:** *Tresya Claudia Sawane*

**Email:** *echasawane@gmail.com*

## INTRODUCTION

Education can be defined as a learning process encompassing knowledge, skills, and habits passed down from one generation to the next through teaching, training, and research. Education is a conscious and planned effort to create a supportive learning environment, where students actively develop their potential. Furthermore, education also aims to improve the standard of living, advance the quality of life for individuals and society, and achieve greater progress in various aspects of life (Zulfatunnisa, 2022) .

According to Law No. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process that allows students to actively develop their potential. This includes strengthening religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed for themselves,

society, nation, and state. Realizing the ideals and goals of National Education, Schools act as institutions responsible for providing special skills in certain educational fields, where Teachers have a primary role in shaping the personality of Students in accordance with the expectations of society, nation, and state (Milah et al., 2024) .

Students are said to be active in learning if they have characteristics such as students trying to do various activities to understand the subject matter, knowledge is learned, experienced, and discovered directly by students, and students try to apply the concepts they have learned through experiments or practice. In addition, students are also active in communicating the results of their thinking, both orally and in writing, which reflects their understanding and involvement in the learning process. Active student involvement is not only limited to listening, but also to exploration and reflection on the material taught Suryosubroto, Teaching and Learning Process in Schools (Alimudin, 2015) .

Based on initial observations conducted on February 19, 2025, it was found that there was a decline in interest in learning history among YPST PORAME High School students, especially in Grade X, which could be influenced by many interrelated factors. One of them is the lack of relevance between the subject matter and the methods they receive in class. For example, the continuous use of lecture methods in learning tends to be one-way, where the teacher actively speaks and students only listen. This can make students feel bored, less enthusiastic about learning, and difficult to understand the material, especially for those who like to learn actively and together (Fitriatin et al., 2023) .

Many students feel the lessons they receive in class are uninteresting due to the learning methods they receive. This leaves them feeling unmotivated and more likely to ignore the material being taught. Furthermore, high academic pressure often leaves students feeling stressed. They face exams, mounting assignments, and sometimes overly high expectations from parents or teachers. This pressure can disrupt their concentration and ultimately diminish their interest in learning. Furthermore, if they feel the learning outcomes don't match their efforts, this can lead to disappointment and despair.

YPST PORAME high school students also experience a psychological developmental phase where they are searching for their identity and trying to understand the world around them. At this age, they tend to be more interested in social activities or entertainment, such as social media, which are far more engaging than classroom lessons. This shift in focus often distracts them from academics (Ginanjari et al., 2018) .

Learning methods that are less engaging or monotonous can cause students to feel bored. If instruction isn't presented interactively or doesn't engage students in discussions, they may feel less engaged and struggle to concentrate on the material. If students feel the class isn't engaging or rewarding, they will lose interest in learning more deeply (Widiya, 2022) .

The author feels that the importance of a teacher using appropriate learning methods in the classroom cannot be underestimated, because the learning methods used have a direct impact on the effectiveness of the teaching and learning process and the results achieved by students. Good learning methods help create a dynamic, interesting classroom atmosphere and support students' cognitive development. By using a variety of learning methods, teachers can adjust the approach to the characteristics and needs of students. Each student has a different way of learning, some learn more easily through visual, auditory, or kinesthetic teaching.

Therefore, diverse methods allow students to learn according to their learning styles, which ultimately increases their understanding and engagement in the material being taught. Teachers who use diverse and effective learning methods can improve student academic achievement. Slavin emphasizes the importance of using learning strategies tailored to the needs and characteristics of individual students to create a more meaningful learning experience (Rahmiati & Azis, 2023) . In addition, the application of appropriate learning methods allows teachers to more easily achieve predetermined learning objectives. This is because each learning model has a unique way of involving students in the process of thinking and understanding the subject matter.

In short, good teaching methods are crucial for creating a learning environment that supports students' intellectual, social, and emotional development. Therefore, teachers must be discerning in selecting and using appropriate methods to ensure an effective and enjoyable learning process.

The author feels that YPST Porame High School, especially in Class X, in the history subject requires an appropriate learning method such as the Jigsaw Method. The Jigsaw method is a variation of the cooperative learning model that includes several students in one group. This method uses a student-centered approach, meaning that knowledge must be obtained actively through action, not passively. Furthermore, when the teacher wants to form a group, it must consist of heterogeneous group members. Then, each group must appoint a group leader who will later form a new group, namely the expert group. The selection of the Jigsaw model in the learning process will make students more active in class, thus making the learning process more productive (Siti Maesaroh & Yulia Nurahayu, 2024) .

The author chose history as a subject for research because it is considered crucial for developing students' historical insights. However, in reality, students often view history as a trivial subject. Therefore, the research entitled "Implementation of the Jigsaw Model to Increase Student Engagement in History Learning in Grade X of SMA YPST Porame" is presented.

## **METHOD**

### **Types of research**

This study used **a qualitative approach with a descriptive design** . This approach was chosen because the study aimed to deeply understand the process of implementing **the Jigsaw learning model** and its impact on **student engagement** in history learning. A qualitative approach allows researchers to explore learning phenomena naturally, including classroom interactions, attitudes, responses, and student experiences during the learning process (Zuchri, 2019) .

Qualitative research focuses on interpreting social phenomena as experienced by research subjects in real-world contexts. According to Hafsiah Yakin (2023) , qualitative research is an effort to understand the social world from the subject's perspective through a holistic exploration of their behavior, perceptions, and experiences. Therefore, this method is relevant for examining how the Jigsaw model is implemented and how it encourages student engagement in history learning.

### **Location and Time of Research**

This research was conducted in **the 10th grade of YPST Porame Senior High School** , Kinovaro District, Sigi Regency, Central Sulawesi Province. The research location was selected based on initial observations showing low levels of student engagement in history learning. Therefore, this research is expected to provide a practical contribution to improving the quality of history learning at the school.

The research was conducted over **two months** , from **August to September 2025** , adjusting to the history class schedule. This timeframe allowed researchers to comprehensively observe the Jigsaw model implementation process, from planning and implementation to evaluation.

### **Research Objects and Subjects**

The object of this research is **the implementation of the Jigsaw learning model in history learning** and its influence on **the activeness of class X students of SMA YPST Porame** . The focus of the research is directed at the process of implementing the Jigsaw model, the dynamics of interaction between students, and the forms of activeness that emerge during the learning process.

The research subjects included **10th grade students** , **history teachers** , and **the principal** . Students served as the primary subjects to observe their level of activity, while the history teachers and principals served as supporting informants who provided information regarding the implementation of learning and school policies. Subject selection was conducted purposively, taking into account the subjects' direct involvement in history learning using the Jigsaw model.

### **Data source**

The data sources in this study consist of **primary data** and **secondary data** .

Primary data was obtained directly from the field through observations of the learning process, interviews with history teachers, principals, and students, and recording of student activities and interactions during the implementation of the Jigsaw model. This data served as the primary source for understanding learning dynamics and student engagement levels.

Secondary data was obtained from supporting documents, such as the Lesson Implementation Plan (RPP), syllabus, student grades, teacher notes, and various literature sources such as books, scientific journals, theses, and previous research results relevant to the research topic. Secondary data was used to strengthen and validate the findings of the field research (Sugiono, 2015) .

### **Data collection technique**

Data collection was carried out through **observation, interviews, and documentation studies** .

Direct observations were conducted to observe the progress of history learning using the Jigsaw model, from group formation and discussion to presentation of group work. Researchers used observation sheets to record student activity, such as participation, courage to express opinions, and interactions between students.

**Semi-structured** interviews were conducted to obtain in-depth information regarding the implementation of the Jigsaw model. Interviews were conducted with history teachers and students to explore their experiences, motivations, and challenges encountered during the learning process. Interview guidelines were developed to ensure the data collection process remained focused yet flexible.

Documentation studies are conducted by collecting and analyzing learning documents, such as lesson plans, student grades, and photographs or videos of learning activities. Documentation is used as supporting data to complement observation and interview results.

### **Data Analysis Techniques**

Data analysis in this study was carried out qualitatively through the stages of **data reduction, data presentation, as well as drawing conclusions and verification**.

Data reduction was performed by selecting, focusing, and simplifying data relevant to the research objectives, particularly those related to the implementation of the Jigsaw model and student engagement. Irrelevant data was removed to allow for more focused analysis.

Data is presented in the form of descriptive narratives, tables, and interview excerpts. This presentation aims to facilitate understanding of student activity patterns that emerge during learning.

Conclusions were drawn and verified in stages through data triangulation from observations, interviews, and documentation. Final conclusions were formulated based on the integration of research findings, allowing the results to comprehensively illustrate the effectiveness of the Jigsaw model in increasing student engagement in history learning (Hariyanto, 2012).

## **RESULTS AND DISCUSSION**

### **RESEARCH RESULTS**

#### **1. Jigsaw Model in History Learning in Class X YPST Porame**

Based on the results of observations, interviews, and documentation conducted by researchers at SMA YPST Porame, the implementation of the jigsaw model in History subjects in Grade X went well. This model was implemented by History Teacher, Nasaruddin, with the aim of creating an active learning atmosphere, cooperation between students and student-centered.

Observation results in Class X show that learning History with the jigsaw model creates a more lively and enjoyable classroom atmosphere. The teacher divides students into several heterogeneous groups, consisting of four to six people with different abilities, then explains the results to their group mates. This process encourages students to be more active, responsible, and understand the material well. Learning activities, students appear more courageous, communicative, and enthusiastic. They not only listen to the teacher's explanation, but also discuss, exchange opinions, teach each other the material that has been learned. The teacher acts as a facilitator and guide, not the only source of information.

Based on the research results, in addition to observations and interviews, documentation in the form of activity photos, observation sheets, and learning notes also demonstrated active student involvement. The documentation showed students discussing

and presenting group results. Teachers were seen assisting and providing guidance throughout the activities.

Overall, the research results show that the implementation of the jigsaw model in history learning in Grade X SMA YPST Porame successfully increased students' activeness, responsibility, and communication skills. Students became more enthusiastic, had the courage to express their opinions, and were able to collaborate with their group mates. The teacher succeeded in creating an active, fun, and collaborative learning atmosphere. The following interview results with the teacher and several students reinforce these findings:

*"The results of an interview with a history teacher, Narudin explained that "the jigsaw model was chosen because it suits the character of history lessons that require broad understanding and collaboration in understanding past events. This jigsaw model trains students to seek information independently, think critically, and learn with friends." The teacher is tasked with monitoring, guiding, and ensuring that each group can work well" (interview September 29, 2025 with Mr. Naranudin).*

*"In an interview, Yosea explained, "At the beginning of the lesson, Nasarudin divided us into groups of four to six people. Each group member was assigned a different section of the material to study. The groups were randomly assigned so that members had diverse abilities. According to Yosea, this helped them learn to complement each other because each student was responsible for their section of the material" (interview with Yosea, September 29, 2025).*

This heterogeneous grouping process demonstrates that the teacher has implemented the basic principles of the jigsaw model, which combines students with varying ability backgrounds to enable them to work together in a balanced manner. Observations have shown that this creates a more open learning environment and encourages students to interact with each other without feeling awkward. Sharing responsibility for the material also trains students to be more disciplined and committed to the group's assigned tasks.

*Jenifer said,*

*"I feel like learning history is more fun because we don't just listen to the teacher's explanation, but we also have to explain to our friends about the material we're studying." Jenifer said that this method encourages them to actively discuss and think critically to understand the material before sharing it with other groups (interview with Jenifer, September 29, 2025).*

Jennifer's statement demonstrates that implementing the jigsaw model directly engages students in the learning process. They are not just listeners but also learning resources for their group mates. This fosters a sense of individual responsibility and improves students' communication skills. In this case, the teacher acts as a guide who monitors the discussion, not the sole source of knowledge.

*Mince further explained, "After we each studied our respective sections of the material, we regrouped in expert groups. In those groups, we discussed the same topic in depth before returning to our original groups." Expert group activities helped him*

*understand the material better because he could hear explanations from friends who had mastered certain sections more (interview, September 29, 2025 with Mince).*

Expert group activities are the core of the jigsaw model. Through this stage, students are encouraged to share knowledge and deepen their understanding of the historical topics being studied. Discussions within expert groups help students develop comprehensive concepts before they teach the material back to their original groups. Thus, the learning process doesn't stop at reading but evolves into a process of explaining and reteaching.

*Nirma stated in an interview, "I used to be shy to speak in front of the class, but since using jigsaw, I've become more confident explaining the material. Because I have to teach my friends, I study more seriously to be able to convey it correctly." Nirma feels this method gives her the opportunity to perform and build self-confidence (interview with Nirma, September 29, 2025).*

Nirma's testimony demonstrates that the jigsaw model not only improves academic understanding but also builds students' confidence and speaking skills. When they take responsibility for explaining material to their peers, they are indirectly motivated to prepare better. This demonstrates the jigsaw model's success in developing students' personal competencies.

*Meanwhile, Ismi stated, "Usually, Mr. Nasarudin first explains a little about the history topic, then we are immediately divided into groups to study. We can choose how to present the results of the discussion, whether through presentations, concept maps, or role-playing." She believes this freedom in delivery prevents monotony in the learning process (interview with Ismi, September 29, 2025).*

The presentation of learning outcomes in various formats demonstrates the flexibility of the jigsaw model. Teachers provide students with space to be creative, adapting to their individual learning styles. In the context of history learning, this variation can foster broader and more engaging understanding, as each group interprets historical events differently, yet remains factually grounded.

*History teacher Mr. Nasarudin said, "I chose the jigsaw model because it's suitable for history lessons, which cover a broad range of material. This method encourages students to actively seek information on their own, discuss it, and teach each other. I simply facilitate the learning process." He believes this model encourages students to think independently while also collaborating with their peers (interview with Mr. Nasarudin, September 29, 2025).*

The teacher's explanation reinforces the finding that the jigsaw model was implemented with the aim of creating student-centered learning. In this case, the teacher acts as a director and observer, ensuring all groups are working effectively. Learning becomes more effective because students master the material through active and communicative learning experiences.

*Yosea further added, "Usually, after all groups have finished presenting their results, we do a group reflection. Mr. Nasarudin asks us to mention things that we don't*

*understand so we can discuss them again." He believes this reflection section helps students improve their understanding and address misinterpretations of the material (interview with Yosea, September 29, 2025).*

Reflection activities at the end of the lesson serve to deepen students' understanding of the history material. By discussing the learning outcomes, students are trained to evaluate their thinking and draw conclusions together. This demonstrates that the jigsaw model focuses not only on group activities but also fosters reflective learning awareness, which is essential to the academic process.

Jenifer also said, "The class feels more lively because everyone is talking and working together. No one is silent because everyone has a task." She believes this model encourages good cooperation between group members and creates closer relationships between students (interview, September 29, 2025, with Jenifer).

This statement demonstrates that the jigsaw model successfully fosters positive social interactions within the classroom. Students focus not only on individual achievement but also on the success of the group as a whole. The relationships formed among students strengthen the collaborative spirit that underpins cooperative learning.

Overall, the interview results indicate that the implementation of the jigsaw model in Grade X SMA YPST Porame was effective. This model makes students more active, confident, and responsible in the learning process. The teacher acts as a facilitator who guides students to work together, discuss, and teach each other the material. Thus, the jigsaw model can be said to have created an interactive, enjoyable, and meaningful history learning atmosphere for all students.

## **2. Student Activeness in History Learning in Class X of YPST PORAME High School**

After conducting research during the History learning process in Grade X SMA YPST Porame, it was discovered that the implementation of the jigsaw learning model resulted in positive changes in student activity. Before this model was implemented, the classroom atmosphere tended to be passive. The teacher mostly explained the material through lectures, while students only listened and took notes. However, after the implementation of the jigsaw model, there was a significant increase in student participation and engagement during the learning process.

Students were seen actively participating in the learning process. They discussed in groups, exchanged opinions, and expressed their views on the historical material being studied. The teacher acted as a facilitator, providing direction and overseeing the discussion. Each group worked well and helped each other to ensure that all members understood the material being discussed. Student activity was evident in four main aspects: courage, participation, creativity, and independence. Courage was evident in students who began to speak up and present their group work in front of the class. Participation was evident in the involvement of almost all students in the discussion activities. Creativity emerged from the way they presented their discussion results, such as using concept maps, pictures, or role-playing. Meanwhile, independence was evident in students who prepared materials before the activity began without always having to be directed by the teacher.

The interview was conducted with the history teacher, Mr. Nasaruddin Tandirerung, and several tenth grade students, namely Yosea, Jenifer, Mince, Nirma, and Ismi. Based on the interview results, the teacher explained that the implementation of the jigsaw learning model makes students more active and responsible in the learning process. Each student has a part of the material that must be studied and explained again to their group members. The teacher also said that the classroom atmosphere became more lively because all students played an active role and helped each other in understanding the lesson material.

Interviews with students revealed that implementing the jigsaw model brought positive changes to their learning attitudes. Yosea explained that this method prevented her from remaining silent, as each group member had to master their assigned portion of the material. Jennifer said she became more confident speaking in front of the class because all students had equal opportunities to explain the material.

Mince further explained that learning became more engaging because they could learn together through discussions, rather than simply listening to the teacher's explanations. Nirma also shared that this method taught her to be more confident and well-prepared before explaining the material to her group mates. Meanwhile, Ismi felt more enthusiastic because she was given the freedom to share the results of the discussions, for example through presentations and role-plays.

The interview results concluded that implementing the *Jigsaw model* increased responsibility, self-confidence, and cooperation among students. Learning became more active and enjoyable, and students actively participated in the history learning process in the classroom.

Documentation data was obtained from various sources, such as photographs of learning activities and observation notes. Based on these data, it is clear that throughout the history learning process, students demonstrated high levels of engagement at every stage of the activity. The photographs show students actively discussing in groups, writing their work on flipcharts, and presenting their discussion results to the class. The teacher assisted and provided guidance to ensure the learning process proceeded in an orderly and focused manner.

In addition, the documentation results also show that each group was able to complete the task according to the material provided. Several students were seen helping friends who had difficulty understanding the material, which indicates cooperation and mutual assistance within the group. The results of this study show that learning activities in history learning have been carried out according to the steps of the *Jigsaw model*, namely the formation of original groups, expert groups, expert discussions, presentation of results to the original groups, and drawing joint conclusions.

Based on the documentation, it can be concluded that the implementation of the jigsaw model has a positive impact on increasing student engagement. Students are not only physically active, but also mentally and socially. The classroom atmosphere appears more lively, students are more confident in speaking, and relationships between students improve as they learn to work together and respect each other's opinions.

*The results of the interview with Yosea stated, "If usually I just sit and listen to the teacher's explanation, now I have to think, read, and discuss. So I can't just stay silent, because*

*our group depends on my explanation." He added that during the activity, all students were actively involved because each had responsibility for a certain part of the material (interview September 29, 2025 with Yosea).*

This statement demonstrates that the jigsaw model successfully transformed students' roles from passive to active. They not only received information from the teacher but also participated in seeking and sharing knowledge with their peers. Activities such as reading, writing, discussing, and presenting their work demonstrated students' comprehensive involvement in the history learning process.

Jenifer revealed, "I've become more confident in speaking up during group discussions. I'm usually shy, but since everyone has to explain their part, I've gotten used to speaking up." She also *explained* that her friends support each other when someone doesn't understand, so they're not afraid to express their opinions (interview with Jenifer, September 29, 2025).

This information demonstrates that the jigsaw model fosters self-confidence in students. Confidence in speaking in front of peers is an indicator of active learning. Furthermore, an atmosphere of mutual respect among group members makes students feel safe and comfortable expressing their opinions. This fosters a democratic and participatory learning environment in the classroom.

*Meanwhile, Mince explained, "I feel more motivated to learn because I can discuss things directly with my friends. If I just listen to lectures, I get bored quickly. But with jigsaw, I can ask and answer questions directly, so I understand better." Mince also added that the discussion activities make him more focused on the material (interview with Mince, September 29, 2025).*

Based on these results, student engagement is not only physical but also mental. They learn to connect new knowledge with existing understanding. Discussions among group members encourage critical thinking and sharpen their analytical skills regarding historical events. These activities demonstrate student-centered and dialogic learning.

Nirma said, "When learning history using jigsaw puzzles, everyone participates. No one remains silent because everyone has to explain what they've learned." She believes this model prevents students from *being* passive and encourages them to participate so their group can complete the assignment successfully (interview with Nirma, September 29, 2025).

This statement demonstrates that active learning stems from a sense of responsibility toward the group. Each student is required to contribute. In the context of history learning, this fosters a collective spirit among students, fostering a comprehensive understanding of the material. The learning process becomes more meaningful because of the two-way interaction between students.

Ismi added, "We're also taught to respect each other's opinions. Sometimes I have a different opinion, but we still discuss it until everyone agrees." She believes that group

discussions teach them to *listen* and accept differing views (interview with Ismi, September 29, 2025).

The results of these interviews indicate that student engagement is not only evident in their courage to speak, but also in their ability to collaborate and empathize with others. The process of mutually respecting opinions and accepting differing perspectives reflects the social attitudes developed through cooperative learning models. This is crucial in history lessons, which emphasize understanding values and perspectives.

*History teacher Nasarudin explained, "Student engagement has increased since I implemented the jigsaw model. They are more willing to ask questions, engage in active discussions, and no longer simply wait for the teacher to explain. Even students who were previously passive are starting to speak up." He added that student participation has increased in almost every meeting (interview with Mr. Nasarudin, September 29, 2025).*

The teacher's statement reinforces the evidence that implementing the jigsaw model has a significant impact on changing student learning behavior. Research has shown that almost all students actively participate in learning activities. They not only understand the history material but also learn to work in groups, listen to their peers, and contribute to the final learning outcome.

*Furthermore, Nasarudin also said, "I usually monitor each group and encourage students who are still hesitant. When they see their friends being active, other students are also motivated to participate." He considered the classroom atmosphere to be more lively and full of interaction compared to the lecture method (interview September 29, 2025 with Mr. Nasarudin).*

This shows that motivational factors also play a crucial role in fostering student engagement. Teachers act as facilitators, fostering enthusiasm for learning by providing positive support. Seeing their peers' enthusiasm motivates other students to participate actively. This creates a dynamic learning climate in the classroom.

*Yosea said, "In our group, everyone helps each other. If someone doesn't understand, we explain it again until everyone understands." He feels that this kind of collaboration helps them grasp the material more quickly and encourages a spirit of collaborative learning (interview with Yosea, September 29, 2025).*

This statement demonstrates that active learning also involves social collaboration among students. In history learning, students not only memorize facts but also interpret events based on shared understanding. Mutual teaching and knowledge sharing are effective ways to deepen understanding of historical concepts.

Jenifer added, "I feel like the learning time passes quickly because the classroom is lively but still focused. We can exchange ideas and learn from each other." She believes this type of learning is more enjoyable because students don't feel overwhelmed (interview with Jenifer, September 29, 2025).

Based on all the interview and observation results, it can be concluded that the activeness of students in history learning in Grade X SMA YPST PORAME increased significantly through the implementation of the jigsaw model. Students showed active participation in discussions, dared to express opinions, helped each other, and had a sense of responsibility for group results. Thus, the jigsaw model has created a collaborative, interactive learning atmosphere, and supported the development of students' critical thinking and social skills.

### **3. Reasons Why the Jigsaw Model in History Learning Can Increase Student Activity in Class X of SMA YPST PORAME**

Based on the results of research conducted during the History learning process in Grade X SMA YPST Porame, it was found that the jigsaw learning model was able to increase student activity because it provided opportunities for each student to play an active role in learning activities. Before the implementation of this model, learning tended to be passive because it was dominated by lecture methods. Students only listened and took notes on the teacher's explanation without much direct involvement. After the jigsaw model was implemented, the classroom atmosphere became more lively, dynamic, and interactive.

Students were seen actively discussing, expressing opinions, and exchanging information with their group mates. Each member was responsible for understanding the material and relaying it back to their original group. Thus, students not only learned for themselves but also helped their peers understand the material. This made all students feel they had an important role in the group. Observations showed that student engagement increased due to the responsibility, cooperation, and positive sense of interdependence created within the study group.

Based on the documentation results in the form of activity photos, field notes, and group work results, it shows that students are actively involved in learning history. Activity photos show students discussing in groups, writing work results, and presenting discussion results in front of the class. The teacher is seen playing a role as a guide who accompanies and provides direction during the activity, so that the learning process runs well and is directed. Supporting documents such as lesson plans and syllabuses show that the learning has been structured according to the steps of the jigsaw model, namely the formation of original groups, the formation of expert groups, expert discussions, returning to the original groups to explain the results of the discussion, and drawing conclusions together. The results of the documentation show that the implementation of the Jigsaw model is able to create an active, collaborative, and student-centered learning process.

Increased student engagement was also evident in the results of group work, which demonstrated the involvement of all members in developing and delivering the material. Students appeared more confident in asking questions, answering questions, and expressing their opinions during the activity. This demonstrates that the jigsaw model successfully creates a learning environment that encourages student engagement, both individually and in groups.

The interview was conducted with the history teacher, Mr. Nasaruddin Tandirerung, and several Grade X students, namely Yosea, Jenifer, Mince, Nirma, and Ismi. Based on the interview results, the teacher said that the implementation of the Jigsaw learning model makes students more active and responsible in the learning process. Each student has a

different part of the material and must understand it to be conveyed to their group members. The teacher also explained that learning becomes more effective because students learn to teach each other, so they are more enthusiastic and easily understand historical material that was previously considered difficult. The results of interviews with students, it was found that the implementation of the Jigsaw model made them more courageous and confident. Students said that they could not just stay silent because each group member had responsibility for their respective parts of the material. Jenifer said that this way of learning made her more courageous to speak in front of the class. Mince added that learning history became more interesting because it was done in groups. Nirma also said that this method made her more disciplined and prepared before the lesson began so that she could explain her part of the material well.

Based on the interview results, it can be concluded that the reason the Jigsaw model can increase student activity is because this model fosters a sense of responsibility, increases social interaction, and trains students' communication skills during the learning process.

Based on the results of observations, interviews, and documentation, it can be concluded that the jigsaw model is able to increase student activeness in history learning in Class X of SMA YPST Porame. This model places students as the center of learning, where students play an active role in understanding and explaining the material, working together in groups, and being responsible for the success of their group.

The main reason for this increased engagement is that the Jigsaw model provides equal opportunities for all students to participate, fosters a sense of responsibility for learning, and creates an interactive, enjoyable, and supportive learning environment. Thus, the jigsaw model is effective as a history learning strategy to increase student engagement and motivation. The following are the interview results:

*In an interview, Yosea said, "The jigsaw model requires me to be prepared to learn before entering class. If I don't study, I won't be able to explain the material I'm responsible for." Yosea said that this sense of responsibility makes me more diligent in reading and seeking additional information so I can explain things well to my friends (interview with Yosea, September 29, 2025).*

This statement shows that one of the causes of increased student activity is the existence of individual responsibility in groups. Each student has a vital role that cannot be replaced by another. This encourages them to learn independently before group activities begin. This kind of responsibility creates strong intrinsic motivation, as students feel that the group's success depends on the contributions of each member.

Jenifer also said, "I feel more motivated to learn because everyone in the group is interdependent. If I'm lazy, our group becomes incomplete." She explained that in jigsaw, each part of the material is *interconnected*, so every student must contribute to ensure a complete learning outcome (interview with Jenifer, September 29, 2025).

The interview results indicate that positive interdependence is a key reason why the jigsaw model increases student engagement. When a group's success depends on the participation of all members, each student is encouraged to be active. Learning is no longer

competitive but cooperative, with students motivated to work together to achieve shared understanding.

Mince added, "It's easier for us to understand the material because we can learn from our friends. Sometimes our friends' explanations are easier to understand than from a textbook." He believes that the mutual teaching between students makes the learning process more lively and less boring (interview with Mince, September 29, 2025).

The interview results indicate that peer teaching is a key factor in increasing student engagement. In the jigsaw model, students play a dual role: as learners and teachers. The activity of explaining and asking questions to each other encourages high cognitive engagement. This process strengthens understanding and fosters positive social interactions in the classroom.

*In a subsequent interview, Nirma revealed, "The jigsaw model makes me feel confident because I know my part of the material well. So, when I explain it to my friends, I'm not afraid of making mistakes." She admitted that being an "expert" in a particular area makes her feel valued and empowered to express her opinion (interview with Nirma, September 29, 2025).*

The self-confidence that grows from the role of "group expert" is a psychological factor that strengthens student engagement. When students have the opportunity to demonstrate their abilities in front of their peers, their confidence increases. This makes them more confident in asking questions, answering questions, and participating in class discussions. Feeling valued for their contributions also strengthens their motivation to learn.

*Ismi explained, "We're also more focused on our studies because each group has a clear goal. For example, our group had to explain the events of the people's resistance, so we really prepared ourselves." She said that having specific group goals makes students more focused in their studies (interview with Ismi, September 29, 2025).*

The statement emphasizes that the jigsaw model provides clear and measurable learning objectives. Each group has specific targets to achieve together. This makes it easier for students to understand the direction of learning and strive to achieve the desired results. Thus, activeness arises not from coercion, but from an awareness of the desired goals. History teacher, Mr. Nasarudin, said, "Students become more active because they know their respective roles. In one meeting, they learn to listen, speak, take notes, and explain. Everyone is involved." He also said that through jigsaw, students learn to be communicative and independent (interview, September 29, 2025, with Mr. Nasarudin).

This explanation illustrates that student engagement increases due to the clear division of roles in learning activities. The jigsaw model requires each student to participate in different activities, including as a speaker, listener, note-taker, or presenter. This alternating role ensures that each student has the opportunity to contribute, and no one is marginalized in the learning process.

*Furthermore, Mr. Nasarudin said, "This model also teaches students to work together and respect others' opinions. They are accustomed to discussing without fear of being blamed." He believes that this change in social attitudes has had a significant impact on increasing student participation in class (interview with Mr. Nasarudin, September 29, 2025).*

This statement indicates that social and emotional aspects also contribute to increased student engagement. When students feel psychologically safe to express their opinions, they are more likely to participate. An open and respectful classroom atmosphere is a crucial foundation for active and enjoyable learning.

*Yosea said, "We enjoy learning history more because we can discuss and compare opinions. So the lessons don't feel boring." He said that this learning method helps them remember the material better because it connects it to the discussion experience (interview with Yosea, September 29, 2025).*

Intense and interactive discussions demonstrate that the jigsaw model creates meaningful learning . Through conversation and exchange of ideas, students not only memorize historical facts but also understand the cause-and-effect relationships between events. This type of interaction fosters interest in learning and encourages active participation throughout the learning process.

*Jenifer also added, "When we use jigsaw puzzles, learning history feels like fun group work, not a hard lesson. We learn by sharing." She believes the friendly classroom atmosphere makes it easier for students to participate (interview with Jenifer, September 29, 2025).*

Based on the results of the interviews and discussions above, it can be concluded that the jigsaw model can increase student activity because it combines various important aspects in learning: individual responsibility, positive interdependence between group members, peer learning, self-confidence, and a supportive classroom atmosphere. With an active role given to each student, history learning at SMA YPST Porame is no longer one-way, but becomes a collaborative activity that fosters a spirit of critical thinking, cooperation, and effective communication.

## **DISCUSSION**

The research results show that the implementation of **the Jigsaw learning model** in history lessons at YPST Porame High School brought significant changes to classroom dynamics. Learning that previously tended to be one-way and teacher-centered transformed into more active, collaborative, and student-centered learning. This change was evident in increased interaction between students, involvement in group discussions, and the courage to express opinions during the learning process. These findings indicate a paradigm shift in learning from *teacher-centered to student-centered learning* .

### **Implementation of the Jigsaw Model in History Learning**

The implementation of the Jigsaw model in grade X of SMA YPST Porame took place in accordance with the principles of cooperative learning as stated by (Hidayah & Azis, 2023) . This model emphasizes cooperation between students through the formation of heterogeneous groups, the division of material responsibilities, and the process of teaching each other among group members. Each student has an equally important role in understanding and conveying certain parts of the material, thus encouraging the active involvement of all group members.

The cooperative approach is evident in the intensity of student interaction during group discussions. Students exchange ideas, help friends experiencing difficulties, and collaboratively build an understanding of the historical material. In this context, the teacher acts as a facilitator, directing and monitoring the discussion, rather than as the sole source of information. This situation aligns with the view (Sari Sakti et al., 2023) that cooperative learning fosters a sense of responsibility and cooperation in achieving shared learning goals.

Furthermore, the Jigsaw model also takes into account students' backgrounds and learning experiences. History teachers relate learning materials to examples close to students' lives, including relevant local events. This contextual approach makes it easier for students to grasp historical concepts because the material is not presented abstractly but rather linked to familiar experiences. Dividing students into heterogeneous groups allows students with higher academic abilities to help those who are still struggling, while other students are encouraged to ask questions and express their opinions.

Learning history through the Jigsaw model has also been shown to make the subject matter more meaningful. Students not only receive information from the teacher but are actively involved in the process of understanding, discussing, and re-explaining the material to their peers. This process encourages students to process information deeply and convey it in their own words. At the end of the lesson, joint reflection between the teacher and students further strengthens understanding and the meaning of the lesson. This finding aligns with the opinion of (Sholihah et al., 2018) who assert that learning will be more meaningful when students actively construct their own knowledge.

### **Student Activeness in History Learning**

The research results showed an increase in student engagement after implementing the Jigsaw model. Students became more confident in asking questions, engaging in discussions, and expressing their opinions in class. Learning, which had previously tended to be passive, transformed into a more dynamic and participatory learning process because students were directly involved in every stage of the learning process.

Increased student engagement is evident in four main aspects: courage, participation, creativity, and learning independence, as stated by (Sakti & Djono, 2024) . Courage is evident in students' increased confidence in expressing their opinions without fear of being wrong. Student participation also increases through active involvement in group discussions, presentations, and Q&A sessions. Student creativity is evident in the way they present material and explain historical concepts using diverse approaches. Meanwhile, learning independence is reflected in students' initiative in studying the material before discussions so they can contribute optimally to the group.

Interviews with students corroborated these findings. Several students reported feeling more confident speaking in front of their peers because each group member had a role to play. The history teacher also observed that previously passive students began to actively participate in discussions. This suggests that the clear role allocation in the Jigsaw model fosters a sense of responsibility and increases student engagement in learning. (Putri & Soeharso, 2025)

### **Why the Jigsaw Model Increases Student Activity**

The Jigsaw model can increase student engagement because it provides equal participation for each individual. Each student is responsible for a specific section of the material, encouraging them to deeply understand the material and communicate it to their group mates. This fosters critical thinking, analytical skills, and communication skills.

This finding aligns with the view (Nurchahya et al., 2025) , which asserts that history learning should develop critical thinking skills, analyze the cause and effect of events, and express opinions based on facts. Through expert group discussions using the Jigsaw model, students learn to connect historical events logically and coherently, rather than simply memorizing facts. Furthermore, presentations and discussions train students to convey arguments based on relevant data and sources.

Field research results indicate that a sense of individual responsibility is a key factor in increasing student engagement. Students learn more diligently because they feel a sense of obligation to explain the material to their peers. A supportive classroom atmosphere and the teacher's role as a facilitator contribute to creating a safe and conducive learning environment for students to express their opinions.

In addition to cognitive impacts, the Jigsaw model also has affective and social impacts. Students become more enthusiastic, enjoy the learning process, and learn to work together and respect differences of opinion. Thus, history learning not only enhances understanding of the material but also fosters active, confident, and collaborative character in students.

### **CONCLUSION**

Based on the results of research that has been conducted through observations regarding the Implementation of the Jigsaw Model to Increase Student Activeness in History Learning in Class X of SMA YPST Porame, it can be concluded that the implementation of the Jigsaw learning model is able to create a more active, enjoyable, and collaborative learning atmosphere. Students are directly involved in learning activities through group discussions, exchanging information, and daring to express opinions in front of the class. Each student has responsibility for the part of the material studied and delivered to their original group. This condition has a positive impact on increasing courage, participation, creativity, and cooperation between students. The teacher acts as a facilitator and guide, so that learning becomes more effective and student-centered.

Interviews with history teacher Mr. Nasaruddin Tandirerung revealed that the Jigsaw model was chosen because it aligns with the characteristics of history learning, which emphasizes cooperation and individual responsibility. The teacher stated that implementing this model makes students more active, disciplined, and confident in the learning process. Interviews with students also revealed that history learning becomes more engaging and easier to understand because it

is conducted through group discussions. Students feel more confident speaking in front of the class, are more enthusiastic about learning, and understand the material better before presenting it to their group mates.

Based on documentation in the form of activity photos, observation sheets, and supporting documents such as lesson plans and syllabi, it appears that learning is taking place actively and in accordance with the steps of the Jigsaw model. Documentation shows students discussing, writing work results, and presenting material in front of the class. Supporting documents also demonstrate the involvement of all group members in the learning process, indicating an increase in student activity and responsibility for learning.

Overall, the implementation of the jigsaw learning model has been proven to increase student engagement in history learning in Grade X of SMA YPST Porame. This model not only encourages participation and cooperation, but also develops critical thinking skills, communication skills, and a sense of responsibility for the learning process. The jigsaw model can be used as an effective and enjoyable alternative learning strategy to improve the quality of history learning in schools.

## REFERENCE

- Alimudin, A. (2015). Strategy for developing entrepreneurial interest through the learning process. *E-Journal of Performance Management* .
- Fitriatin, N., Itania, I., Khasanah, IU, & Adriyansyah, MA (2023). The Influence of Teachers' Code of Ethics on the Learning Process. *EDUKATIF: JOURNAL OF EDUCATIONAL SCIENCES* . <https://doi.org/10.31004/edukatif.v5i1.4581>
- Ginanjar, GG, Kosasih, & Elan. (2018). The Use of Gadgets in the Social Studies Learning Process for Elementary School Students. *PEDADIDAKTIKA: Scientific Journal of Elementary School Teacher Education* .
- Hafsiah Yakin, I. (2023). Qualitative Research: Qualitative Research Methods. *EQUILIBRIUM Journal* .
- Hariyanto, S. (2012). Qualitative Research: Qualitative Research Methods. *EQUILIBRIUM Journal* .
- Hidayah, N., & Azis, A. (2023). Improving Student Learning Outcomes by Using the Jigsaw Method in Islamic Religious Education Subjects for Grade VII. *ANSIRU PAI: Professional Development of Islamic Religious Education Teachers* .
- Milah, AR, Suhertin, T., Kurnia, D., Nurmalasari, N., Misbahudin, & Dhiaulhaq, F. (2024). Management of Educational Facilities and Infrastructure in Supporting the Learning Process. *Pelita Nusantara Journal* . <https://doi.org/10.59996/jurnalpelitanusantara.v1i4.373>
- Nurchaya, V., Tayeb, T., Nur, F., & Halimah, A. (2025). Comparison of Mathematical Reasoning Ability Between the Application of the Jigsaw Model and the CORE Model. *Alauddin Journal of Mathematics Education* . <https://doi.org/10.24252/ajme.v7i1.56907>
- Putri, NN, & Soeharso, S. (2025). Implementation of the Sangiran Museum Virtual Tour Media in History Learning on Student Learning Interest at SMA Negeri 11 Semarang. *Kalam Cendekia: Scientific Journal of Education* . <https://doi.org/10.20961/jkc.v13i2.104368>
- Rahmiati, & Azis, F. (2023). The Role of Teachers as Motivators in Student Learning Motivation at SMPN 3 Kepulauan Selayar. *Innovative: Journal of Social Science Research* .

- Sakti, TB, & Djono. (2024). Cooperative Learning in History Teaching Innovation. *Keraton: Journal of History Education and Culture* . <https://doi.org/10.32585/keraton.v6i1.5393>
- Sari Sakti, EM, Indrawati, E., Tatiyani, T., Effendi, U., & Nurhadianti, RDD (2023). Application of the Jigsaw Method to Increase Student Learning Interest in the Digital Era. *Media Abdimas* . <https://doi.org/10.37817/mediaabdimas.v3i2.2771>
- Sholihah, hayu A., Koeswardani, NF, & Fitriana, V. kenia. (2018). Jigsaw Learning Method in Improving. *Proceedings of the National Education Conference "Strengthening National Character Through Educational Innovation in the Digital Era."*
- Siti Maesaroh, & Yulia Nurahayu. (2024). ETHICS AND THE TEACHER PROFESSION BASIC TEACHER SKILLS IN THE LEARNING PROCESS. *Journal Central Publisher* . <https://doi.org/10.60145/jcp.v1i9.195>
- Sugiono. (2015). Qualitative Research Methods Sugiyono. *Qualitative Research Mode* .
- Widiya, Y. (2022). BIOLOGY LEARNING PROCESS IN IMPLEMENTING THE INDEPENDENT CURRICULUM AT SMAN 7 TANGERANG. *JOURNAL OF EDUCATIONAL AND SCIENCE INNOVATION* . <https://doi.org/10.51673/jips.v3i2.1044>
- Zuchri, A. (2019). Qualitative Research Methods. In *Sustainability (Switzerland)* .
- Zulfatunnisa, S. (2022). THE IMPORTANCE OF THE TEACHER'S ROLE IN THE LEARNING PROCESS. *Gentala Journal of Elementary Education* . <https://doi.org/10.22437/gentala.v7i2.16603>