

Application of The Jigsaw Method in Learning Islamic Religious Education at SMAN 1 Sumberasih

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ABSTRACT

The application of the Jigsaw Method in Islamic Religious Education (PAI) Learning at SMAN 1 Sumberasih is an innovation to empower the learning process. This method aims to encourage student cooperation, develop social skills, and deepen understanding of PAI material. The teacher divides students into small groups with the task of studying certain parts of the material, such as the pillars of prayer, prayer procedures, and the importance of prayer in Islam. Students become experts in the part studied and rejoin a new group consisting of members from each original group. In this new group, they share knowledge, encourage collaboration, and learn from each other. Basically the Jigsaw Method involves dividing learning material into small parts which are then given to groups of students. Each group will be responsible for studying a specific section of the material. After understanding the material well, each group member will return to their original group and teach the part they have learned to other group members. PAI learning using the Jigsaw method does not only focus on mastering the material, but also develops social aspects and skills that are important in everyday life. . This creates a dynamic learning atmosphere, motivates students to be actively involved, and increases their understanding of Islamic teachings and their application in everyday life.

Keywords: Learning Implementation, Jigsaw, Education

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INTRODUCTION

Education is the main pillar for individual survival and national progress. Awareness of the urgency of education has prompted the government to take steps to improve the quality of the education system. As a cornerstone of development, education provides access to knowledge, skills and understanding to advance individuals and society. Access to quality education enables the development of potential, improves the quality of life, and contributes positively to the country's development. The government recognizes the strategic role of education, with concrete measures such as budget increases, curriculum reform, teacher training, access expansion, and integration of technology in learning, creating an inclusive and quality education environment. The hope is that education will

become a major driving force in social, economic and national welfare progress.(Asda, 2022)

In the history of Islam, education has always been a major focus in Muslim societies. Since the time of the Prophet Muhammad, education has been a key aspect in the development of Muslim society. The companions of the Prophet, including hadith narrators and scholars, set an example in spreading knowledge and broadening the horizons of science.

In the education process, choosing the right learning method is very important. A teacher needs to understand the characteristics of their students so that the learning process can run well and effectively. Some student characteristics that need to be considered by a teacher include various aspects, such as talent, interest, attitude, learning motivation, learning style, thinking ability, and initial ability. By understanding students' talents, teachers can guide students towards their best potential. Understanding students' interests can help teachers present material that is relevant and interesting to them. Students' attitudes towards learning also affect their engagement and learning outcomes.(Zuhri, 2023)

The purpose of Islamic education refers to the essence of Islamic education itself, which includes several very important aspects. First, it focuses on the purpose and task of human life, which emphasizes that human life has a clear meaning and purpose, namely to serve Allah as best as possible. Secondly, the formulation of these goals must consider basic human traits, such as values, talents, and interests, which form the character of students. Third, the goals of Islamic education must reflect the demands of society, but still pay attention to local values and divine values sourced from God's revelation. This is done to maintain the safety and civilization of mankind. Fourth, the purpose of Islamic education must be in line with the human desire to achieve happiness in life, so that it does not only pay attention to world affairs, but also creates a balance between the life of the world and the life of the hereafter.(Musthofa, 2023)

The Jigsaw method refers to a learning approach that incorporates the concept of peer-to-peer cooperation in the learning process. The main objectives of the Jigsaw learning model are to improve teamwork, cooperative learning skills, and mastery of in-depth knowledge that is difficult to achieve if learners study the material individually. In the Jigsaw method, learning begins by dividing students into small groups consisting of several members. Each group member is assigned to be an expert or specialist on a particular section or topic which will then be taught to other group members. Through this process, students not only learn from the material presented by the teacher, but also from their peers. In addition, the Jigsaw method also aims to increase learners' sense of responsibility for their own learning and the learning of others in their group. By becoming an expert on a topic and teaching it to their peers, learners will feel more responsible for their understanding of the material and the success of the group as a whole.(ALFIAN, 2023)

From the author's observation of Islamic Religious Education (PAI) learning activities at SMAN 1 Sumberasih, it appears that some students show a low level of activeness. This phenomenon is reflected in the behavior of students who tend to be

passive, quiet, reluctant to express opinions, and lack of confidence when making presentations in front of the class. This low engagement has the potential to affect students' understanding of the subject matter taught by the teacher. In the context of PAI learning, this is a concern because a deep understanding of religious teachings requires active participation and student involvement. This lack of engagement can be an obstacle to students' academic progress, especially in terms of understanding and mastering PAI materials. In addition, inactivity in the learning process can also reduce students' opportunities to develop social skills and independence in understanding religious concepts." (AFIATI, 2023)

Based on the background of the problems previously described, researchers are interested in examining the improvement of cognitive learning outcomes in Islamic Religious Education (PAI) subjects by applying the Jigsaw type learning model at SMAN 1 Sumberasih. The researcher views that this learning model has the potential to improve students' understanding of PAI material and overcome the challenge of low student activeness in the learning process. Thus, the research question posed is whether the Jigsaw-type learning model can improve the cognitive learning outcomes of students of SMAN 1 Sumberasih in PAI subjects. The main objective of this study was to analyze the extent to which the application of the Jigsaw-type learning model can contribute to the improvement of students' cognitive learning outcomes in PAI subjects. This study aims to provide a deeper understanding of the effectiveness of the Jigsaw-type learning model in improving students' understanding of PAI materials and evaluate whether this learning model can be an effective alternative in improving students' cognitive learning outcomes at SMAN 1 Sumberasih. Thus, this research is expected to make a significant contribution in the development of more innovative and effective learning methods in the context of Islamic education.(Fitriani¹, Ferina Yulianti², Ahsanur Rifqi³, Tarsono⁴, 2023)

The research entitled "The Application of Jigsaw Method in Learning Islamic Religious Education (PAI) at SMAN 1 Sumberasih" is an interesting topic for researchers for various reasons. In addition, it shows the urge to prioritize innovative and relevant learning approaches in the context of Islamic education. Through this research, it is expected that empirical evidence will be found to support the effectiveness of the Jigsaw method in improving students' activeness and cognitive learning outcomes in PAI subjects. This will be the basis for the development of better and sustainable learning strategies in schools, and can provide real benefits for the learning process at SMAN 1 Sumberasih.(Hatala³, 2022)

RESEARCH METHOD

The type of research in this study is qualitative research. The focus of this research is the development of awareness and character building of students through PAI learning by applying the jigsaw method in the aspects of input, process and output at SMAN 1 Sumberasih. Primary data sources in this research are data sources obtained directly from informants in the field.

Classroom action research or often called classroom action research (PTK) is a type of research conducted by teachers or educational practitioners in the classroom

environment. The main objective of this research is to improve the quality of teaching and learning in the classroom through a cycle of planning, action, observation and reflection. This method involves a collaborative process between teachers and students in identifying existing problems, designing corrective actions or innovations, implementing them in a classroom context, and evaluating their impact on student learning and achievement.(Muhammad & Alfarizi, 2023).

In this study, in addition to primary data, secondary data sources were also used in the form of documents from the school. The documents contain the vision and mission, information about teachers and students, and other documentation relevant to the research problem. The data obtained from both sources, both primary and secondary, were then compared for analysis, while still prioritizing primary data in substantial analysis..

RESULTS AND DISCUSSION

Result

The Jigsaw learning model is designed to encourage cooperation between students and individual responsibility in understanding the material. In the context of learning Islamic Religious Education, this model provides an opportunity for each student to play an active role in discussing and understanding Islamic religious concepts. Through the Jigsaw Learning Model, the learning atmosphere becomes fun, interesting and enthusiastic for students. They feel comfortable and actively involved in the learning process. This approach facilitates the understanding of material or concepts that previously may have been difficult for students to understand, such as the concept of consumption. For example, the concept of consumption will be difficult to understand if only given a definition. But with the Jigsaw approach, the material is presented clearly and interestingly so that students more easily understand the concept. Through sharing materials and discussing in groups, students can help and support each other in understanding complex concepts. This helps improve students' understanding of the learning material.(Nurul Hidayah1*, 2022)

The opinion expressed by Nunuk Suryani and Leo Agung (2012: 135) regarding media is relevant in the context of modern education. According to them, media is not only a tool for conveying messages, but also can trigger enthusiasm, interest and motivation of students, which in turn can strengthen the learning process.(Dede Rahmatulloh1, Ajat Rukajat2, 2022)

The use of traditional or conventional methods in teaching Islam by teachers often poses challenges in achieving maximum learning objectives. The dominant method is lecture, where the teacher is the only source of knowledge and students are more passive in the learning process. This can result in low student activity and creativity, as well as inhibited in-depth understanding of Islamic religious material.(Nurun Nafisah Indah Qomari 1, Sofi Qurrota a'yun 2, 2021)

The implementation of the Jigsaw learning model in the classroom will create an interesting and entertaining learning environment for students. This model offers a different and interactive learning experience, which certainly increases students' interest in

the learning process. As a result, this positive learning environment can help encourage students to increase their dedication to learning.(Arafah1, 2023)

The view expressed by Sardiman (2014: 83) regarding individuals with high learning motivation provides a clear picture of the characteristics of people who have strong learning motivation as follows: 1) persevere in completing tasks, 2) persevere in overcoming obstacles (not giving up easily), 3) show interest in various problems (for adults), 4) prefer to work independently, 5) get bored quickly with routine, 6) able to maintain views, 7) do not easily give up on their beliefs, and 8) enjoy finding and solving problems.(July, 2023)

According to Gafur (2012: 107), learning media has the main purpose of overcoming various problems that may arise in communication and learning. Sobayarin and Rahardjo (2011:23) emphasize that educational media allows the delivery of information through various forms, such as text, images, audio, video, animation and interactive. Various forms of information delivery can help students with different learning styles understand the material better (JAMALAH, 2023).



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The results showed that there were several aspects of the implementation of the first jigsaw method, Increased Student Involvement: Jigsaw method succeeded in increasing students' involvement in PAI learning. With structured group tasks, students felt more involved and active in the learning process. Second, Increased Understanding of Material: Through the Jigsaw method, students have the opportunity to explore the material more deeply. Each group is responsible for learning certain parts of the PAI material, so that when they share with other groups there is an enriching exchange of information and understanding. Third, the formation of collaboration skills: The Jigsaw method involves cooperation between group members. Students learn to collaborate, listen to the opinions of other group members, and reach a common agreement. This helps them develop cooperative skills that are important in social life. Fourth, Presentation Skill Building: Students are given the opportunity to present the results of their group learning. This helps them hone their public speaking skills and convey ideas clearly and persuasively.

Discussion

Then there are several discussions, namely first, the Effectiveness of the Jigsaw Method: The results obtained show that the Jigsaw method is effective in learning PAI at SMAN 1 Sumberasih. Students responded positively to this method and showed increased understanding and engagement in learning. Secondly The Importance of Group Division: Heterogeneous group division is the key to the success of Jigsaw method. By varying students' backgrounds, abilities and understanding, it creates a dynamic and inclusive learning atmosphere. Third Time Management: Time management is an important factor in implementing the Jigsaw method. Teachers need to ensure that each stage of learning runs according to a predetermined schedule so that all students get equal opportunities to contribute. Fourth Learning Material Development: It is important for PAI teachers to continuously develop learning materials that suit students' needs and are relevant to the current context. The Jigsaw method can be an effective tool in teaching Islamic values and strengthening religious understanding in daily life.

In Islamic learning, teachers can start by giving a brief explanation of the concept or topic to be studied. This brief explanation aims to provide students with an overview of the material to be discussed.(Mukt, 2022).

After giving a brief explanation, the teacher then conveys the learning design that will be used. This learning design includes concrete steps on how to deliver the material, the activities that students will do, the resources that will be used, and the evaluation that will be done to measure students' understanding.(Zuhri, 2023)

The results of this study indicate that the application of Jigsaw type cooperative learning has a significant influence on students' motivation and learning achievement at SMAN 1 Sumberasih. This research reveals that Jigsaw cooperative learning has the potential to significantly improve students' learning outcomes.

This increase in learning achievement is due to the collaboration that occurs between students in the context of the Jigsaw learning model. They engage in positive dependence on each other, which encourages them to support and motivate each other. In this model, each student is responsible for a certain section or topic, so they feel they have an independent responsibility for the success of their group.... This concept is in accordance with Lie's view in Rusman (2014: 218) In the context of the Jigsaw model, students are given ample opportunity to express their opinions and process the information obtained. This allows them to engage in deep and active discussions, which in turn improves their communication skills. In this supportive environment, students feel more comfortable sharing ideas, asking questions and debating, all of which are important aspects of collaborative learning. Each group member is responsible for their group's success and understanding of the material. They feel they have an important role to play in the learning process, and this helps motivate them to actively participate and make maximum contributions. In addition, each group member is expected to convey his/her information to other group members clearly and effectively (Mesi et al., 2023).

The actions taken by PAI teachers and collaborators in applying the discussion method in learning PAI subjects at SMAN 1 Sumberasih had a positive impact on student learning achievement. By applying the discussion method, teachers and collaborators

aimed to increase students' involvement in learning, as well as increase students' understanding of PAI materials. Through well-guided discussions by teachers and collaborators, students at SMAN 1 Sumberasih had the opportunity to actively participate in the learning process. They are invited to think critically, express opinions, and exchange information with classmates. The discussion encouraged students to better understand the concepts of Islam and apply them in daily life. In addition, by applying the Jigsaw method, students are given the responsibility to become experts on a topic and then teach the material to their classmates. This allows students to develop presentation skills, a deep understanding of the material, as well as a sense of responsibility for their own and others' learning. (Muhammad & Alfarizi, 2023)

The evaluation results showed that students involved in learning with the Jigsaw method experienced an increase in learning achievement, both in terms of understanding the material and critical thinking skills. This shows that the actions taken by PAI teachers and collaborators in applying the discussion and Jigsaw methods have contributed significantly to improving student learning achievement at SMAN 1 Sumberasih. (Azzamzuri2, 2023)

CONCLUSION

SMAN 1 Sumberasih, the Islamic Religious Education teacher chose to apply the Jigsaw learning model as part of his efforts to improve the quality of Islamic religious learning. This model was chosen because it was considered effective in increasing student involvement, broadening understanding, and building teamwork among them. Creating a learning atmosphere that is encouraging, interesting and enjoyable so as to create students' comfort and enthusiasm for learning. The Jigsaw method not only succeeded in creating an interesting learning environment, but also succeeded in overcoming common challenges in Islamic learning. By breaking the material into several parts that are mastered by small groups of students, this method encourages active student involvement in the learning process, and prioritizes collaboration and teamwork. The application of the Jigsaw model also succeeded in increasing student motivation and learning achievement significantly. Students not only actively participate in discussions, but also develop presentation skills, a deep understanding of the material, and a sense of responsibility for their own learning and that of others. The evaluation results show that students who were involved in learning using the Jigsaw method experienced increased learning achievement, both in terms of understanding the material and critical thinking abilities. The actions taken by PAI teachers and collaborators in implementing discussion and Jigsaw methods have made a very significant contribution to improving student learning achievement at SMAN 1 Sumberasih. Thus, the application of the Jigsaw learning model can be considered a very effective strategy in improving Islamic religious learning in various educational contexts. This model not only creates a conducive learning environment, but also encourages students' overall learning progress, making it an approach that has the potential to provide very positive results in the context of Islamic religious education.

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