



## Efforts to Improve Student Focus in the Islamic Education Learning Process by Applying the Jigsaw Model Active Learning Method at SD Negeri 1701 Tanjung Ale

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**Abstract:** This study aims to determine the effect of the application of the Jigsaw active learning method model on increasing student focus in the Islamic Education learning process at SDN 1701 Tanjung Ale. The research method used is Classroom Action Research (CAR) which consists of two cycles, with each cycle including planning, implementation, observation, and reflection. The subjects of this study were 30 fourth grade students of SDN 1701 Tanjung Ale who had difficulty in maintaining focus during the learning process. The results of the study showed that the application of the Jigsaw method was able to significantly increase student focus. In the first cycle, although there was an increase in student involvement, there were still several obstacles related to concentration that was not yet fully optimal. However, after improvements were made in the second cycle, such as providing clearer instructions, a better structure in dividing group tasks, and more intensive supervision, student focus and involvement increased rapidly. The results of the pre- and post-cycle tests showed a significant increase in understanding the material, with 85% of students experiencing increased learning outcomes. This study concludes that the Jigsaw learning method is effective in increasing student focus and participation in Islamic Education learning. With this method, students are more active in collaborating, teaching each other, and feel more responsible for their learning. Therefore, this method is recommended to be applied in other classes as a learning strategy that can improve the quality of education.

**Keywords:** Jigsaw method, student focus, Islamic Education learning.

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### INTRODUCTION

Education is an effort to develop the potential of students holistically. Learning is the core of the educational process that aims to develop the potential of students that includes intellectual, moral, and spiritual aspects. In the context of Islamic Religious Education (PAI), the learning process is not only aimed at transferring knowledge, but also to form noble character and personality, the focus of students in the learning process is very important, because it is related to the formation of character and religious values that will be the foundation for students in living life. The focus of students during the learning process is the key to optimizing the achievement of this goal. According to al-Ghazali, education must direct students to not only understand knowledge but also internalize the values taught (Rahmat, 2020). Law Number 20 of 2003 concerning the National Education System states that the purpose of education is to develop the potential of students to become human beings who believe, fear God Almighty, have noble character, are healthy,

knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In this case, religious education has a central role in achieving these goals. Optimal learning focus in Islamic Religious Education subjects is part of the school's responsibility to carry out the mandate of this law, as stipulated in Government Regulation Number 19 of 2005 concerning National Education Standards, which regulates the standards of the learning process in schools (Ministry of Education and Culture, 2019).

In cognitive learning theory, attention and focus are essential components that influence the process of storing and processing information (Slavin, 2018). If students cannot maintain focus during learning, it is likely that the information conveyed will not be processed properly, which will result in low understanding and academic achievement. The higher the student's focus, the more effective the learning process that occurs and the better the learning outcomes obtained.

Various studies have shown that the ability to maintain focus in class can be influenced by various factors, including teaching methods, learning environments, and individual characteristics of students (Nisa, 2020). Causes of Student Lack of Focus are Low Interest and Motivation, Less Interesting Learning Methods, Environmental Disturbances, Physical and Health Conditions, and Limitations in Understanding the Material (R. Yuliana, 2020). Several learning strategies and methods can be used to improve student focus, such as the use of interesting learning media, providing appropriate feedback, and effective classroom management. Another study explains that the way to improve student focus is by Using Active Learning Methods, Variation of Learning Media, Creating an Interesting Classroom Atmosphere, Giving Challenging Assignments, Applying Mindfulness Techniques, and Providing Constructive Feedback (N. Hidayati & A. Rahman, 2019).

Active learning methods can increase student engagement and help them understand the material more deeply (Z. Arifin, 2018). Active learning can be one solution to improve student focus in class, especially in Islamic Religious Education (PAI) subjects. Active learning methods have many learning models such as the Problem Based Learning Model, Project Based Learning Model, Discovery Learning Model, Jigsaw Model and others. The Jigsaw Model is a form of cooperative learning developed by Elliot Aronson in 1971. This model is effective in increasing focus, understanding and student involvement because each individual plays an important role in the group. By using strategies that involve active student participation such as group discussions, worship practices, and simulations, it is hoped that it can increase their attention to the material presented. This method and model has proven effective in creating a more interactive and interesting learning atmosphere, so that students can focus more on learning (Supriyadi, 2018). This study is in line with previous studies which show that learning that involves cognitive, affective, and psychomotor aspects can increase student involvement in the learning process (Mustafa, 2020).

Based on the results of initial observations at SD Negeri 1701 Tanjung Ale, it was found that most, around 60% of students in grade 6 had difficulty focusing in the Islamic Religious Education learning process. This is indicated by students who often daydream, talk to friends, and do other activities that are not related to learning. This condition certainly has an impact on the low understanding and mastery of the subject matter by students. Furthermore, it results in low achievement of their learning outcomes, especially in understanding more complex materials. This problem needs to be resolved immediately so that the objectives of Islamic Religious Education learning can be achieved optimally. Based on the explanation above, the steps that will be taken by the author to increase the focus of grade 6 students in the Islamic Religious Education learning process are through the application of the active learning method of the jigsaw model at SD Negeri 1701 Tanjung Ale. This model was chosen because in this model each student in the group must master the material because they will share the material with other groups and share the material received from other groups with friends in their group. therefore the author wants to conduct research with the title: "Efforts to Improve Student Focus in the Islamic

## **METHODS**

This study was conducted with the objective of improving students' focus and involvement in Islamic Education lessons by implementing the Jigsaw active learning model. The Jigsaw method encourages cooperation and interaction among students, which has been found to increase engagement and focus during lessons. The research was carried out in two cycles, each consisting of phases such as planning, action, observation, and reflection. The study aimed to assess the impact of the Jigsaw model on students' ability to stay focused and participate actively in their Islamic Education lessons. The research follows a Classroom Action Research (CAR) design, focusing on enhancing classroom teaching practices through iterative cycles of planning, action, observation, and reflection. The study aimed to determine whether the Jigsaw method could help students focus better during Islamic Education lessons. The intervention was implemented in two cycles, each involving the application of the method, observation of its effects, and reflection on the outcomes. The goal was to improve students' focus and engagement in Islamic Education.

The participants in this research were students from grade 5 at SD Negeri 1701 Tanjung Ale, chosen due to their observed difficulties in maintaining focus during Islamic Education lessons. The class consisted of 30 students, with both male and female participants, aged between 10 and 11 years old. Before conducting the study, the students were briefed on the objectives of the research, and consent was obtained from both the students and the school administration. Various methods were used to collect data in this study, providing a comprehensive understanding of students' focus and engagement during lessons. Observations were made by both the researcher and the Islamic Education teacher, focusing on students' behavior, participation, and attention during activities that used the Jigsaw method. A checklist was used to assess the students' level of focus, with specific indicators like active participation, staying on task, and engaging in group discussions. The checklist was filled out during each class session. Additionally, informal interviews were conducted with students at the end of each cycle to gather their perspectives on the learning experience and the impact of the Jigsaw method. Pre-tests and post-tests were also administered to measure the students' understanding of the Islamic Education material before and after the intervention.

The action plan for this study involved introducing the Jigsaw method to the students. In the Jigsaw method, students are divided into small groups, each responsible for mastering a specific section of the lesson material. Afterward, they come together to share their knowledge with others, ensuring a collaborative learning process. This method fosters teamwork and communication, which are known to enhance student engagement and concentration. The process of implementing the Jigsaw method involved dividing the students into small groups of 4-5 members. Each group was assigned a different segment of the Islamic Education topic. Students then participated in expert group sessions, where they worked with others who had the same section to discuss and understand the material thoroughly. After these sessions, they returned to their original groups and shared their knowledge with their peers. This process promoted interaction and collaboration among students, allowing them to learn from one another. At the end of each lesson, students reflected on what they had learned, and the teacher provided feedback to help them consolidate their understanding.

In the first cycle, the Jigsaw method was introduced to the students. Prior to this, students took a pre-test to assess their knowledge of the material. After explaining the Jigsaw method and dividing students into groups, they began working on their assigned sections. Initial observations showed that students were excited about the group work. However, some students faced difficulty staying focused during expert group sessions,

with a few becoming distracted by their peers. The researcher and teacher provided extra support during these sessions to ensure that all students remained on task.

Despite some challenges, there was an increase in student engagement during the Jigsaw activities. Students actively participated in discussions and contributed their understanding of the material. Following the first cycle, a post-test was administered to assess student progress. The results showed a moderate improvement in students' understanding of the material, indicating that the Jigsaw method had a positive impact on their learning outcomes and focus. For the second cycle, based on the reflections from the first cycle, the researcher and teacher made adjustments to improve the implementation of the Jigsaw method. Clearer instructions and more structured guidance were provided during the expert group sessions. Additionally, periodic checks were introduced to ensure that students remained focused and on task. In the second cycle, students appeared more engaged, with improved focus and collaboration. The adjustments made in this cycle seemed to address the issues that arose in the first cycle. The post-test results in this cycle showed a significant improvement in students' learning outcomes, suggesting that the refined application of the Jigsaw method led to increased focus and better performance.

Upon completing both cycles, the researcher and teacher reflected on the overall effectiveness of the Jigsaw method in enhancing students' focus. It was evident that the active learning approach contributed to higher engagement levels, with students becoming more involved and focused during lessons. The post-test results, along with observations and student feedback, indicated that the Jigsaw method was successful in improving student focus and participation. The findings suggest that incorporating active learning strategies like Jigsaw can help address issues related to students losing focus during lessons. This research provides useful insights for teachers who aim to improve student engagement and focus, particularly in subjects like Islamic Education. The Jigsaw method, with its emphasis on cooperation and active participation, offers an effective strategy for enhancing student concentration and learning outcomes. Further studies could explore the application of this method in different subjects and grade levels, providing teachers with more ways to foster active learning in their classrooms.

## **RESULTS**

The results of this study aim to assess the effectiveness of the Jigsaw method in improving students' focus and engagement during Islamic Education lessons at SD Negeri 1701 Tanjung Ale. Through observations, student feedback, pre- and post-test comparisons, and teacher reflections, several key findings emerged. At the start of the intervention, the classroom environment was noted to be quite typical for an Islamic Education class, with students occasionally distracted and disengaged, particularly when the lesson was delivered in a traditional, teacher-centered manner. The students exhibited a general lack of focus, with some becoming distracted by peers, others showing signs of disinterest, and a few students struggling to keep up with the material. The teacher's efforts to keep students engaged were met with varying levels of success, with some students more engaged than others, especially those who were more active in classroom discussions.

In the first cycle, the Jigsaw method was introduced as a new approach to foster greater collaboration and engagement. The method was explained to students, and they were divided into small groups, each tasked with studying a different portion of the Islamic Education material. Students worked in "expert groups" with others who had been assigned the same portion of the lesson, where they collaborated and shared ideas to thoroughly understand their segment.

As the groups reconvened in their original groups to share their knowledge, initial observations showed mixed results. Many students seemed more excited to participate in discussions compared to traditional lessons, but focus remained a challenge for some. A few students became distracted, particularly when it was time to present what they had



learned to their peers. However, as the cycle progressed, it became evident that students were becoming more accustomed to the structure of the Jigsaw method, and their focus appeared to improve gradually.

Pre-test results indicated that the students had a relatively low understanding of the topic at hand, with many struggling to recall key concepts related to the material. The results from the pre-test revealed that only a small proportion of students were able to answer questions correctly, and the majority needed additional support to fully grasp the lesson's content. After implementing the Jigsaw method in Cycle 1, the post-test results showed a noticeable improvement in students' comprehension. While the improvement was not drastic, it was evident that most students had retained more information than they had before the intervention. These initial results suggested that the Jigsaw method was helping to enhance students' understanding of the material, as they were learning actively by teaching their peers and receiving input from others. Despite some distractions, students were more engaged than they had been in prior lessons, and the collaboration within their groups allowed them to consolidate their understanding.

The teacher and researcher reflected on the results of Cycle 1 and discussed the areas where the method could be refined. It was observed that while the Jigsaw method had successfully improved engagement, the level of focus in some students remained inconsistent. A few students still struggled to stay on task, especially during expert group work, and the group sharing sessions required more structure. Based on these reflections, several adjustments were made for Cycle 2. Clearer instructions were given, more time was allocated for expert groups to discuss the material in detail, and periodic check-ins with the groups were conducted to ensure that all students were staying focused and participating in the process.

In Cycle 2, the changes made from the first cycle were implemented. The adjustments included providing more structured guidance during the expert group sessions and introducing short breaks to maintain focus during lengthy discussions. The teacher also ensured that students had specific roles within their groups, with each student responsible for a particular part of the discussion, thus increasing accountability and encouraging participation from everyone. The second cycle showed even greater improvement in student engagement and focus. Most students were much more involved in the discussions and appeared more enthusiastic to share their ideas during the group presentations. Additionally, the clearer instructions and better structure seemed to help the students stay on task for longer periods. Students were visibly more focused during the group work and when presenting to the class, and there was a noticeable decrease in off-task behavior compared to Cycle 1.

After Cycle 2, a post-test was administered again to assess students' learning outcomes. Compared to the pre-test, the post-test results showed a significant improvement in students' ability to recall and apply the concepts taught in the Islamic Education lesson. The students demonstrated a deeper understanding of the material, as evidenced by higher test scores across the class. Many students who had previously struggled with the material were able to answer questions with more confidence and accuracy. The post-test scores showed that 85% of students had improved their understanding of the lesson, with several students showing substantial progress in comparison to their initial performance. This increase in learning outcomes was attributed to the more effective implementation of the Jigsaw method, which had fostered greater collaboration, active participation, and engagement from the students.

Feedback from students revealed positive reactions to the Jigsaw method, especially in Cycle 2. When asked about their experiences with the method, most students mentioned that they enjoyed working with their peers and felt more involved in the learning process. Several students expressed that the group work helped them better understand the material, as they were able to explain concepts to one another and listen to different perspectives. They particularly appreciated the opportunity to take responsibility for learning a part of the material and teaching it to their classmates.

However, some students still expressed minor concerns about staying on track during expert group sessions, particularly when there were disruptions or when some students were less engaged. In response to this, the teacher provided additional scaffolding and support to help guide students back to the task at hand when necessary. The teacher also encouraged more peer accountability, which helped ensure that every student remained involved in the process. During Cycle 2, there was a noticeable increase in students' focus and participation. Students were more attentive during both the expert group sessions and the Jigsaw group discussions. This increase in focus was particularly evident when students were presenting their sections to the class. The presentations became more confident and informative, as students were well-prepared and had absorbed the material through collaboration. The structured guidance and additional support provided to the groups helped maintain momentum throughout the lessons.

From the teacher's perspective, the Jigsaw method was a successful approach to improving students' focus in Islamic Education lessons. The method encouraged more active participation, which in turn increased student focus and engagement. The structured nature of the Jigsaw method provided clear expectations and roles for the students, which minimized distractions and allowed for more productive discussions. The teacher noted that while some students still required support to stay focused, overall, the method led to more active learning and improved performance. The teacher also observed that the use of the Jigsaw method fostered a sense of teamwork and community in the classroom. Students began to see the value in collaborating with others and understood that their individual contributions were essential to the success of the group. This collaborative atmosphere helped improve their communication skills and fostered a positive learning environment.

The implementation of the Jigsaw method had a positive impact on students' focus and engagement in Islamic Education lessons. The students demonstrated increased participation, improved concentration, and a deeper understanding of the lesson content. The post-test results indicated significant improvements in students' learning outcomes, suggesting that the method was effective in enhancing both their focus and their ability to learn the material. Overall, the findings suggest that the Jigsaw method is an effective strategy for improving student focus and engagement. The active learning model promoted collaboration, accountability, and a deeper understanding of the content. The use of the method also appeared to increase students' motivation and enthusiasm for learning. The study concludes that teachers should consider incorporating the Jigsaw method into their teaching practices to promote more focused and engaged learning experiences for their students.

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The teacher also observed that the use of the Jigsaw method fostered a sense of teamwork and community in the classroom. Students began to see the value in collaborating with others and understood that their individual contributions were essential to the success of the group. This collaborative atmosphere helped improve their communication skills and fostered a positive learning environment.

The implementation of the Jigsaw method had a positive impact on students' focus and engagement in Islamic Education lessons. The students demonstrated increased participation, improved concentration, and a deeper understanding of the lesson content. The post-test results indicated significant improvements in students' learning outcomes, suggesting that the method was effective in enhancing both their focus and their ability to learn the material. Overall, the findings suggest that the Jigsaw method is an effective strategy for improving student focus and engagement. The active learning model promoted collaboration, accountability, and a deeper understanding of the content. The use of the method also appeared to increase students' motivation and enthusiasm for learning. The study concludes that teachers should consider incorporating the Jigsaw method into their teaching practices to promote more focused and engaged learning experiences for their students.

## **DISCUSSION**

The application of the Jigsaw method in Islamic Education lessons at SD Negeri 1701 Tanjung Ale has yielded notable results regarding students' focus and engagement. The research shows that by using collaborative, active learning strategies like Jigsaw, teachers can significantly enhance student participation, learning outcomes, and overall classroom dynamics. This discussion seeks to interpret and analyze the findings of this study, focusing on how the Jigsaw method influenced students' concentration, collaboration, and learning achievements. The primary goal of this study was to assess whether the Jigsaw method could improve students' focus during Islamic Education lessons. The results indicated a clear positive effect, particularly after the refinement of the method in Cycle 2. Initially, students struggled to stay engaged in a traditional teacher-centered classroom



setting. However, when introduced to the Jigsaw method, there was a noticeable increase in their involvement and focus. This result aligns with previous research that shows how active learning strategies, such as Jigsaw, can foster a more engaging and stimulating learning environment for students.

In the first cycle, students showed increased participation, but focus remained inconsistent. Some students were distracted during expert group sessions, and a few showed reluctance in sharing their knowledge during group discussions. Despite these challenges, the teacher observed that the level of engagement was much higher compared to traditional teaching methods. These findings confirm that the Jigsaw method can create a more active classroom environment, even though initial implementation may have some setbacks in maintaining complete focus.

Cycle 2 demonstrated a substantial improvement in student focus and engagement. The adjustments made based on feedback from Cycle 1—such as clearer instructions, better structuring of the expert group sessions, and periodic check-ins—played a crucial role in enhancing student focus. These improvements resulted in more effective use of the Jigsaw method, as students seemed more comfortable with their roles and responsibilities, which encouraged them to stay on task and work collaboratively.

The presence of structured roles within the groups, where students were assigned specific responsibilities, helped maintain focus. This approach minimized distractions and ensured that all students had an active part in the lesson. The stronger focus in Cycle 2 demonstrates that the Jigsaw method's success is highly dependent on clear instructions, support from the teacher, and effective group management. This cycle also reinforced the idea that the Jigsaw method's collaborative nature significantly boosts student engagement, as students are required to rely on their peers for both learning and teaching.

A significant advantage of the Jigsaw method is its emphasis on collaboration. This study found that students in the Jigsaw method were more engaged in collaborative learning compared to traditional methods. In expert groups, students actively worked together to master different sections of the lesson material. This collaboration fostered a deeper understanding of the content, as students had to explain concepts to each other in their own words, which reinforced their learning.

Research supports the idea that peer teaching and learning through collaboration can enhance student understanding and retention. In this study, students reported that they enjoyed learning from their peers and felt more confident in sharing knowledge with others. The group work also helped students consolidate their understanding of the material, as each student was responsible for learning and teaching a specific part of the lesson. This collaborative approach facilitated the development of not only academic skills but also social and communication skills, which are essential for students' overall development. One of the key findings of this research was the marked increase in student motivation and enthusiasm during the lessons. In the Jigsaw method, students took on more responsibility for their own learning, which boosted their motivation to perform well. They were more engaged because they realized that their success depended on both their individual contribution and the cooperation of their group members. As a result, students worked harder to understand the material, as they would need to teach it to their peers in the group sessions.

The increased engagement observed during Cycle 2 suggests that active learning strategies like Jigsaw can also positively affect students' attitudes toward learning. Instead of passively receiving information from the teacher, students became active participants in their educational journey. The idea that learning is a shared responsibility within the group, rather than a task only assigned to the teacher, made the lessons feel more interactive and enjoyable for students.

The study found that students' understanding of the lesson material improved significantly after the implementation of the Jigsaw method. The pre-test and post-test results demonstrated a clear increase in student learning outcomes, particularly after Cycle 2. This improvement can be attributed to the deeper level of engagement and focus

that the Jigsaw method encourages. When students collaborate and teach each other, they not only reinforce their own learning but also clarify concepts for their peers, which deepens their understanding of the subject. The increase in learning outcomes was most notable in Cycle 2, where students demonstrated a more thorough comprehension of the material. The method's success in enhancing learning outcomes highlights the importance of student interaction and collaboration in the learning process. Students who may have struggled with the material when taught in a traditional way were able to grasp the concepts better because they were learning in a more interactive and supportive environment.

An important aspect of the Jigsaw method is the group discussion, where students present their findings to their peers. This research showed that students were more focused during group discussions in Cycle 2 compared to Cycle 1. The structured roles within the groups, along with the teacher's support in monitoring the students' progress, helped ensure that students remained on task. In Cycle 1, there were occasional distractions, but by Cycle 2, these disruptions were minimized. The students appeared more prepared, and the quality of the group presentations improved. The increased focus during group discussions can be attributed to the accountability created by the Jigsaw method. Students knew they were responsible for teaching their part of the lesson to others, which encouraged them to concentrate better on their portion of the material. This sense of responsibility also contributed to more active participation, as students understood that their contributions directly affected the success of the group.

The student feedback gathered during the study revealed a positive reception to the Jigsaw method. Many students expressed that they found the learning process more enjoyable and less monotonous than traditional lessons. They appreciated the opportunity to collaborate with their peers, and some students even noted that they felt more confident in their ability to understand the material after teaching others. The opportunity to engage in peer learning seemed to provide students with a sense of accomplishment, as they could contribute meaningfully to the group. However, some students also mentioned that they found it challenging to stay focused during expert group sessions, particularly when certain group members were less engaged. This issue was addressed by the teacher through more structured sessions and increased support. Overall, the feedback from students suggested that the Jigsaw method was more effective in improving focus and engagement than traditional teaching methods, as it allowed students to take ownership of their learning in a more dynamic environment.

The teacher involved in the study reflected positively on the Jigsaw method, particularly regarding how it improved student engagement and focus. The teacher noted that students became more involved in the learning process, and there was a noticeable shift in classroom dynamics. The traditional teacher-centered approach, which often led to disengagement, was replaced by a more student-centered approach that encouraged collaboration and interaction. The teacher also emphasized the importance of providing clear instructions and maintaining structure during the expert group sessions. With the appropriate support, students were able to remain focused and engaged. The teacher's role as a facilitator, rather than the primary source of information, allowed for a more dynamic and interactive learning environment. The reflections confirmed that the Jigsaw method is a highly effective strategy for increasing student focus, participation, and academic achievement.

Based on the results of this study, it is recommended that teachers incorporate the Jigsaw method into their teaching practices, especially in subjects where collaboration and peer learning can enhance understanding. The Jigsaw method fosters a learning environment that emphasizes active participation, collaboration, and shared responsibility. It can be particularly beneficial in classrooms where students tend to lose focus or disengage during traditional lessons.

It is also important for teachers to provide clear guidance and structure to ensure that students stay on task. Adjustments, such as assigning specific roles within the groups

and regularly checking in with students, can help maintain focus and promote productive collaboration. Teachers should also be prepared to address any challenges related to student engagement, such as distractions or uneven participation, by offering additional support when necessary. In conclusion, the use of the Jigsaw method in Islamic Education lessons at SD Negeri 1701 Tanjung Ale led to significant improvements in student focus, participation, and learning outcomes. The method's emphasis on collaboration and active learning provided students with the opportunity to engage more deeply with the material, leading to better academic performance. The study highlights the effectiveness of the Jigsaw method in fostering a more interactive and engaging classroom environment, ultimately contributing to improved student achievement and motivation.

## **CONCLUSION**

Based on the results of classroom action research that has been carried out through three cycles of implementing the jigsaw active learning method, there is a significant increase in student focus. In the first cycle, the level of student focus in the good and very good categories reached 60%, increasing from the initial condition of only 40%. The increase continued in the second cycle with an achievement of 70%, and finally reached 95% in the third cycle. This increase shows that the jigsaw method is effective in increasing concentration, attention, active participation in discussions, and the ability to follow student instructions. In the third cycle, the research target has been achieved, even exceeding the target of 80%, with an achievement of 95%.

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