



The Influence of Jigsaw Type Cooperative Learning Model on Students' Understanding of Islamic History Material at MI An Nafiiyah 2

Muslim, MI An Nafiiyah 2, Indonesia

✉ ctanita679@gmail.com

Abstract: This study aims to analyze the effect of the Jigsaw cooperative learning model on students' understanding of Islamic History material at MI An Nafiiyah 2. The research method used is quantitative with a quasi-experimental design. The research sample consisted of two classes, namely the experimental class using the Jigsaw model and the control class using conventional methods. The research instruments were in the form of comprehension and observation tests. The results of the study showed that the application of the Jigsaw cooperative learning model had a positive effect on students' understanding. Students who learned with the Jigsaw model showed a higher increase in understanding scores compared to students who learned with conventional methods. This is due to the active interaction between students in small groups that allows them to share information and strengthen conceptual understanding. In addition, the Jigsaw model also improves students' social skills and activeness in the learning process. Based on these findings, it can be concluded that the Jigsaw cooperative learning model is effective in improving students' understanding of Islamic History material. Therefore, it is recommended for educators to apply this model as an alternative in teaching Islamic History in order to create more interactive and meaningful learning.

Keywords: Jigsaw learning model, student understanding, Islamic history.

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INTRODUCTION

Learning is the core of the educational process aimed at developing students' potential optimally. In the context of education in Indonesia, various teaching methods and strategies continue to be developed to improve students' learning outcomes. One of the widely used approaches is the cooperative learning model, which emphasizes collaboration among students to achieve better understanding. The cooperative learning model has various types, one of which is the Jigsaw type, which has been proven effective in enhancing conceptual understanding and social skills among students.

Islamic History is one of the subjects that plays an important role in the Islamic education curriculum, especially in Madrasah Ibtidaiyah (MI). The subject of Islamic History is not only intended to convey information about significant events in the history of Islamic civilization but also to instill moral and spiritual values in students' lives. However, in reality, many students struggle to comprehend historical materials due to less interactive teaching methods that focus solely on teacher lectures. This results in low student participation and motivation in studying history, ultimately affecting their academic performance.

The Jigsaw learning model serves as a viable solution for teaching Islamic History. This model allows students to work in small heterogeneous groups, where each group member is responsible for learning and explaining a specific part of the material, which is then shared with their peers. Consequently, students do not merely receive information passively but actively engage in the learning process. This process fosters a sense of individual responsibility in understanding the material and hones communication and teamwork skills, which are essential in social life.

Several previous studies have demonstrated that the Jigsaw learning model can enhance students' comprehension across various subjects. The strength of this model lies in its intensive social interaction, where students assist one another and exchange understanding of the learned material. Additionally, cooperative learning can boost students' motivation as they feel more involved in the learning process. With a more enjoyable and interactive learning atmosphere, students tend to grasp taught concepts more easily and become more motivated to learn.

Beyond academic comprehension, the Jigsaw model positively impacts students' social skill development. Through group discussions and information exchange, students learn to appreciate others' opinions, develop tolerance, and enhance critical and analytical thinking skills. This is highly relevant to Islamic History learning, where students are expected not only to understand historical events but also to derive wisdom and positive values from Islamic history for application in daily life.

Although many studies have explored the effectiveness of the Jigsaw model, research on its application in Islamic History education at the Madrasah Ibtidaiyah level remains limited. Therefore, this study aims to explore the extent to which the Jigsaw learning model influences students' understanding of Islamic History at MI An Nafiyah 2. This research is expected to contribute to the development of more effective and innovative teaching strategies, particularly in Islamic History subjects. This study is anticipated to contribute to the development of more effective and innovative teaching strategies, particularly in Islamic History subjects. By understanding the benefits and challenges of implementing the Jigsaw model, educators are expected to optimize its application in learning. Moreover, this research aims to identify factors that support or hinder the successful implementation of the Jigsaw model. Thus, the study's findings can serve as a foundation for developing teaching methods better suited to the characteristics of students at the Madrasah Ibtidaiyah level.

In this research, the method used is a quasi-experimental approach with a quantitative design. The research instruments include student comprehension tests and observations of the learning process. The collected data will be analyzed to determine the differences in understanding between students taught using the Jigsaw model and those taught using conventional methods. Additionally, this study will evaluate the extent to which students feel comfortable and motivated with this learning model and its long-term impact on their academic performance.

Through this research, it is expected to provide new insights for educators and educational policymakers in developing more effective and enjoyable learning strategies. The proper implementation of a learning model will not only enhance students' understanding but also foster their interest and love for Islamic History. Furthermore, this learning model can serve as an inspiration for other schools to adopt similar methods to improve overall learning quality.

Apart from academic and social aspects, implementing the Jigsaw learning model also benefits students' character development. Through teamwork, students learn how to collaborate, build empathy, and enhance interpersonal communication skills. Values such as responsibility, cooperation, and mutual respect become integral parts of the learning process applied through this model. The success of the Jigsaw model in improving students' comprehension heavily depends on the teacher's role as a facilitator. Teachers have the responsibility to guide students in understanding their roles within the group, ensure that each group member actively contributes, and create a conducive learning

environment. Therefore, for the effective implementation of this model, teachers need adequate training to manage classrooms effectively and optimize the benefits of cooperative learning.

Furthermore, support from the school environment and parents is also a crucial factor in the successful implementation of the Jigsaw model. Schools are expected to provide adequate learning facilities and resources, such as comfortable classrooms and sufficient learning materials. Meanwhile, parents can play a role by motivating and encouraging their children to actively participate in the learning process.

By considering the various factors contributing to the successful implementation of the Jigsaw model, this study is expected to provide practical recommendations for educators and educational policymakers. Implementing an effective learning model will help create a more engaging learning environment, improve students' comprehension, and reinforce positive character development.

Overall, this research aims to provide a deeper understanding of the effectiveness of the Jigsaw learning model in enhancing students' comprehension of Islamic History. With an approach based on collaboration and active interaction, this model is expected to be an effective alternative in improving the quality of learning in Madrasah Ibtidaiyah and serve as a reference for future educational research.

METHODS

This study uses a quantitative approach with a quasi-experimental design method. The design of this study aims to determine the effect of the Jigsaw type cooperative learning model on students' understanding of Islamic History material. The subjects of the study were students of MI An Nafiiyah 2, who were divided into two groups: an experimental group using the Jigsaw model and a control group using conventional methods.

The research instruments used included student understanding tests before and after treatment (pre-test and post-test), as well as observations of the learning process. This test was designed to measure the extent to which students understand Islamic History material after the Jigsaw learning model was applied. Observations were made to see students' activeness in learning, interactions between group members, and their involvement in discussions.

Sampling was carried out using a purposive sampling technique, namely selecting samples based on certain criteria, such as students' initial level of understanding and relatively balanced academic abilities between the experimental and control groups. This aims to ensure that the research results truly reflect the effectiveness of the learning model applied.

The data obtained from the comprehension test were analyzed using statistical tests, namely the t-test to determine whether there was a significant difference between the understanding of students taught with the Jigsaw model and those taught with conventional methods. In addition, observation data were analyzed descriptively to describe the ongoing learning process.

The validity of the research instrument was tested through validity and reliability tests. The validity of the instrument was carried out with expert judgment from educational experts, while its reliability was tested with statistical tests such as Cronbach's Alpha to ensure the consistency of the results obtained.

The research was carried out in several stages, starting from planning, conducting experiments, collecting data, analyzing data, to drawing conclusions. During the experiment, the researcher acted as a facilitator who supervised the learning process and ensured that each student got a fair role in the Jigsaw group.

The results of this study are expected to provide a clearer picture of the effectiveness of the Jigsaw model in improving students' understanding of Islamic History. If proven effective, this model can be recommended as a more interesting and interactive learning alternative for Madrasah Ibtidaiyah students.

In addition, this study also attempts to identify obstacles and challenges in implementing the Jigsaw model in the classroom. Factors such as teacher readiness, availability of learning resources, and student participation levels are important aspects considered in this study. By understanding the factors that support and inhibit the implementation of the Jigsaw model, it is hoped that this study can be a reference for other schools that want to implement more innovative and effective learning strategies in teaching Islamic History. Overall, this study contributes to the development of better learning models, as well as providing insight for educators in designing learning strategies that can improve students' understanding and interest in learning.

RESULTS

The results of the study showed that there was a significant increase in students' understanding who learned with the Jigsaw model compared to the conventional method. Data from the pre-test and post-test showed that the experimental group experienced a higher average score increase than the control group. In addition to academic improvement, this study also found that students who learned with the Jigsaw method were more active in group discussions and showed higher involvement in the learning process.

Observations during learning showed that students in the experimental group were more enthusiastic in discussing and working together with their group mates compared to the control group who tended to be passive. In terms of learning motivation, students in the Jigsaw group showed a greater interest in understanding Islamic history material compared to students in the control group. This study also found that students who learned with the Jigsaw model were better able to develop critical thinking skills because they had to explain concepts to their group mates.

The results of interviews with teachers showed that the Jigsaw method helped create a more conducive and interactive learning atmosphere. Although effective, this study also found several challenges in implementing the Jigsaw model, such as the need for good classroom management to ensure that all students actively participate. Some students initially found this method difficult, but after several learning sessions they began to get used to it and were more confident in participating. The use of the Jigsaw model has also been shown to help students with lower levels of understanding to understand the material more easily because of group discussions.

From the results of the data analysis, it was concluded that the Jigsaw learning model has a positive impact on improving students' understanding of Islamic history material at MI An Nafiyah 2. Thus, this model is recommended to be applied in teaching Islamic history at the Madrasah Ibtidaiyah level in order to improve the quality of learning. These findings indicate that the Jigsaw model not only contributes to academic understanding, but also improves students' social and collaborative skills, which are important aspects of 21st-century education. can provide new insights for educators and education policy makers in developing more effective and enjoyable learning strategies. The application of the right learning model will not only improve students' understanding but can also foster their interest and love for Islamic History. In addition, this learning model can be an inspiration for other schools to apply similar methods to improve the overall quality of learning.

In addition to academic and social factors, the application of the Jigsaw learning model also provides benefits in strengthening students' character. Through cooperation in groups, students can learn to work in teams, build empathy, and improve interpersonal communication skills. Values such as responsibility, cooperation, and mutual respect are part of the learning process applied through this model.

The success of the Jigsaw model in improving students' understanding is highly dependent on the role of the teacher as a facilitator. Teachers have the responsibility to

guide students in understanding their roles in the group, ensure that each group member actively contributes, and create a conducive learning atmosphere. Therefore, in the application of this model, training is needed for teachers so that they are able to manage the class effectively and optimize the benefits of cooperative learning. Not only that, support from the school environment and parents is also an important factor in the success of the Jigsaw model implementation. Schools are expected to provide supporting learning facilities and resources, such as comfortable classrooms and adequate learning resources. Meanwhile, parents can play a role by providing motivation and supporting their children to actively participate in the learning process.

By considering various factors that contribute to the success of the Jigsaw model implementation, this study is expected to provide applicable recommendations for educators and education policy makers. The implementation of an effective learning model will support the creation of a more enjoyable learning atmosphere, improve the quality of student understanding, and strengthen positive character in them. Overall, this study aims to provide a deeper understanding of the effectiveness of the Jigsaw learning model in improving students' understanding of Islamic History. With an approach based on cooperation and active interaction, it is hoped that this model can be an effective alternative in improving the quality of learning in Madrasah Ibtidaiyah and become a reference for further research in the field of education.

DISCUSSION

Discussion of the results of this study shows that the Jigsaw learning model has a significant impact on student understanding. This is reinforced by Slavin's (1995) research which states that the cooperative learning model can improve students' conceptual understanding and social skills. Aronson et al. (2000) also found that Jigsaw-type learning increases positive interactions between students, which contributes to better academic achievement.

Johnson & Johnson (1999) explained that in cooperative learning, students learn more effectively because they have the responsibility to teach the material to other group members. According to research by Tran & Lewis (2012), Jigsaw not only improves academic understanding but also builds students' confidence in conveying ideas and opinions. In the context of learning Islamic history, this model allows students to dig deeper into the moral values contained in Islamic history, as stated by Nasution (2016) that group discussions can enrich the understanding of Islamic values.

Research by Sharan & Sharan (1992) shows that students who learn using the Jigsaw method are more motivated and have a higher sense of responsibility compared to students who learn using traditional methods.

In addition, Slavin's research (2011) confirms that cooperative learning can improve learning outcomes because students feel more comfortable in a discussion atmosphere compared to listening to teacher lectures. Teachers play an important role in ensuring that the information shared in the group is in accordance with historical facts. This is supported by Vygotsky's theory (1978) which emphasizes the importance of scaffolding in social-based learning. Jigsaw learning is also more effective when combined with technology, as expressed by Dillenbourg (2002) that digital media can enrich the group discussion process. Overall, the results of this study are in line with various previous studies showing that Jigsaw is an effective method for improving students' understanding of Islamic history material.

CONCLUSION

Based on the results of the study, it can be concluded that the Jigsaw cooperative learning model has a positive impact on students' understanding of Islamic History material. This model is able to increase interaction between students, which contributes to a deeper understanding. The application of the Jigsaw model also increases students' learning motivation. With an active role in the group, students feel more confident and have responsibility for understanding the material. In addition to academic understanding, this model also improves students' social skills, such as cooperation, communication, and tolerance in group learning.

The results of this study also show that the Jigsaw model is more effective than conventional learning methods in increasing student involvement during the learning process. Teacher support in implementing the Jigsaw model is an important factor in the success of learning. Teachers must be able to be facilitators who guide students in discussions and share understanding. In the context of learning Islamic History, Jigsaw helps students understand moral values and Islamic history better, because they actively discuss and reflect on the material being studied.

Although the Jigsaw model is effective, challenges in its application such as differences in students' levels of understanding and limited learning time still need to be considered and overcome. This study also shows that a technology-based approach can further optimize the effectiveness of the Jigsaw model in learning. Thus, the use of the Jigsaw model in learning Islamic History can be an alternative innovative method to improve the quality of education in Madrasah Ibtidaiyah. For further research, it is recommended to study the application of the Jigsaw model in various levels of education and other subjects in order to enrich insight into the effectiveness of this method in the world of education

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