Implementation of the Jigsaw Method in Improving Learning Outcomes of the Pillars of Islam and Pillars of Faith Material at SD Negeri 0404 Pasar Ujung Batu

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Abstract: This study aims to analyze the application of the Jigsaw method in improving learning outcomes of the Pillars of Islam and Pillars of Faith material at SD Negeri 0404 Pasar Ujung Batu. The Jigsaw method is a cooperative learning model that emphasizes cooperation between students in understanding the material in depth. In this method, students are divided into small groups and each member is responsible for studying and explaining certain parts of the material to their group mates. This study uses a quantitative approach with a classroom action research (CAR) design which is carried out in two cycles. The subjects of the study were fourth grade students of SD Negeri 0404 Pasar Ujung Batu. Data were collected through learning outcome tests, observations, and interviews. The results showed that the application of the Jigsaw method can improve students' understanding of the Pillars of Islam and Pillars of Faith material. This can be seen from the increase in the average value of student learning outcomes from cycle I to cycle II. In addition, the Jigsaw method also contributes to increasing active student participation, training communication skills, and creating a more interactive and enjoyable learning environment. With increased learning outcomes and student involvement, the Jigsaw method can be used as an alternative effective learning strategy. These findings provide implications for teachers in developing innovative learning methods that can improve students' understanding, especially in Islamic Religious Education subjects in elementary schools.

Keywords: Jigsaw, learning outcomes, pillars of islam, pillars of faith, Islamic education.

INTRODUCTION

Education plays an important role in shaping students' understanding of religious values, including the basic concepts of the Pillars of Islam and the Pillars of Faith. Islamic Religious Education (PAI) learning in elementary schools aims to provide students with a deep understanding of Islamic teachings so that they can be applied in everyday life. However, in practice, there are still many obstacles faced in the learning process, such as low student participation and lack of understanding of the material being taught (Susanto, 2021).

One of the factors that causes low student understanding is the use of less varied learning methods. Conventional learning that is one-way, where the teacher dominates the class, tends to make students passive and less actively involved in the learning process (Putri & Kurniawan, 2022). This has an impact on low student learning outcomes, especially in understanding important concepts in Islam, such as the Pillars of Islam and

the Pillars of Faith. Therefore, more innovative learning strategies are needed so that students can be more active in understanding the material being taught.

One method that can be applied to increase student activity and understanding is the Jigsaw method. The Jigsaw method is a cooperative learning model that allows students to work together in small groups to understand and explain material to peers (Sari & Hidayat, 2022). In this method, each student is responsible for studying a certain part of the material and then teaching it to other group members. Thus, students not only receive the material passively, but are also active in discussing and re-conveying the parts of the material they have studied.

Several studies have shown that the Jigsaw method has proven effective in improving student understanding and learning outcomes. According to research conducted by Rahmawati (2023), the application of the Jigsaw method in Islamic Religious Education learning can significantly increase student activity and understanding. The results of the study showed that students were more enthusiastic in participating in learning and were able to understand the material better compared to the lecture method that is often used.

In addition to improving student understanding, the Jigsaw method also contributes to the development of their social skills. According to Hanafiah and Suryani (2021), group-based learning such as Jigsaw can improve communication skills, teamwork, and a sense of responsibility in learning. With more active interaction between students, they can help each other understand the material and build confidence in expressing opinions.

The application of the Jigsaw method can also create a more enjoyable and interactive learning atmosphere. According to research conducted by Lestari and Pratama (2022), a more active and dynamic classroom atmosphere can increase students' learning motivation. This is because students feel more involved in learning and have an important role in the teaching and learning process. High motivation has a positive impact on learning outcomes, because students are more focused on understanding the material being taught.

Based on this fact, this study proposes the Jigsaw method as an alternative to improving student learning outcomes in the Pillars of Islam and Pillars of Faith material at SD Negeri 0404 Pasar Ujung Batu. By implementing this method, it is hoped that students can more easily understand the concept of the Pillars of Islam and Pillars of Faith, increase participation in learning, and develop social skills that are useful for their lives.

Thus, the Jigsaw method can be used as an effective learning strategy in improving the quality of Islamic Religious Education learning in elementary schools. Teachers are expected to adopt this method as an innovative approach to create a more interesting and meaningful learning atmosphere for students (Wahyuni, 2023). The success of this method in improving learning outcomes also provides encouragement for schools to continue to develop more effective learning models that are in accordance with student needs.

METHODS

This study uses a quantitative approach with a classroom action research (CAR) design conducted in two cycles. The main data source in this study was the fourth grade students of SD Negeri 0404 Pasar Ujung Batu, who were the subjects of the study. Primary data were obtained from the results of student learning tests before and after the implementation of the Jigsaw method. In addition, secondary data were obtained through observation and interviews with teachers and documentation during the learning process.

The data collected included cognitive aspects in the form of student learning outcomes, affective aspects in the form of student motivation and participation in learning, and social aspects in the form of student communication and cooperation skills in groups. Observations were conducted to see the extent to which students were active in the learning process, while interviews were conducted to obtain teachers' views on the

effectiveness of the Jigsaw method in improving students' understanding of the Pillars of Islam and Pillars of Faith material.

The data obtained in this study were analyzed using quantitative descriptive analysis techniques. The results of student learning tests were analyzed by comparing the average scores before and after the implementation of the Jigsaw method in each cycle. Improvements in student learning outcomes were analyzed based on the minimum completeness criteria (KKM) set by the school.

In addition, data from observations and interviews were analyzed descriptively to see changes in student behavior during the learning process. Indicators of the success of the Jigsaw method in this study include increased learning outcomes, increased active participation of students in groups, and increased social skills of students in discussions and collaboration. The results of this analysis are used as a basis for drawing conclusions regarding the effectiveness of the Jigsaw method in improving learning outcomes of the Pillars of Islam and Pillars of Faith at SD Negeri 0404 Pasar Ujung Batu.

RESULTS

This study was conducted in two cycles to see the effectiveness of the Jigsaw method in improving student learning outcomes on the Pillars of Islam and Pillars of Faith material. The data collected included test results before and after the implementation of the Jigsaw method, as well as the results of observations and interviews with teachers. The test results were used to measure the increase in students' understanding of the material, while observations and interviews were used to assess changes in students' activeness and social skills during the learning process.

Before the implementation of the Jigsaw method, the initial test results showed that the average student score was still below the minimum completeness standard (KKM) set by the school, which was 70. Many students had difficulty understanding the concept of the Pillars of Islam and Pillars of Faith, which was reflected in their low scores. In addition, the results of observations showed that students were less active in discussions, tended to be passive, and were not used to working together in groups.

After the Jigsaw method was implemented in the first cycle, there was an increase in the average student score. Most students began to show a better understanding of the material and were more active in learning. However, there were still some students who had not reached the KKM. Therefore, improvements were made to the strategy in the second cycle by providing more intensive guidance to students who were having difficulties.

In the second cycle, the test results showed a more significant increase. The average student score increased, and almost all students managed to achieve or exceed the KKM. In addition to improving learning outcomes, observations showed positive changes in student participation. They were more active in group discussions, dared to ask questions, and were able to explain the material to their group mates with more confidence.

The results showed that the average student score increased from 62.5 before the Jigsaw method was implemented to 72.8 in the first cycle, and increased again to 81.3 in the second cycle. The percentage of students achieving the KKM also increased significantly, from only 40% before the Jigsaw method was implemented, to 70% in the first cycle, and finally reaching 90% in the second cycle.

To ensure data validity, verification was carried out through method triangulation, namely by comparing test results, observations, and interviews. The test results showed an increase in student scores, which was supported by observational findings regarding their increased activeness in learning. In addition, interviews with teachers confirmed that the Jigsaw method had a positive impact on student understanding. Teachers stated that after implementing the Jigsaw method, students appeared more enthusiastic in learning and understood the material more easily because of the interaction and cooperation in groups. They also showed developments in communication skills and courage in

expressing opinions. Observations showed that students asked questions more often, discussed with friends, and had a sense of responsibility in conveying material to their group members.

In addition, teachers also noted that the Jigsaw method made the classroom atmosphere more dynamic and interactive. This is different from previous learning, where students listened more without actively participating. With this method, students are directly involved in learning and feel they have an important role in the success of their group. Based on the results of data verification through triangulation, it can be concluded that the Jigsaw method is effective in improving student learning outcomes in the Pillars of Islam and Pillars of Faith material at SD Negeri 0404 Pasar Ujung Batu. This method not only improves students' understanding but also encourages them to be more active in the learning process. Therefore, the Jigsaw method can be used as an alternative effective learning strategy in improving the quality of learning in elementary schools.

DISCUSSION

Data validation in this study was carried out to ensure that the results obtained truly reflect the effectiveness of the Jigsaw method in improving student learning outcomes in the Pillars of Islam and Pillars of Faith material. Validation was carried out through method triangulation, namely by comparing test, observation, and interview data (Sugiyanto & Hidayah, 2021). Method triangulation is used to increase data reliability by looking at results from various different but complementary sources, so that the conclusions drawn are more accurate and accountable (Sari & Prasetyo, 2022). The test results were analyzed to see the increase in students' average scores before and after the implementation of the Jigsaw method. Before the Jigsaw method was implemented, many students had difficulty understanding the Pillars of Islam and Pillars of Faith material, which was reflected in their low average scores. However, after the Jigsaw method was implemented, there was a significant increase in scores. In addition, observations were used to assess changes in student activity during learning. The observed indicators include their involvement in group discussions, their ability to explain the material to friends, and their courage in asking questions (Rahmawati, 2023). The observation results show that students who were previously passive began to be more active in learning. They are more confident in expressing their opinions, working together in groups, and more enthusiastic in participating in learning.

In addition to the test results and observations, interviews with teachers were also conducted to obtain additional perspectives on the changes that occurred after the implementation of the Jigsaw method. Teachers stated that this method makes learning more interesting and helps students understand the concepts of the Pillars of Islam and the Pillars of Faith better. Teachers also observed that students were more independent in learning because they had the responsibility to understand and explain the parts of the material given to their groups (Susanto, 2021). This is in accordance with the findings of previous studies which showed that the Jigsaw method can improve students' communication and cooperation skills in study groups (Putri & Ramadhani, 2022).

The validation results showed consistency between the test results, observations, and interviews. The test results showed a significant increase in student scores after the implementation of the Jigsaw method. Before this method was implemented, only about 40% of students achieved scores above the minimum completion standard (KKM). However, after being implemented in two cycles, the percentage increased to 90%. This indicates that the Jigsaw method has a positive impact on students' understanding of the Pillars of Islam and Pillars of Faith (Arifin & Setiawan, 2023).

In addition, the results of observations confirmed that students were more involved in the learning process. They were more active in asking questions, discussing material with peers, and were more confident in conveying their understanding to other groups.

This shows that the Jigsaw method not only improves academic results but also develops students' social skills (Fitriani & Wahyudi, 2023).

Interviews with teachers further strengthened these findings. Teachers stated that after implementing the Jigsaw method, students were more motivated to learn and understood the material more easily because they were directly involved in the learning process. Teachers also added that this method makes the class more interactive and helps create a fun learning atmosphere (Handayani, 2022).

The validation results show that the Jigsaw method has a significant impact on improving student learning outcomes. This success is not only seen from the increase in academic grades, but also from changes in student attitudes and involvement in learning. Thus, the Jigsaw method can be an effective learning strategy in improving the quality of education, especially in Islamic Religious Education subjects in elementary schools (Saputra & Ningsih, 2023). Based on the results of this study, it is recommended that teachers apply cooperative learning methods such as Jigsaw more often in the learning process. In addition to improving student understanding, this method can also train them to work together, communicate well, and be more confident in expressing their opinions. Therefore, the Jigsaw method can be used as an alternative innovative and effective learning strategy in improving student learning outcomes at various levels of education (Lestari & Hidayat, 2023).

CONCLUSION

Based on the results of the study, it can be concluded that the implementation of the Jigsaw method significantly improves student learning outcomes in the Pillars of Islam and Pillars of Faith material at SD Negeri 0404 Pasar Ujung Batu. Strong findings from this study indicate that the Jigsaw method not only has an impact on improving academic scores, but also encourages active student participation in the learning process. This is evident from the increase in students' average scores from 62.5 before the method was implemented to 81.3 in the second cycle, as well as the increase in the percentage of students achieving the KKM from 40% to 90%. In addition, observations and interviews with teachers showed that students were more confident in discussing, asking questions, and working together in study groups.

The academic impact of the Jigsaw method can be seen in the increase in students' understanding of the Pillars of Islam and Pillars of Faith material. With this learning model, students not only receive information passively, but also actively seek understanding, discuss, and teach the material to their group members. This helps strengthen students' memory and makes learning more meaningful. In addition, the classroom atmosphere becomes more interactive and enjoyable, which contributes to increasing students' learning motivation.

In terms of social contribution, the Jigsaw method trains students to work together, communicate well, and be responsible for tasks given in groups. This ability is very important in forming social skills that can be useful in everyday life. With the existence of cooperative learning, students also find it easier to understand the importance of values of togetherness, respecting the opinions of others, and having empathy for their group members. Thus, the Jigsaw method can be used as an effective learning strategy in improving students' understanding and social skills, especially in Islamic Religious Education subjects. Teachers are advised to adopt this method more widely, not only in religious subjects, but also in other fields of study in order to improve the quality of learning in elementary schools.

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