Improving Student Learning Motivation in Islamic Education Subjects through the Application of the Jigsaw Model at SMA Negeri 1 Situjuah Limo Nagari

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Abstract: This study aims to improve students' learning motivation in Islamic religious education learning by using the jigsaw type cooperative model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained using questionnaire and observation techniques. The questionnaire was used to measure learning motivation and observation was used to analyze the learning activities of teachers and students. The data analysis technique used in this study was descriptive statistics by comparing the results obtained with indicators of research success. The results showed that the jigsaw type cooperative model could improve students' learning motivation in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 57.71%, the first cycle 71.39% and in the second cycle it increased to 89.66%. Thus, the use of the jigsaw type cooperative model can be used as an alternative to improve students' learning motivation in Islamic religious education learning.

Keywords: Cooperative learning, jigsaw model, learning motivation.

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INTRODUCTION

The Independent Curriculum is a curriculum developed to support Indonesia's vision of education and learning recovery. This curriculum was first launched in 2022 and is optional, meaning that schools can choose to adopt or continue to use the 2013 Curriculum. An independent curriculum is a curriculum that is independent of learning. Students are taught according to their talents and learning interests. In choosing a learning method, teachers should always pay attention to the student factor who is the subject of learning, because each student basically has different abilities and ways of learning from other students. These differences can cause different needs of each individual student. However, it does not mean that learning must be changed to individual learning, but rather that an alternative learning is needed that allows the needs of all individual students to be met. Good and correct teaching skills are one of the demands as an educator, so a teacher must be able to choose and use the right learning approach and in accordance with the material to be delivered, and must consider the level of student

development. The approach applied to the independent curriculum is a differentiated approach, namely a learning approach that is tailored to the interests and learning styles of students. SMA N 1 Kec. Situjuah is a school that has quite adequate facilities and input from students who enter with different abilities and skills, ranging from students who have low and medium learning abilities to students who have high learning abilities. SMA N 1 Kec. Situjuah is located in Situjuah Limo Nagari District, Fifty Cities Regency, West Sumatra Province. Based on observations in class X E4 which amounted to 35 students. as well as interviews with PAI subject teachers and several students in the class in October 2024, it is known that the learning method used that is often used in learning activities is a lecture model. The use of the lecture method in the learning process of the independent curriculum is calculated to involve less students and must be switched to a learning model that is more active to students so that students do not tend to be passive.

In the learning process, there is actually student activity in the classroom, it's just that the activity that most students do is an activity that should not be done in learning such as actively talking to themselves when the teacher is explaining the material, busy playing the handphone which should not be done in theory defense, when the teacher asks questions most students cannot answer and do not want to ask when asked if there is material that is It is not clear, especially in the learning of Islamic Religious Education and Ethics of PAI learning. This causes a lack of student learning outcomes for the material presented.

Based on the study of the observation results, problems were obtained that caused the low learning activity of students in class X E4 SMA N 1 Kec. Teachers use less varied methods and students are less actively involved in learning activities. The learning process causes a lack of student learning activity in Islamic Religious Education subjects, resulting in students tending to become passive in learning, less appreciative of teachers, and less understanding of the material conveyed, thus affecting student learning outcomes.

The use of invariable learning methods can result in students feeling bored and bored, so that the learning process is less effective and learning goals are not achieved as expected. Based on the responses of some students about the lecture method used by teachers in teaching, they tend to feel bored and bored during learning because teachers only lecture in delivering material. Therefore, to create a more effective learning process, increase the interaction that occurs in students and can increase student learning activity, it is necessary to apply various teaching methods in the learning process. The solution to overcome the learning problems of students in class X E4 of SMA N 1 Kec. Situjuah Limo Nagari is to apply a problem-based learning model (Application of the Jigsaw Method).

The reason for choosing problem-based learning is because by using the learning model, in addition to being required to be active in solving problems, students are also required to be active in learning so that the material learned can be solved in accordance with the learning objectives. The application of the Jigsaw Method is a learning model that requires teachers and/or students to develop a guiding question. Considering that each student has a different learning style, it provides opportunities for students to explore content (material) using various ways that are meaningful to them, and conduct experiments collaboratively and is a learning approach that pays attention to the activeness of students. Students explore, assess, interpret and synthesize information through meaningful means.

METHODS

The research conducted is Classroom Action Research which focuses on efforts to change the current real conditions towards the expected conditions. This research is a qualitative research that aims to improve and find solutions to real and practical problems in improving the quality of learning in the classroom that are experienced directly in the interaction between teachers and students who are learning. According to Wijaya Kusumah and Dedi Dwitagama (2010:20-21) in their book Getting to Know Classroom

Action Research, it is explained that there are several models or designs of Classroom Action Research that can be applied and one of them is the Kemmis & McTaggart model. In accordance with the type of research chosen, namely classroom action research, this study uses the action research model from Kemmis and McTaggart (1990:14) quoted by Wijaya Kusumah and Dedi Dwitagama (2010:20-21), which is in the form of a spiral from one cycle to the next.

Each cycle includes planning, action, observation and reflection. The next step in the cycle is revised planning, action, observation, and reflection. Before entering the first cycle, preliminary actions are carried out in the form of problem identification and are often referred to as pre-cycle. The explanation of the flow above is; 1) Planning: before conducting research, prepare a formulation of problems, objectives and make an action plan, including the creation of research instruments, namely observation sheets, student learning activity questionnaires, and interview guidelines, and also the creation of learning tools such as salabus and Learning Implementation Plan; 2) Implementation and observation, including actions taken as an effort to build students' understanding of concepts, namely the application of the Applied Learning Model The Jigsaw Method and observing the results or impacts of the implementation of the learning model The application of the Jigsaw Method; 3) Reflection, the act of reviewing or analyzing, seeing and considering the results or impacts of the actions taken based on the observation sheet filled out by the observer. This reflection stage is the decisive stage, namely to determine what actions must be taken next, whether the application of learning must be carried out in the next cycle or must be stopped because it has achieved the predetermined targets, namely in accordance with the indicators of learning success; 4) Revised planning.

RESULTS

In the findings of the first cycle, the application of the Jigsaw learning model was proven to increase students' interest in learning in Islamic Religious Education and Ethics lessons. Students show more active involvement during the learning process, especially in group discussions which is the most preferred aspect. The discussion increased the dynamics of learning, with students actively exchanging opinions and supporting each other. Group discussion and presentation methods are considered effective in helping to understand the material, making learning more interesting and useful. However, there are technical obstacles related to the use of technology, which interfere with the smooth presentation and delivery of materials, as well as the time allocated for discussions is felt to be lacking. This resulted in some students feeling that they did not understand enough material before the presentation.

The division of groups based on learning styles (Visual, Auditic, Kinesthetic) is effective in meeting the diverse learning needs of students, with positive responses from students to this approach. Most students show a high interest in the lessons after the application of this method, with many feeling very satisfied. Teachers also feel that this method makes the teaching and learning process more varied, although challenges related to time and technology need to be overcome. The process in this class action research is carried out with four cycles, namely cycle I, cycle II, cycle III and cycle IV. Each cycle consists of four stages, namely planning, action, observation and reflection.

This research was carried out in four cycles each consisting of planning, implementation, observation, and reflection stages. Prior to the study, pre-cycle scores were obtained through pre-tests that showed an average of 60% student ability, which had not yet reached the success indicator. In the first cycle, actions were carried out using audio visual media, but the observation results showed that despite the increase, it was not significant with 60% of students still in the category of starting to develop. In cycle II, there was an increase with 50% of students in the advanced category. Cycle III showed further progress with 50% of students achieving the advanced category and 40% of the capable category. In cycle IV, a more significant increase occurred with 90% of students in

the advanced category and only 10% in the proficient category, demonstrating the effectiveness of the measures applied.

Jigsaw learning model is an approach that can improve student learning outcomes in Islamic Religious Education (PAI) learning. This model requires students to think critically in solving problems related to real life, so that they understand religious concepts more deeply. In PAI learning, understanding of Islamic values is not only limited to theory, but also needs to be applied in everyday life. Therefore, Jigsaw learning model is an effective method in building a more applicable understanding for students. By using Jigsaw learning model, students are encouraged to find solutions to various problems related to Islamic teachings. They are invited to discuss, analyze, and explore various Islamic sources, such as the Qur'an, Hadith, and the opinions of scholars. This process helps students not only memorize the material, but also understand its meaning more contextually. Thus, students have a stronger understanding and are able to relate Islamic teachings to their lives. In addition, the problem-based learning model improves students' critical and creative thinking skills. In solving a problem given by the teacher, students must use good logic, analysis, and reasoning. This trains them not only to passively receive information, but also to be able to develop arguments and solutions that are in accordance with Islamic principles. As a result, students are more independent in understanding and practicing religious teachings, not just based on memorization alone.

The application of Jigsaw learning model can also increase students' motivation to learn in Islamic Religious Education subjects. When students are given challenges in the form of problems that are relevant to their lives, they become more interested in finding answers and solutions. This creates more interesting and enjoyable learning compared to lecture methods that tend to be one-way. With increased motivation, students become more active in the learning process, so that their learning outcomes also increase. In addition to increasing understanding and motivation, the Jigsaw learning model model also encourages strengthening character values in students. In the problem-based learning process, students learn to work together in groups, discuss, and respect each other's opinions. This helps them internalize Islamic values such as helping each other, honesty, and mutual respect. Thus, Islamic religious education is not only a theory, but is also reflected in students' daily behavior.

In terms of learning evaluation, Jigsaw learning model allows teachers to assess students' understanding more comprehensively. Teachers can see how students formulate solutions, work together, and apply Islamic concepts in solving problems. Evaluation is not only based on written exams, but also through observation of students' thinking processes and group work. Thus, the assessment becomes more authentic and reflects students' overall understanding. Overall, the problem-based learning model provides many benefits in improving student learning outcomes in Islamic Religious Education. In addition to improving students' understanding and memory of the material, this method also trains critical thinking skills, increases learning motivation, and instills Islamic values in everyday life. Therefore, Islamic Religious Education teachers can consider implementing PBL as an effective alternative in improving the quality of Islamic religious learning in schools.

DISCUSSION

The research was carried out at SMA N 1 Situjuah Limo Nagari District on 34 students in class X E4. The initial research activity was carried out on Monday, November 18, 2024, by observing the students' learning activity in the classroom during learning activities and interviews with PAI subject teachers and several classes X E4 SMA N 1 Situjuah Limo Nagari District who were randomly selected and considered representative to find out the initial condition of class X E 4 related to PAI learning. Based on the results of an interview with the PAI subject teacher, Mr. Hendra. on November 18, 2024, that the learning activity of students in class X E4 of SMA N 1 Situjuah is still lacking, enthusiasm in learning is good

but still needs to be improved. This is known because during the learning process, for example when explaining the material, there are still many who have not paid attention and carried out the instructions given.

Mr. Hendra added, he had tried using other learning methods besides lectures and ordinary practices, namely the question and answer method, but the results were not optimal. The results of the implementation of the method were considered less effective and finally continued using the lecture and practice methods as usual. In accordance with the observation data obtained at this pre-cycle stage, during learning activities students tend to be passive, teachers use a less varied learning method, namely by lecturing in front of the class. During the lesson, most students sat and listened to explanations from the teacher, students chatted a lot with other friends, did not take notes on the material delivered by the teacher, and did not want to ask the teacher if there was unclear material. Most students do not bring notebooks. The efforts of students in doing the assignments given by the teacher are still low, not on time in collecting assignments and there are also those who do not do the assignments that have been given.

After getting the main problem in the pre-cycle stage, namely students tend to be passive, teachers use less varied learning methods, namely by giving lectures in front of the class, then the planning stage begins, namely planning what activities will be carried out to improve the learning problems. The main thing done in this planning stage is to equalize the perception between researchers, observers and teachers of the subject concerned first, so that later at the time of implementation, researchers and subject teachers have the same understanding in the application of the Jigsaw learning model. The planning stage in cycle I requires several preparations in the administration of learning and the preparation of instruments, namely in the form of: 1) Preparation of the Learning Implementation Plan (RPP) Cycle 1, Cycle 1 is planned to consist of 2 meetings; 2) Preparation of Individual Worksheets and Preparation of Group Worksheets; 3) Preparation of observation sheets of student learning activity; 4) The implementation of Cycle I Actions in this study consists of 1 meeting, namely on Saturday, December 21, 2024 with a time allocation of 2 x 45 minutes and on Monday, December 23 with a time allocation of 2 x 45 minutes. In the first cycle, the research was carried out by observing the learning motivation of students in the classroom during the learning activities using the Jigsaw learning model and interviews with PAI subject teachers, the interviews were carried out at the end of the first cycle, namely after the activity.

The first meeting was held on Saturday, December 21, 2024, the material discussed was about Surah Al Isra verse 32. At the first meeting, the teacher began the learning activity by making a perception about whether he knew the letter that prohibited promiscuity. Aperception is carried out to find out students' knowledge about the material to be discussed and to make students excited to think and concentrate more before learning activities begin. The teacher explained the material Q.s Al Isra 32 and promiscuity in general only, after that the teacher briefed the students about the implementation of the Jigsaw learning model that will be used, this is intended so that students are not confused during the learning activities.

Before continuing learning activities, teachers divide students into several groups first. Class X E4 1 which consists of 34 students is divided into 4 groups, each group consists of 6-7 students. The division of groups is carried out in a heterogeneous manner, namely each group consists of several students with different genders and levels of intelligence, each group is given discussion material in the form of problems that must be answered by each member and there are also group assignments, namely LKPD and an explanation of how the program works that will be used to explain the results of the discussion to other groups in front of the class. At the end of the learning activity at the first meeting, the teacher guided students to draw conclusions about the material discussed and gave directions to students to do their group assignments, namely Q.s Al Isra 32 according to the results of the discussion on that day which will be used to present the results of the discussion at the next meeting. The second meeting was held on Friday,

December 23, 2024 at 08.20 – 10.15 WIB, the material discussed was the presentation of the results of the discussion of meeting 1 and continued with the making of tajweed laws and conducting simulations on simulation applications. In this second meeting, the teacher started learning activities by doing apperception and motivating students so that students were aroused to think and ready to participate in learning activities. Furthermore, the teacher reviews the material learned in the previous meeting in general to remind students of the material that has been learned. In accordance with the teacher's instructions at the previous meeting, in the second meeting there will be a presentation of the results of the discussion by each group.

The material that will be discussed at meeting 2 has been partially discussed and practiced in meeting 1 as well as making the law of tajweed. Therefore, in meeting 2, it was only necessary to discuss the making of tajweed law which was assigned as a group task and then focused on the process of presenting the results of the group discussion. Before starting the presentation, the teacher instructs the students to gather together with each group. Each member of the group is responsible for explaining or presenting the results of their discussion with the group. After each member conveyed the results of the discussion, the teacher discussed the results of the discussion, praised if the delivery of the results of the discussion was considered good and correct and corrected if there was an error in the discussion of the material presented by the students.

CONCLUSION

The research was carried out at SMA N 1 Situjuah Limo Nagari District on 34 students in class X E4. The initial research activity was carried out on Monday, November 18, 2024, by observing the students' learning activity in the classroom during learning activities and interviews with PAI subject teachers and several classes X E4 SMA N 1 Situjuah Limo Nagari District who were randomly selected and considered representative to find out the initial condition of class X E4 related to PAI learning. Based on the results of an interview with the PAI subject teacher, Mr. Hendra. on November 18, 2024, that the learning activity of students in class X E4 of SMA N 1 Situjuah is still lacking, enthusiasm in learning is good but still needs to be improved. This is known because during the learning process, for example when explaining the material, there are still many who have not paid attention and carried out the instructions given. Mr. Hendra added, he had tried using other learning methods besides lectures and ordinary practices, namely the question and answer method, but the results were not optimal. The results of the implementation of the method were considered less effective and finally continued using the lecture and practice methods as usual. In accordance with the observation data obtained at this pre-cycle stage, during learning activities students tend to be passive, teachers use a less varied learning method, namely by lecturing in front of the class. During the lesson, most students sat and listened to explanations from the teacher, students chatted a lot with other friends, did not take notes on the material delivered by the teacher, and did not want to ask the teacher if there was unclear material. Most students do not bring notebooks. Students' efforts in doing the assignments given by the teacher are still low, not on time in collecting assignments and some do not do the assignments that have been given.

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