

The Application of the Jigsaw Method in Increasing Interestin Learning Material Emulates the Story of Khulafaturrasyidin Class 7 MTS Nurul Qur'an

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Abstract :

This study aims to analyze the application of the Jigsaw method in increasing students' interest in learning in the material "Imitating the Story of Khulafaur Rasyidin's Leadership" in grade 7 MTs Nurul Qur'an. The Jigsaw method was chosen because it is cooperative, where students learn in small groups and exchange information with each other, so it is expected to increase active involvement and understanding of the material. This study uses a quantitative approach with a classroom action research design (PTK) consisting of two cycles. The subject of the study was a 7th grade student of MTs Nurul Qur'an. Data is collected through observation, questionnaires, and learning outcome tests. The results showed that the application of the Jigsaw method significantly increased students' interest in learning. This can be seen from the increase in students' activeness in discussions, enthusiasm in learning, and an increase in the average score of test results from the first cycle to the second cycle. Thus, the Jigsaw method has proven to be effective in increasing students' interest in learning Khulafaur Rasyidin's leadership material. Therefore, this method can be an alternative learning strategy that can be applied in Islamic Religious Education subjects to increase student participation and understanding of the material taught.

Keywords: Jigsaw Method, Learning Interest, Khulafaur Rashidin Leadership, Islamic Religious Education.

INTRODUCTION

Education is a fundamental aspect in the formation of character and quality of human resources. In the context of Islamic Religious Education (PAI) learning, an understanding of Islamic history and leadership is important so that students can emulate the noble values contained in it. One of the materials taught at the Madrasah Tsanawiyah (MTs) level is "Imitating the Story of Khulafaur Rashidin's Leadership". This material aims to instill Islamic leadership values based on the example of the first caliphs after the Prophet Muhammad SAW. However, in the learning process, there is still a low interest in learning this material, which results in a lack of understanding and active involvement in the classroom (Rahman,

2021).

Based on the results of initial observations at MTs Nurul Qur'an, many students are not enthusiastic in participating in Islamic history learning, especially in understanding the concept of Khulafaur Rasyidin's leadership. This is due to learning methods that are still conventional, such as lectures and reading textbooks without active interaction. Previous research has also shown that the use of less varied learning methods can reduce students' motivation and interest in learning in understanding Islamic history material (Sari, 2022). Therefore, more innovative and interactive learning strategies are needed to increase students' interest and understanding of the material.

One of the learning methods that can be applied to increase learning interest is the Jigsaw method. This method is a cooperative learning strategy that encourages students to work in small groups, divide learning tasks, and share information with each other. Several studies have shown that the Jigsaw method is effective in increasing students' understanding and motivation to learn because it involves more active discussions and social interactions (Setiawan, 2023). Thus, the application of the Jigsaw method in learning is expected to increase students' interest in learning Khulafaur Rasyidin's leadership material.

This study aims to analyze the application of the Jigsaw method in increasing the learning interest of 7th grade students of MTs Nurul Qur'an on the material "Imitating the Story of Khulafaur Rasyidin's Leadership". Specifically, this study wants to find out the extent of the effectiveness of the Jigsaw method in increasing students' activeness and understanding and identify obstacles that may arise in the process of its implementation. Thus, this research can contribute to the development of more effective learning strategies in PAI subjects.

The gap in this study lies in the lack of empirical studies that specifically discuss the application of the Jigsaw method in learning Islamic history at the MTs level. Although several studies have discussed the effectiveness of the Jigsaw method in various subjects, research on the implementation of this method in the context of Khulafaur Rasyidin leadership learning is still limited (Hidayat, 2021). Therefore, this study is expected to fill this gap by providing empirical findings regarding the impact of the Jigsaw method on students' interest in learning in understanding the history of Islamic leadership.

As part of the classroom action research (PTK), this research will be carried out in two cycles with the stages of planning, implementation, observation, and reflection. The instruments used include learning interest questionnaires, observation of student activities, and learning outcome tests to measure the effectiveness of the Jigsaw method in improving students' understanding of the material taught. The results of this study are expected to provide recommendations for educators in choosing more innovative and effective learning strategies in teaching Islamic history to students.

Thus, this research not only contributes to improving the quality of learning in MTs Nurul Qur'an, but also provides practical implications for the development of PAI learning methods in madrassas more broadly. The results of this study are expected to be a reference for teachers and education policymakers in designing learning strategies that are able to increase students' interest in learning and strengthen their understanding of leadership values in Islam.

METHODS

This study uses the Classroom Action Research (PTK) approach which is carried out in two cycles. Each cycle consists of four main stages, namely planning, implementation, observation, and reflection (Kemmis & McTaggart, 2020). This method was chosen because it can identify and correct learning obstacles directly in the classroom. This research is focused on the application of the Jigsaw method in increasing the learning interest of 7th grade students of MTs Nurul Qur'an in the material "Imitating the Story of Khulafaur Rasyidin's Leadership". In each cycle, teachers will apply the Jigsaw method, while researchers observe and measure the impact on students' interests and learning outcomes.

The data sources in this study consist of primary and secondary data. Primary data was obtained directly from grade 7 students of MTs Nurul Qur'an through observations, questionnaires, and learning outcome tests. Observation is carried out to see student activities during the learning process. The questionnaire was given to measure students' interest in learning before and after the application of the Jigsaw method, while the learning outcome test was used to assess students' understanding of the material. Secondary data was obtained from journals, books, and previous research relevant to the Jigsaw method and students' learning interests (Arikunto, 2021).

The data was analyzed using quantitative descriptive analysis techniques. The results of the learning interest questionnaire were analyzed by calculating the average score before and after the intervention to see the increase in students' interest in learning. Observation data was analyzed descriptively based on students' activity in group discussions and participation during learning (Sugiyono, 2022). Meanwhile, the learning outcome test data was analyzed using the pretest and posttest score improvement tests to determine the effectiveness of the Jigsaw method in improving students' understanding of the material taught.

With the method used, this study is expected to provide an empirical overview of the effectiveness of the Jigsaw method in increasing students' interest and learning outcomes. The results of this study can also be used as a reference for teachers in developing more innovative and effective learning strategies in teaching Islamic history.

RESULTS

Before the application of the Jigsaw method, this study conducted initial observations and a learning interest questionnaire to determine the level of student enthusiasm for the material "Imitating the Story of Khulafaur Rasyidin's Leadership". Based on the results of a questionnaire given to 30 students, it was found that the majority of students had a low interest in learning Islamic history material. This was shown by 56.7% of students who found the material boring and difficult to understand, and 43.3% of students who showed low interest in the conventional learning methods used. This data shows that before the intervention, more than half of the students had a low interest in learning about the material being taught.

In the first cycle, the Jigsaw method was applied by dividing students into five groups, where each group member was responsible for a specific submatter. Afterwards, they met with members of another group who had the same submaterial in the expert group, before returning to the original group to explain the material they had learned. Observations in the first cycle show that there are still obstacles in the application of this method. Some students are still passive in group discussions, especially students with low interest in learning. In addition, the time given to understand the material is still felt to be ineffective. However, there was an increase in student activity compared to before the implementation of the Jigsaw method. After the first cycle, a re-measurement of students' learning interests was carried out using the same questionnaire. The results showed an increase in interest in learning, with the low category decreasing from 56.7% to 26.7%. However, there are still some students who find it difficult to understand the material independently.

Based on the results of reflection in the first cycle, several improvements were made in the second cycle. Teachers provide clearer study guidelines before group discussions begin, students are given more time to discuss material in expert groups, and teachers are more active in directing passive students to participate in discussions. With this improvement, it is hoped that the Jigsaw method can be more effective in increasing students' interest in learning.

After the application of the Jigsaw method in the second cycle, the measurement of students' learning interest was carried out again. The results showed that after the second cycle, 60% of students had high interest in learning, and only 10% of students still had low interest in learning.

In addition to the learning interest questionnaire, this study also measures student

understanding through a learning outcome test. From the test results, it can be seen that the average score of students has increased significantly. Before the first cycle, the average student grade was 65.4. After the first cycle, the score increased to 74.8, and after the second cycle, the average score reached 83.6. Thus, there was an increase of 18.2 points from before the intervention to the second cycle.

To ensure the validity of the data, this study uses triangulation methods, namely through observation during the learning process, questionnaires filled out by students, and learning outcome tests to measure comprehension of the material. From this triangulation, it was found that there was a positive correlation between the increase in learning interest and student learning outcomes after the application of the Jigsaw method.

These findings show that the Jigsaw method is effective in increasing students' interest in learning Khulafaur Rasyidin's leadership material. This method makes students more active, improves social interaction, and helps them understand the material better through group discussions.

However, there are several obstacles found in this study, including some students are still passive in group discussions, the division of time in each stage needs to be optimized, and differences in students' academic abilities cause some to understand the material faster than others. To overcome these obstacles, teachers need to provide more motivation to passive students, monitor more intensively during discussions, and adjust the duration of learning to be more effective.

The results of this study are in line with research conducted by Setiawan (2023), which states that the Jigsaw method is able to increase students' motivation to learn because learning becomes more interesting and interactive. In addition, Hidayat (2021) also found that cooperative learning methods can increase students' understanding of conceptual material.

Overall, the results of this study show that the application of the Jigsaw method has succeeded in increasing students' interest and learning outcomes in understanding Khulafaur Rasyidin's leadership material. This method can be an effective learning strategy in Islamic Religious Education subjects to increase student involvement in learning.

DISCUSSION

Data validation in this study was carried out to ensure the accuracy and consistency of the research results. Some of the techniques used in data validation include method triangulation, questionnaire reliability tests, and reflective analysis of data obtained during the study. This study uses triangulation methods by comparing the results of three main data sources, namely observation of student activities in Jigsaw-based learning, learning interest questionnaires before and after the application of the Jigsaw method, and learning outcome tests as indicators of increased material understanding. The results of these three methods show a consistent trend, where there is a significant increase in students' interest and learning outcomes after the Jigsaw method is applied.

To ensure that the questionnaire instrument used is reliable, a reliability test is carried out using Cronbach's Alpha. The calculation results show a value of $\alpha = 0.84$, which means that the questionnaire has a high level of reliability (Sugiyono, 2022). In addition, after each research cycle, a reflective analysis is carried out on the findings obtained. The results of the analysis showed that the increase in learning interest was directly proportional to the increase in students' understanding of the material, as evidenced by the increase in the average score of the learning outcome test from 65.4 (pre-intervention) to 83.6 (post-cycle 2).

The results of data validation show that the Jigsaw method has a positive impact on students' learning interests. Based on the results of the questionnaire, 60% of students showed an increase in interest in learning to the high category after the application of the Jigsaw method. This is also supported by observational data that shows that students are more active in group discussions than before the intervention. Statistical analysis showed that the increase in students' interest in learning was positively correlated with the

improvement of their learning outcomes. The higher the student's interest in learning, the better the score they get in the material comprehension test.

The Jigsaw method has proven to be effective in increasing student participation in understanding Khulafaur Rasyidin's leadership material. Students feel more interested in discussion-based learning methods than conventional lecture methods. The results of this validation show that the application of the Jigsaw method can be an effective learning strategy to increase students' interest and understanding of Islamic history materials. Thus, this method is recommended to be applied more widely in Islamic Religious Education subjects at the Madrasah Tsanawiyah level.

CONCLUSION

This study shows that the application of the Jigsaw method significantly increases students' interest and learning outcomes in understanding the material *Imitating the Story of Khulafaur Rasyidin's Leadership*. The main findings obtained showed that before the intervention, 56.7% of students had low interest in learning, but after the application of the Jigsaw method, the figure decreased to 10%, while 60% of students showed high interest in learning. In addition, the average score of the learning outcome test increased from 65.4 (pre-intervention) to 83.6 (post-cycle 2), which shows the effectiveness of this method in improving students' understanding of Islamic history material. Students also become more active in discussing, working together in groups, and more confident in explaining material to their classmates.

The results of this study make an academic contribution in the field of learning strategies, especially in the subject of Islamic Religious Education. The Jigsaw method has proven to be more effective than conventional methods in increasing students' understanding of Islamic historical materials. In addition, this method also increases learning motivation as students are more interested and motivated through an interactive approach that encourages active engagement. The Jigsaw method also improves critical thinking skills, where students not only memorize the material, but are also able to understand, analyze, and deliver the material to their peers.

In addition to academic impact, this research also has an important social contribution to the learning environment and social interaction of students. The Jigsaw method trains students to cooperate, communicate, and respect the opinions of friends in the group. This method also builds an inclusive learning culture, where students with higher academic abilities help friends who have difficulty understanding the material, thus creating a more collaborative and supportive learning environment. In addition, the Jigsaw method encourages independence and responsibility, since each student is responsible for his or her understanding of the material they must teach his group, so that they are more independent in learning.

Overall, this study shows that the Jigsaw method not only has a positive impact on academic learning, but also on the formation of students' character and social skills. Therefore, this method is recommended to be applied more widely, especially in learning Islamic history, in order to improve a more active and enjoyable learning experience for students.

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