

The Implementation of the Jigsaw Cooperative Learning Method to Improve Students' Learning Outcomes on the Topic of *Kalimat Tayyibah Istighfar* in *Aqidah Akhlak* Subject for Sixth-Grade Students at MI Al-Munqiyah Kalianget, Banyuglugur, Situbondo

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Abstract:

This study aims to analyze the effectiveness of the Jigsaw cooperative learning method in improving students' learning outcomes on the topic of *Kalimat Tayyibah Istighfar* in the *Aqidah Akhlak* subject for sixth-grade students at MI Al-Munqiyah, Kalianget, Banyuglugur, Situbondo. The research method used is Classroom Action Research (CAR), conducted in several cycles consisting of planning, implementation, observation, and reflection stages. Data collection was carried out through learning outcome tests, observation of student activities, and interviews with teachers and students. The findings indicate that the implementation of the Jigsaw method enhances students' active participation in the learning process. Students became more enthusiastic in discussions, demonstrated better teamwork skills, and found it easier to understand the subject matter. Furthermore, this method contributed to improving critical thinking skills, social attitudes, and students' sense of responsibility within their learning groups. The improvement in students' learning outcomes was evident from the increase in test scores after implementing the Jigsaw method compared to before its application. Thus, the Jigsaw method can be considered an effective alternative learning strategy to enhance students' understanding of the *Aqidah Akhlak* subject.

Keywords: Jigsaw Method, Learning Outcomes, *Kalimat Tayyibah Istighfar*, *Aqidah Akhlak*, MI Al-Munqiyah.

INTRODUCTION

Education plays a crucial role in shaping students' character and intelligence. One of the subjects that significantly contributes to this process is *Aqidah Akhlak*, which aims to instill moral values and faith in students. In *Aqidah Akhlak* learning, the topic of *Kalimat Tayyibah Istighfar* is one of the core discussions with high spiritual value, as it teaches students the importance of seeking forgiveness from Allah. A strong understanding of this material is expected to foster religious awareness and positive behavior in students' daily lives.

However, in practice, *Aqidah Akhlak* learning is still often conducted using conventional methods, such as lectures and memorization. These methods are sometimes ineffective because they make students passive in receiving the material. The lack of interaction in the learning process can lead to boredom and hinder students' deep comprehension of the concepts being taught (Suryani, 2021). Moreover, a one-way teaching approach does not provide students with opportunities to develop critical and analytical thinking skills.

Additionally, the low level of student participation in learning impacts their academic performance. Students who only listen and take notes often struggle to retain and understand the material. As a result, their academic achievement in *Aqidah Akhlak*, particularly on the topic of *Kalimat Tayyibah Istighfar*, remains suboptimal. A learning approach that is neither engaging nor interactive can lead to a loss of motivation, ultimately affecting their academic success.

This situation calls for innovations in teaching methods that are more engaging and interactive. One such method that can be applied to enhance learning effectiveness is the Jigsaw cooperative learning method. This method emphasizes student collaboration within study groups, where each student is responsible for understanding and explaining a part of the material to their peers. Through this approach, students are not merely passive listeners but also take on the role of educators for their classmates.

The application of the Jigsaw method in learning has been proven to enhance students' understanding and academic performance. Previous studies have shown that this model increases active student participation, strengthens material comprehension, and develops critical thinking skills (Rahman & Sari, 2022). By working in small groups, students are more encouraged to contribute to discussions, share their understanding, and assist each other in completing tasks.

Besides improving comprehension, the Jigsaw method also plays a role in developing students' social skills. Through group collaboration, students learn to communicate, engage in discussions, and respect differing opinions. This is essential for shaping their character, both in academic and social environments. These skills are not only beneficial in education but also in community life.

The implementation of the Jigsaw method also has a positive impact on students' learning motivation. With a more dynamic learning environment that involves active interaction, students become more enthusiastic about understanding the material. Recent studies have revealed that cooperative learning methods like Jigsaw can boost learning motivation and create a more enjoyable and effective classroom experience (Hidayat et al., 2023). High motivation directly contributes to improved learning outcomes and a deeper understanding of the subject matter.

Furthermore, the Jigsaw method allows teachers to take on the role of facilitators rather than mere knowledge transmitters. By assigning students the responsibility of understanding and explaining the material to their peers, this method fosters independent learning. Students also become more proactive in seeking information and refining their critical thinking skills. This makes the learning process more meaningful and aligns with the principles of student-centered learning.

In the Jigsaw method, each group member is responsible for a specific section of the material, which they then teach to the rest of the group. This approach encourages students to develop a thorough understanding before explaining it to their classmates. As a result, learning becomes more effective because each student plays a vital role in their group's success.

Another advantage of the Jigsaw method is its ability to increase student engagement in the learning process. Students who were previously passive in class become more active because they need to understand and convey the material to their peers. This also helps boost their confidence in speaking and expressing their opinions in front of others.

With its numerous benefits, the Jigsaw method stands out as an effective teaching strategy for enhancing student learning outcomes. Therefore, this study aims to examine the effectiveness of the Jigsaw learning method in improving students' learning outcomes on the topic of *Kalimat Tayyibah Istighfar* in the sixth grade at MI Al-Munqiyah, Kalianget, Banyuglugur, Situbondo.

Through a Classroom Action Research (CAR) approach, this study will assess the extent to which the Jigsaw method positively impacts students' comprehension of *Aqidah Akhlak*. The findings of this study are expected to contribute to the field of education, particularly in developing more effective and student-oriented teaching strategies. Thus, the Jigsaw method can serve as a viable alternative for broader implementation in religious and moral-based education.

METHODS

This study employs a Classroom Action Research (CAR) approach conducted at MI Al-Munqiyah, Kalianget, Banyuglugur, Situbondo. CAR was chosen because it allows researchers to intervene directly in the learning process to improve student learning outcomes (Arikunto, 2021). This method consists of several stages, including planning, implementation, observation, and reflection. The data sources in this study include both primary and secondary data. Primary data were obtained directly from sixth-grade students as research subjects through learning outcome tests, observations of student activities, and interviews with teachers and students. These data were collected to assess the extent to which the Jigsaw method influences students' understanding and engagement in learning.

Additionally, secondary data were obtained from learning documentation, reflective notes, and various relevant literature. The literature used includes journals, books, and scientific articles discussing cooperative learning methods, particularly the Jigsaw model, and its impact on student learning outcomes (Rahman & Sari, 2022). Learning documentation helps identify changes occurring during the implementation of the Jigsaw method, while reflective notes are used to evaluate the effectiveness of this method and identify challenges in its implementation.

Data analysis in this study was conducted using both qualitative and quantitative descriptive methods. Quantitative data, derived from learning outcome tests, were analyzed using descriptive statistics to measure the improvement in learning outcomes before and after the application of the Jigsaw method. Meanwhile, qualitative data from observations and interviews were analyzed through data reduction, data presentation, and conclusion drawing (Hidayat et al., 2023). This analysis aims to evaluate the effectiveness of the Jigsaw method in enhancing students' understanding and learning outcomes in the *Kalimat Tayyibah Istighfar* material. Through this approach, the study is expected to provide valuable recommendations for teachers in improving the quality of *Aqidah Akhlak* education.

The data obtained in this study were analyzed using qualitative and quantitative descriptive analysis techniques. Quantitative analysis was conducted using descriptive statistics to measure the improvement in student learning outcomes before and after implementing the Jigsaw method. This technique was used to determine the effectiveness of the applied method based on students' score changes numerically (Susanto, 2021). Quantitative data were collected from tests administered to students in each research cycle, allowing researchers to objectively observe trends in students' comprehension improvement. Thus, the results of this analysis provide a clear picture of the impact of the Jigsaw method on students' academic achievement.

Meanwhile, qualitative data were analyzed through data reduction, data presentation, and conclusion drawing (Hidayat et al., 2022). These data were obtained from observations and interviews that depicted students' responses and their engagement in learning using the Jigsaw method. Observations were used to assess students'

participation in group learning, while interviews were conducted to gather students' and teachers' perspectives on the effectiveness of the applied method. The findings from this analysis offer deeper insights into the learning process, student interaction dynamics, and challenges encountered in implementing the Jigsaw method.

The combination of qualitative and quantitative analysis aims to provide a more comprehensive understanding of the impact of the Jigsaw method on student learning outcomes in the *Kalimat Taysyibah Istighfar* material. Quantitative data objectively measure learning improvement, while qualitative data offer deeper insights into non-academic aspects, such as the enhancement of social skills and student motivation. This approach enables researchers to comprehensively evaluate the effectiveness of the Jigsaw method and provide more accurate recommendations for educators in improving the quality of *Aqidah Akhlak* education.

RESULTS

The findings of this study indicate that the implementation of the cooperative learning model, specifically the Jigsaw method, has a positive impact on students' learning outcomes in the *Kalimat Taysyibah Istighfar* material. Quantitative data obtained through learning outcome tests show an increase in students' average scores from the first cycle to the subsequent cycles. Initially, many students struggled to grasp the material, as evidenced by the low average pre-test scores. However, after applying the Jigsaw method, there was a significant improvement in students' understanding of the material.

Additionally, observational data revealed that students became more active in group discussions and more confident in expressing their opinions. They also found it easier to understand the concepts being studied due to the interaction among group members, which allowed for effective information exchange (Rahman & Sari, 2022). The increase in student engagement in learning serves as an indicator that the Jigsaw method fosters a more dynamic and interactive learning environment.

To provide a clearer picture of student learning improvement, the following table presents the average test scores from each cycle:

Cycle	Average Test Score	Mastery Percentage (%)
Pre-Cycle	65.2	40%
Cycle I	72.4	60%
Cycle II	80.6	85%
Cycle III	87.3	95%

The table above shows that the students' average scores increased from 65.2 in the pre-cycle to 87.3 in Cycle III. The mastery percentage also gradually improved, from 40% at the beginning to 95% in Cycle III. This demonstrates that the Jigsaw method effectively aids students in understanding the *Kalimat Taysyibah Istighfar* material.

In addition to quantitative data, observations indicated that the Jigsaw method enhanced students' engagement in the learning process. During the pre-cycle, most students tended to be passive and merely listened to the teacher's explanations. However, after the Jigsaw method was implemented, they became more active in discussions, asked questions, and explained the material to their peers.

This improvement was also reflected in students' responses to the learning process. Initially, many students felt bored with the monotonous lecture method. However, after using the Jigsaw method, they became more enthusiastic about learning and displayed a higher level of curiosity (Hidayat et al., 2023).

To ensure the accuracy of the research findings, data verification was conducted through triangulation, comparing test results, observations, and interviews. Interviews with teachers indicated that the Jigsaw method helped students understand the material

in a more enjoyable way. Teachers also noted an increase in social interaction among students, which was previously lacking in conventional learning settings. Additionally, reflections conducted at the end of each cycle showed that dividing tasks into small groups helped students focus more on understanding specific subtopics before teaching them to other group members. Through this method, each student felt a sense of responsibility within their group, increasing their participation in learning (Suryani, 2021).

Several key factors contributed to the improvement in student learning outcomes. First, the Jigsaw method encouraged active learning by requiring students to explain the material to their peers, which helped them develop a deeper understanding of the concepts. Second, the collaborative learning environment fostered by the method boosted students' confidence in expressing their opinions.

Another factor was the teacher's role in guiding discussions and providing necessary support throughout the learning process. Teachers acted as facilitators, ensuring that each student contributed effectively within their group. These findings reinforce previous research stating that the Jigsaw method can enhance both student learning outcomes and social skills (Rahman & Sari, 2022).

Based on the research findings, it can be concluded that the Jigsaw cooperative learning method positively impacts students' learning outcomes in the *Kalimat Tayyibah Istighfar* material. The increase in students' test scores across cycles demonstrates that this method effectively improves students' understanding and critical thinking skills. Additionally, student engagement in learning significantly increased, as evidenced by their active participation in group discussions.

Therefore, the implementation of the Jigsaw method in *Aqidah Akhlak* learning is highly recommended as a teaching strategy that can enhance student learning outcomes while also developing their social skills. The findings of this study also suggest that cooperative learning can create a more effective, interactive, and enjoyable learning environment.

Data validation in this study was conducted to ensure the accuracy and reliability of the findings. One method used was triangulation, which involved comparing results from various data sources, including learning outcome tests, student activity observations, and interviews with teachers and students. This triangulation process aimed to minimize bias and ensure that the collected data accurately reflected the actual classroom conditions (Suryani, 2021).

In addition to triangulation, validation was performed through a reliability test on students' test results. This reliability test assessed the consistency of test scores across different cycles. The analysis showed that the increase in students' scores was not random but resulted from the intervention of the Jigsaw learning method. This finding was supported by a comparison of students' average scores before and after implementing the method, which demonstrated a consistent upward trend (Hidayat et al., 2022).

The data validation results confirmed that the Jigsaw cooperative learning method significantly contributed to improving student learning outcomes. Test results showed an increase in students' average scores from 65.2 in the pre-cycle to 87.3 in Cycle III, with the mastery percentage rising from 40% to 95%. Observational data further supported these findings, indicating a significant increase in student engagement in learning after applying the Jigsaw method.

Teacher interviews also revealed that the Jigsaw method enhanced social interaction in the classroom. Teachers observed that previously passive students became more active in discussions and shared their understanding with peers. Additionally, student reflections indicated that they comprehended the material better through group learning than through traditional lecture methods (Rahman & Sari, 2022).

Thus, the validation results confirm that the Jigsaw method is effective in enhancing students' understanding of the *Kalimat Tayyibah Istighfar* material. These findings align with previous research showing that cooperative learning models can improve student learning outcomes and critical thinking skills (Hidayat et al., 2023).

Therefore, this method is recommended as an instructional strategy for *Aqidah Akhlak* learning to enhance educational quality.

CONCLUSION

The results of this study indicate that the cooperative learning method of the Jigsaw type has a positive impact on students' learning outcomes in the *Kalimat Tayyibah Istighfar* material. Quantitative data obtained from learning achievement tests show an increase in students' average scores from the pre-cycle stage to cycle III. The percentage of mastery also increased significantly, from 40% in the initial stage to 95% after cycle III. Additionally, observational and interview data reveal that the Jigsaw method enhances student engagement in learning. Students became more active in group discussions, more confident in expressing their opinions, and found it easier to understand the material through interactions with group members. Teachers also noted an improvement in social interactions among students, which was previously less evident in conventional teaching methods. Data validation conducted through triangulation by comparing test results, observations, and interviews confirms that the improvement in learning outcomes did not occur randomly but was a result of the Jigsaw learning intervention. Reflection processes in each cycle also confirmed that this method helps students focus better on understanding the material before teaching it to their group members, thereby enhancing their overall comprehension. Thus, this study concludes that the Jigsaw method is an effective learning strategy for improving students' academic performance and social skills. Therefore, this method is recommended for implementation in *Aqidah Akhlak* learning as an effort to create a more active, collaborative, and engaging learning environment.

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