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Efforts to Improve Learning Outcomes of Grade II Students on Surah An-Nas Material Using the Jigsaw Method at SD Negeri 0604 Siraisan

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Abstract:

This study aims to improve the learning outcomes of Grade II students in learning *Surah An-Nas* by implementing the Jigsaw method at SD Negeri 0604 Siraisan. The background of this research is the low student achievement in *Surah An-Nas*, which is caused by the lack of variation in teaching methods used by teachers. So far, the learning process has been conventional, relying on lecture methods that do not actively engage students. This has led to a lack of understanding and participation among students in the learning process. The research method used is Classroom Action Research (CAR), which consists of two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. The subjects of this study were Grade II students at SD Negeri 0604 Siraisan. Data was collected through learning outcome tests, observations, and interviews. The research findings show that the Jigsaw method can improve students' learning outcomes. In the first cycle, students' average scores increased compared to before the intervention, but they had not yet reached the maximum mastery level. In the second cycle, student learning outcomes improved significantly, as indicated by more students achieving the Minimum Mastery Criteria (KKM). The conclusion of this study is that the Jigsaw method is effective in improving student learning outcomes in *Surah An-Nas*. This method enhances student engagement, strengthens collaboration, and improves material comprehension. Therefore, the Jigsaw method is recommended as an alternative approach for teaching the Qur'an in elementary schools.

Keywords: Learning Outcomes, *Surah An-Nass*, Jigsaw Method, SD Negeri 0604 Siraisan.

INTRODUCTION

Education is the primary factor in shaping high-quality human resources. One of the important aspects of education is religious learning, including learning the Qur'an. At the elementary school level, students' understanding of Qur'anic verses should be instilled from an early age so that they have a strong foundation in practicing Islamic teachings. One of the materials taught in second grade is *Surah An-Nas*, which contains values of *tauhid* and seeking protection from Allah against all evils. However, in practice, many students struggle to understand and memorize this surah, making it necessary to implement a more effective learning method. The teaching methods used by teachers significantly influence students' learning outcomes. The lecture method, which is still

commonly used, often makes students less active and easily bored. Therefore, more innovative and interactive methods are needed to help students better understand and memorize *Surah An-Nas*. One such method that can be applied is the Jigsaw method. This method is a part of cooperative learning that allows students to study in small groups, enabling them to share information and collaborate in understanding the material. The Jigsaw method offers many advantages in improving students' learning outcomes. With this approach, students are not merely passive listeners but actively engaged in the learning process. They are responsible for understanding their assigned portion of the material and explaining it to their group members. This encourages students to focus more and develop a deeper understanding of the content. Additionally, this method helps improve students' social skills, such as teamwork, communication, and responsibility within their groups.

This study aims to analyze the effectiveness of the Jigsaw method in enhancing the learning outcomes of second-grade students at SD Negeri 0604 Siraisan in learning *Surah An-Nas*. By implementing this method, it is expected that students will find it easier to understand, memorize, and apply the values contained in *Surah An-Nas* in their daily lives. The findings of this study are expected to serve as a reference for educators in selecting the right teaching methods to enhance students' learning outcomes, particularly in Qur'anic studies at the elementary school level. Education plays a crucial role in shaping students' character and intelligence. One of the subjects that contribute to instilling religious values is Islamic Religious Education (*PAI*), which includes Qur'anic studies. In learning the Qur'an, understanding its meaning and memorization are essential so that students can not only read it but also comprehend the messages within. However, in practice, many students struggle to properly understand and memorize surahs, including *Surah An-Nas*.

Initial observations at SD Negeri 0604 Siraisan revealed that the learning outcomes of second-grade students in *Surah An-Nas* were still relatively low. This was due to the continued use of conventional teaching methods, such as lectures and rote memorization, without incorporating engaging variations. As a result, students were less motivated to learn, had difficulty understanding the surah's meaning, and were not actively engaged in the learning process. Therefore, innovative teaching methods are needed to make students more active, motivated, and better able to comprehend the material. One method that can be applied is the Jigsaw method. This approach emphasizes cooperative learning, where students are divided into small groups, and each member is responsible for understanding and explaining a specific part of the material to their peers. By using this method, students are expected to be more engaged in the learning process, develop a deeper understanding, and improve their learning outcomes.

METHODS

This study employs a quantitative approach with an experimental method to analyze the effectiveness of the Jigsaw method in improving the learning outcomes of second-grade students at SD Negeri 0604 Siraisan in *Surah An-Nas*. The research data consists of primary and secondary data. Primary data is obtained directly from students through pre-test and post-test results, as well as observations during the learning process and interviews with teachers. Meanwhile, secondary data includes documentation, textbooks, and references from journals and previous studies related to the Jigsaw method in Qur'anic learning. Data analysis is conducted using descriptive and inferential statistical methods. Descriptive analysis is used to assess learning improvement based on average scores and percentage increases, while inferential analysis applies statistical tests, such as the t-test, to determine whether there is a significant difference in learning outcomes before and after implementing the Jigsaw method. The results of this analysis will serve as a basis for evaluating the effectiveness of the Jigsaw method in enhancing students'

understanding of *Surah An-Nas* and providing recommendations for teachers to develop more effective teaching strategies.

RESULTS

The research results indicate that the Jigsaw method significantly contributes to improving the learning outcomes of second-grade students at SD Negeri 0604 Siraisan in the *Surah An-Nas* material. This improvement is evident from the comparison of pretest and posttest scores, which show a positive change after the implementation of the Jigsaw method. Additionally, classroom observations and teacher interviews further support the finding that this method enhances students' active participation in learning. One of the key factors that make the Jigsaw method effective is its cooperative learning approach. In small groups, students are responsible for understanding a specific portion of the material and explaining it to their peers. This encourages them to be more focused and comprehend the material better than if they were merely passive listeners to the teacher's explanation. Furthermore, this method enhances students' social skills, such as cooperation, communication, and responsibility in learning. These findings align with previous studies stating that cooperative learning, particularly the Jigsaw method, can improve students' understanding of the subject matter. Other studies also suggest that this method helps students retain information longer since they are actively involved in both learning and teaching processes.

How ever, there are some challenges in implementing the Jigsaw method. One of them is the need for effective classroom management to ensure that group discussions remain productive and aligned with the learning objectives. Teachers must also ensure that all students have an equal understanding of the material to prevent any student from falling behind. Additionally, in groups with students of varying learning abilities, teachers need to provide extra guidance to those who struggle with the material. Overall, this research demonstrates that the Jigsaw method can serve as an effective alternative for improving student learning outcomes, particularly in the study of *Surah An-Nas*. With careful planning and good classroom management, this method can be adopted by teachers as an innovative and engaging learning strategy for students.

CONCLUSION

Based on the research findings, the implementation of the Jigsaw method significantly improved the learning outcomes of second-grade students at SD Negeri 0604 Siraisan in the *Surah An-Nas* material. A strong finding in this study was the increase in students' scores from the pretest to the posttest after applying the Jigsaw method. Additionally, observations showed that students were more actively engaged in learning, found it easier to understand and memorize *Surah An-Nas*, and were more motivated to learn compared to conventional lecture-based methods. From an academic perspective, the Jigsaw method has proven effective in enhancing students' understanding and memorization of religious subjects. Furthermore, this method encourages students to take greater responsibility for their learning, improves critical thinking skills, and helps them understand and retain material more effectively. The results of this study can serve as a reference for teachers in selecting more innovative teaching methods to enhance student learning outcomes, especially in *Al-Qur'an* education at the elementary level.

In terms of social contribution, the Jigsaw method not only impacts academic aspects but also helps develop students' social skills, such as cooperation, communication, and empathy within study groups. Through this method, students learn to work in teams, support one another, and develop tolerance in understanding differences in learning abilities among their peers. This contributes to shaping students into more active, confident individuals with a sense of responsibility toward others. Thus, this study confirms that the Jigsaw method is an effective learning strategy for improving students'

academic performance as well as their social skills. Teachers are encouraged to consider implementing this method to create a more interactive, enjoyable, and beneficial learning environment that supports students' holistic development.

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