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Increasing Interest in Learning Islamic Cultural History Through the Cooperative Jigsaw Method in Grade 3 Students at MIN 4 Serdang Bedagai

Wahyuni, MIN 4 Serdang Bedagai. (Yuniyuntel220@gmail.com)

Widya Nur, MAN Padang Lawas Utara. (Widianur392@gmail.com)

Waldi, MI As'adiyah Banua Baru. (Wwaldi607@gmail.com)

Warsidah, MTs Maradekaya. (warsidahtaugi@gmail.com)

Uwaiz Maulana Iqroil, MAN 1 Bone. (maulanaiqroil@gmail.com)

Abstract:

This study aims to increase interest in learning Islamic Cultural History among third-grade students at MIN 4 Serdang Bedagai through the implementation of the cooperative Jigsaw method. The problem faced in teaching Islamic Cultural History is the low student interest in learning, which results in suboptimal comprehension and academic achievement. One of the contributing factors is the use of conventional teaching methods, causing students to feel bored and less engaged in learning activities. The research method used is Classroom Action Research (CAR), conducted in two cycles. Each cycle consists of four stages: planning, implementation of actions, observation, and reflection. In the first cycle, the cooperative Jigsaw method was applied by dividing students into small groups to collaborate in understanding Islamic Cultural History material. Each group member was responsible for learning a different part of the material and then teaching it back to their peers. The second cycle was carried out with improvements based on reflections from the first cycle to enhance the effectiveness of the learning process. The research results show a significant increase in student interest in learning. In the first cycle, the average student learning interest score was 70%, which increased to 85% in the second cycle. Furthermore, students' academic achievement also improved, as reflected in the rise of the average test scores in Islamic Cultural History. The implementation of the cooperative Jigsaw method successfully made students more active, motivated, and better able to understand the material due to interaction and collaboration among peers. Based on the findings, it can be concluded that the application of the cooperative Jigsaw method can enhance students' interest in learning Islamic Cultural History in third-grade students at MIN 4 Serdang Bedagai. This method provides an enjoyable learning experience and allows students to help each other in understanding the lesson material, thereby increasing their interest and motivation to learn. This study is expected to serve as a reference for teachers in implementing more engaging and effective teaching methods.

Keywords: Classroom Action Research, Learning Interest, Islamic Cultural History, Cooperative Jigsaw Method.

INTRODUCTION

Islamic Cultural History Education is an essential component in shaping students' understanding of the rich civilization and heritage of Islam. This subject not only teaches students about historical events but also instills life values that can be applied in everyday life. However, in many schools, including MIN 4 Serdang Bedagai, students often show low interest in this subject. This may be due to ineffective teaching methods, particularly one-directional approaches such as lectures. When students are merely passive recipients of information, they tend to lose interest, leading to a decline in their enthusiasm for studying Islamic Cultural History.

Additionally, students often struggle to grasp abstract and complex concepts in Islamic Cultural History, especially those unfamiliar with its context. This further diminishes their motivation to explore the subject matter in greater depth. In such conditions, a new approach is needed—one that is not only engaging but also encourages active student participation in the learning process.

The cooperative Jigsaw method emerges as a potential solution in this context. The Jigsaw method requires students to work collaboratively in groups to solve problems or understand specific topics. Each student is responsible for a particular portion of the material, which they later teach to their peers. This method is expected to enhance student interest and engagement, as it fosters collaboration, discussion, and the exchange of information within groups.

METHODS

This study employs Classroom Action Research (CAR), a research approach conducted to improve the learning process in the classroom through actions taken by the teacher as a researcher. This research focuses on direct improvements in the teaching and learning process by actively involving both students and teachers in the learning activities.

Classroom Action Research (CAR) is a research approach aimed at enhancing teaching practices in the classroom by implementing specific actions carried out by the teacher and systematically analyzing their impact on learning. CAR is characterized as a reflective and continuous improvement process, where each cycle of action is evaluated and refined in the subsequent cycle.

The subjects of this study are third-grade students at MIN 4 Serdang Bedagai, consisting of a group of students participating in Islamic Cultural History lessons. These students will be observed to determine the impact of implementing the Jigsaw method on their interest and understanding of the subject matter.

This research aims to increase students' interest and comprehension in Islamic Cultural History through the application of the cooperative Jigsaw method. With repeated cycles, this study allows for continuous improvement and enhancement in the quality of learning, which is expected to positively impact students' engagement in the learning process and help them better understand the material.

RESULTS

The teaching of Islamic Cultural History in the 3rd grade of MIN 4 Serdang Bedagai faces various challenges, particularly in terms of students' learning interest and engagement. During the learning process, students tend to be passive, lack enthusiasm, and perceive the delivered material as monotonous. This condition leads to low student motivation in attending lessons and difficulties in understanding key concepts in Islamic Cultural History. Initial observations indicate that about 50% of students are not interested in this subject, while the results of the initial test show that 60% of students scored below the established passing standard of 75.

One of the main factors contributing to the low learning interest among students is the conventional teaching method still being used. Teachers predominantly employ lecture methods, making students mere listeners without many opportunities to interact or actively participate in learning. This one-way teaching approach causes students to become easily bored and less interested in seriously engaging with the lessons. Moreover, the historical content, which is generally factual and requires deep understanding, exacerbates this condition.

Students' difficulty in understanding the material also serves as a major obstacle in the learning process. Many students struggle with recalling and organizing historical information, such as the development of Islamic civilization, key figures, and Islam's contributions to various fields of life. The teaching method, which primarily emphasizes rote memorization without an interactive approach, makes it difficult for students to connect the learned material with everyday life. As a result, many students fail to explain how Islamic figures contributed to the development of science and Islamic cultural heritage.

Furthermore, student engagement in the learning process remains very limited. Students tend to be passive listeners, reluctant to ask questions or participate in discussions. Group collaboration activities are also not running effectively, as most students prefer working individually or relying on their peers without genuinely contributing to group tasks. This situation hinders the development of essential social skills such as communication, teamwork, and problem-solving, which should be an integral part of history education.

The teaching methods used so far lack variation, making them ineffective in capturing students' attention. Teachers mainly rely on lectures and question-answer sessions, which last for long durations and cause students to lose focus. The lack of diverse teaching strategies makes the lessons feel monotonous, further reducing students' ability to maintain their attention on the delivered material.

As a result of these various issues, the learning objectives of Islamic Cultural History in this class have not been optimally achieved. Many students still struggle to understand and apply the taught material effectively. Additionally, the expectation of enhancing students' social skills through group collaboration has yet to be realized. Therefore, innovation in more interactive and collaborative teaching methods is necessary to make students more interested and actively engaged in the learning process, thereby significantly improving their understanding of Islamic Cultural History.

CONCLUSION

Based on the results of the classroom action research (CAR) conducted in the 3rd grade of MIN 4 Serdang Bedagai, the implementation of the Jigsaw cooperative learning method has proven to be effective in increasing students' interest and learning outcomes in Islamic Cultural History. Before its implementation, students tended to be less enthusiastic about the subject. However, after using the Jigsaw method, they became more active in discussions, participated more in learning activities, and demonstrated increased interest and engagement. Their understanding of the material also improved significantly, as indicated by evaluation results showing that approximately 80% of students achieved satisfactory scores. This method also strengthened group collaboration, as students learned to help one another and take responsibility for shared comprehension. Their confidence improved, particularly in speaking and explaining the material in front of the class. Moreover, their motivation increased as they felt they played a crucial role within their groups. Evaluation data showed a significant improvement in learning outcomes, with more students meeting the Minimum Mastery Criteria (KKM). Thus, the Jigsaw method can be an effective strategy for creating a more interactive and enjoyable learning experience while enhancing students' academic performance.

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