

IMPLEMENTATION OF THE JIGSAW METHOD IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT STATE ELEMENTARY SCHOOL 056635 PASIRAN AIR HITAM

Aniya Paramita

SD Negeri 056635 Pasiran Air Hitam

aniyaparamita@gmail.com

ABSTRACT

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In the era of globalization that continues to develop, the world of education has become a topic that attracts the attention of many people, education is a capital that must be owned by everyone, therefore with a good educational background shows good quality. The purpose of this research is to determine the implementation of the jigsaw method in PAI learning at SD Negeri 056635 Pasiran Air Hitam. This research is a qualitative research with data collection techniques in the form of observation and interviews. As the results of the interview conducted, the implementation of the jigsaw method in PAI subjects is very effective with maximum results, where this method is very interesting, because it uses a fun method. The research results obtained are expected to be used as a basis for learning evaluation and as a reference for future research..

INTRODUCTION

In the era of globalization that continues to develop, the world of education is one of the topics that attracts the attention of many people, education is a capital that must be owned by everyone, therefore with a good educational background shows good quality (Pujingsih, 2021). The development of education is always dynamic in accordance with changing conditions faced in the present, because education aims to prepare individuals to be able to face life now and in the future, so that they are ready to face the future of national and state life more brightly (Ulwiyah and Mumayizah, 2020).

Education is an effort to improve human quality. Based on the objectives of education, there are a series of activities and efforts carried out by teachers and students who have divine and humanitarian values so that the goals can be achieved (Rahmatulloh, et al.). Education is defined as a process of maintenance, development and coaching. In Islam, there are terms ta'lim, ta'dib and tarbiyah (Saihu, 2020). Learning is an interactive implementation between students and educators in a formal learning environment, involving various methods. A well-structured learning process, optimizing learning outcomes for students, requires creativity and innovation in designing learning methods, strategies, and the use of effective learning media. Jigsaw learning method helps students understand and interact with others. By incorporating more theoretical concepts, students can better understand and apply the material they learn (Khar, et al., 2020).

Techniques for learning are methods used in implementing a method, which involve models, strategies, and media in increasing student motivation and learning outcomes, one of which is the application of the jigsaw learning model with group learning methods (Khar, et al., 2020). The method used by educators in giving assignments in groups has not fully succeeded in developing active cooperation, so that in groups only a few students play a role. As a result, passive members cannot master the material being studied, therefore it can have an impact on low student learning outcomes related to the material, and also the tendency of group members to influence the social role of students when it occurs in groups or outside groups (Kusuma, 2018). Various studies show that the jigsaw learning model is better than other models. The success of the jigsaw learning model is shown by two important factors, namely: it is carried out actively through group discussion interactions, and teachers are careful in designing and organizing learning (Khar, et al., 2020).

RESEARCH METHODS

In the observation conducted by the research at SD Negeri 056635 Pasiran Air Hitam Sleman which is located in Grogol, Margodadi, Seyegan District, Sleman Regency, Special Region of Yogyakarta. This research uses a qualitative research method, where the research explains descriptively the formulation of the problem that has been described with data collection techniques in the form of interviews.

RESULTS AND DISCUSSION

implementing a plan that has been prepared, so that goals can be achieved optimally. So, the method is an important aspect of teaching, because it allows teachers to apply strategies effectively and efficiently, ensuring that the materials are applied correctly in a process (Simaremare, and Purba, 2021).

The learning process is the process of transferring knowledge from teachers to students, requiring the right method so that the knowledge delivered can be conveyed and accepted easily. At a glance, here we can see the importance of learning methods in implementing teaching and learning in addition to the central role of educators in methods that are appropriate to the character of their students and in optimizing the advantages of the learning methods used and minimizing the shortcomings. Therefore, it must be recognized that every learning method must have its advantages and disadvantages (Wirabumi, 2020).

So, the learning method is a way of presenting learning materials for students to achieve the planned goals. The teaching method is the science of learning to convey material to students, namely with the aim of achieving learning goals (Pinem, 2019). Jigsaw Cooperative Learning Cooperative learning is a learning process that focuses on small groups of students to work together to maximize learning conditions in achieving learning goals (Simeramera and Purba, 2021). Jigsaw cooperative learning is a learning model with different learning styles, there are 5-6 students in one group, where each student is responsible for learning information and sharing it with other team members (Handayani, et al., 2022).

The jigsaw method is a method to improve student understanding and application of knowledge, thus enabling better learning outcomes. Jigsaw learning is a method used to connect different groups (group-to-group exchange). With this method, students learn in groups, where in one group there is an expert who discusses certain materials (Almara and Fitriana, 2018). So, the jigsaw method is a learning model that focuses on teaching a group of students in small groups, which involves students working together in groups of 4 to 6 people. This method is based on the idea that students should be able to learn from each other, which aims to help students

learn (Almara, and Fitria, 2018). Understanding Learning Outcomes Learning is a permanent behavior that results from dedicated and planned past experiences.

Learning is a very basic activity in organizing types and levels of education. Learning is not just about gathering knowledge but learning is essentially a process of interaction (Nurita, 2018). Learning outcomes are changes in overall behavior, which result in improvements and development that are better than before. The term outcome is something that is obtained from struggle and hard work. Learning is adding and collecting a number of information and knowledge, which is specialized in certain knowledge about intellectuals (Simaremare and Purba, 2021). Learning outcomes are something that can be done by students who were previously unable to do it, learning outcomes can be used as a benchmark to identify and evaluate learning objectives. It can be concluded that learning outcomes are the results of competencies and skills obtained through the learning process (Andriani and Rasto, 2019).

Definition of Islamic Religious Education Subjects Islamic Religious Education is one of the subjects taught in schools that plays an important role in shaping students' strong personalities, both in terms of morals and aspects of science and technology (Aziz, et al., 2020). Islamic Religious Education is a conscious and planned effort to prepare students to know, understand, believe, live, and believe in the teachings of Islam (Ernaninda and Yusra, 2019). In general, Islamic religious education is based on Islamic teaching sources, namely the Qur'an and Hadith. The Qur'an is the main source of all Islamic rules and values (Utomo, 2018).

Learning Steps in the Jigsaw Method The implementation of the learning process is carried out in the following steps. 1. Choose some materials that can be divided into several sections. 2. Before giving the material, the teacher introduces the material or what is to be discussed. The teacher can write the material in front of the board and ask if students know about the topic. 3. Students are divided into several groups according to the volume of the topic. 4. Each group gets a different task. 5. Each group sends a representative from their group to another group. 6. Create the situation as before, then ask if there are any unresolved problems in the group. 7. Ask students questions to check their understanding of the material that has just been learned. Students' understanding is checked to determine their ability to understand

the material. 8. The activity can be ended with a discussion related to the material in that day's lesson. In addition, discussions can be held between pairs or with the whole class (Rahmatulloh, et al., 2022). The jigsaw learning model is a very effective method in improving cooperation between groups (Kusuma, 2018). The learning steps are as follows.

Implementation of the Jigsaw Method in Islamic Religious Education Subjects at SDN 056635 Pasiran Air Hitam Sleman Yogyakarta In the discussion, the researcher presented the results of the research after using the jigsaw learning method. Based on the results of an interview with one of the Islamic Religious Education teachers there, the following data were obtained: The learning used by the educator is very interesting because it uses an exciting method so that students at school do not get bored when listening to the educator's explanation in front of the class so that what the educator conveys can be accepted and understood well by all students in the class (results of an interview with the Islamic Religious Education teacher at SDN 056635 Pasiran Air Hitam).

So, the use of the Jigsaw method in Islamic Religious Education learning can find learning interests for students at SD Negeri 056635 Pasiran Air Hitam. This method allows teachers to adjust to the Islamic Religious Education teaching method, focusing on the material delivered. The cooperative learning model is very effective in increasing students' understanding of the material delivered.

As stated by Mrs. Sutarti as a PAI teacher at SDN 056635 Pasiran Air Hitam "how is the implementation of PAI learning using the jigsaw method at SDN 056635 Pasiran Air Hitam?" Answer: if the child really understands it, it will be very effective, because maybe there are some materials that can be covered there. The next question is "what aspects support the implementation of the jigsaw method"? Answer: all aspects, for example students, teachers are only facilitators, where teachers only provide motivation, steps, and the active ones are children (students), and learning resources are not only from books but also from the internet. So from the information obtained, the use of the jigsaw method in PAI learning subjects at SDN 056635 Pasiran Air Hitam is very effective, so that student learning outcomes can be maximized, especially in PAI learning, where in the presentation the average student gets a

minimum practical score of 80, especially those who are more active will get a higher score than that.

CONCLUSION

The jigsaw method is a method that involves a group of students working together to learn and exchange information. This method is based on the concept of group-to-group exchange, where each student works together to learn from each other. So it can be concluded that the teaching method is the most important aspect of effective learning. This involves a combination of various methods, such as cooperative learning and group learning to ensure that students learn from each other and can apply their knowledge effectively.

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