
**APPLICATION OF JIGSAW LEARNING METHOD TO IMPROVE
ISLAMIC RELIGIOUS EDUCATION LEARNING ACHIEVEMENT
IN GRADE V OF STATE ELEMENTARY SCHOOL 040447
KABANJAHE**

Siti Astari Litami Damanik

SD Negeri 040447 Kabanjahe

sitidamanik62@guru.sd.belajar.id

ABSTRACT

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This study aims to determine the application of the jigsaw learning method can improve the learning achievement of Islamic Religious Education subjects of grade V students of SD Negeri 040447 Kabanjahe. This research was conducted at SD Negeri 040447 Kabanjahe. The subjects of this study were grade V students of SD Negeri 040447 Kabanjahe. The number of grade V students of SD Negeri 040447 Kabanjahe is 33 students consisting of 15 male students and 18 female students. The techniques used to collect data in this study were tests, observations and documentation. This research was conducted by applying the jigsaw learning method which has been carried out for three cycles, it can be concluded that learning by applying the jigsaw learning method has a positive impact on improving student learning achievement with an average value of 78.12 in cycle I, becoming 81.79 in cycle II and increasing again to 86.88 in cycle III. The success of the learning process is marked by an increase in student learning completion in each cycle, namely cycle I (51.52%), cycle II (60.61%) cycle III (84.85%). The conclusion is that the application of the jigsaw learning method improves the learning achievement of Islamic Religious Education subjects for grade V students of SD Negeri 040447 Kabanjahe.

INTRODUCTION

Learning is an activity that involves someone in an effort to gain knowledge, skills and positive values by utilizing various sources for learning. In this learning activity refers to activities in which there is integration and interaction of learning

components that can be categorized into three main things, namely teachers, subject matter and students. Teachers should be able to determine learning methods that are considered to be able to teach students actively through the learning process that is carried out so that learning objectives can be achieved effectively and learning outcomes can be further improved.

The most important thing in learning activities is the learning process in students. The learning process carried out by teachers still tends to achieve curriculum material targets, prioritizing memorization of concepts rather than understanding. In delivering the material, teachers still use monotonous methods and students are less willing to ask questions, students are also bored in following the learning process. Thus, the learning atmosphere becomes less conducive because students become passive. Such conditions also occur in learning activities for Islamic Religious Education subjects in class V of SD Negeri 040447 Kabanjahe.

The initial condition of the teaching and learning activities in the class for the subject of Islamic Religious Education showed low student learning outcomes and had not reached the learning completion criteria (KKM), this can be seen from 33 students, 17 students or 50% of grade V students whose scores were less than 75 as the KKM limit. The results of self-reflection showed that the low learning achievement included students' passive attitudes in the learning process, the learning process was less varied and monotonous, the teacher's dominance was still very large so that students were less independent which affected learning achievement. One alternative that can be done by teachers to further activate student learning in the classroom is by using the Jigsaw Learning method. Achievement is the result of an activity that has been done, created both individually and in groups (Djamarah, 1994: 19).

Meanwhile, according to Mas'ud Hasan Abdul Dahar in Djamarah (1994:21) that achievement is what has been created, the results of work, results that please the heart obtained through hard work. From the explanation above, it can be concluded that learning achievement is the result or level of ability that has been achieved by students after following the teaching and learning process in a certain time, either in

the form of changes in behavior, skills and knowledge and then will be measured and assessed which are then manifested in numbers or statements.

The scope of Islamic Religious Education (PAI) in Elementary Schools includes: The scope of Islamic Religious Education includes harmony, balance, and balance between the relationship between humans and Allah SWT, the relationship between humans and other humans, and the third relationship between humans and themselves, as well as the relationship between humans and other creatures and their environment. This is also identical to the aspects of Islamic Religious Education because the material contained therein is a complementary combination of each other. Aspects of the scope of Islamic Religious Education (PAI) include: Al-Qur'an Hadith; Aqidah; Morals; Fiqh; Islamic History and Culture. Jigsaw in English is a jigsaw and some also call it hear. This Jigsaw cooperative learning model takes the pattern of how a saw works, namely students carry out activities by working together with other students to achieve goals.

Jigsaw type is one type of cooperative learning where learning through the use of small groups of students who work together to maximize learning conditions to achieve learning goals and gain maximum learning experience, both individual and group experiences. In the Jigsaw method, students are placed in small groups of 5 members. Jigsaw Learning can be applied in any curriculum, any field of study, and any class. The application of Jigsaw Learning in the classroom is quite easy. In general, the steps are as follows: 1. Choose learning materials that can be divided into several segments (parts). 2. Divide students into several groups according to the number of segments available. If the number of students is 25 while the number of segments is 5, then each group consists of 5 people. 3.

Each group is given the task of reading, understanding, discussing, and summarizing different lesson materials. 4. Each group sends its members to other groups to convey what they have learned in their groups. 5. Return the classroom atmosphere to its original state and ask if there are any unsolved problems in the group. 6. Ask students some questions to check their understanding of the material.

7. The teacher makes conclusions, clarifications, and follow-ups. (Ismail.2008:82). The purpose of implementing this strategy is to train students to be accustomed to discussing and being responsible individually to help their classmates understand a subject matter.

RESEARCH METHODS

This research method is PTK (Classroom Action Writing) according to Mulyasa (2009: 11) who states that "PTK is an effort to observe the learning activities of a group of students by providing an action (treatment) that is deliberately presented, the action is carried out by the teacher together with the students or by students under the guidance and direction of the teacher, with the intention of improving and increasing learning outcomes".

The purpose of Classroom Action Research according to Arikunto (2008: 18) is to improve various real and practical problems in improving the quality of learning in the classroom that are experienced directly in the interaction between teachers and students who are learning. This research was conducted in 3 (three) cycles that will be passed through in each cycle (Mulyasa, 2009: 73), namely planning, action, observation and reflection. In this classroom action research consists of two cycles, namely cycle I (first), cycle II (second) and cycle III (third).

RESULTS AND DISCUSSION

The results of the study showed that Islamic religious learning through the Jigsaw learning method. The improvements include: Improvement of learning cycle I which focused on explaining the material of various types of fasting according to the law using the jigsaw learning method. The completion for cycle I was only 17 (51.52%) students. This shows that the learning activities have not reached the KKM and must be improved in the next cycle. In the improvement of learning cycle II, the average value of students and the level of achievement of learning completeness increased. The average value of students increased from 78.12 to 81.79. The level of learning completeness increased from 51.52% to 60.61%. Improvement of student learning achievement can be achieved because teachers implement learning improvements

well. Through the improvement of Islamic Religious Education (PAI) learning implemented in this cycle, students' understanding of learning the provisions of the Ramadan fast can be improved. Students' understanding of the subject matter increased because the researcher as a teacher carried out all the planned improvement activities seriously. In the improvement of learning cycle III, the average value of students and the level of achievement of learning completeness increased. The average value of students increased from 81.79 to 86.88. The level of learning completion increased from 60.61%. to 86.88%. Of the 33 students, there are still 5 students who did not complete the KKM. This is due to factors from students who are hyperactive, do not pay attention to learning and are often absent for various reasons. A total of 28 students completed the KKM or 86.88% achieved learning completion, student learning achievement increased. The increase in student learning achievement can be achieved because teachers implement learning improvements properly

CONCLUSION

From the results of learning activities by implementing the jigsaw learning method that have been carried out for three cycles, it can be concluded that learning by implementing the jigsaw learning method has a positive impact on improving student learning achievement with an average value of 78.12 in cycle I, becoming 81.79 in cycle II and increasing again to 86.88 in cycle III. The success of the learning process is marked by an increase in student learning completeness in each cycle, namely cycle I (51.52%), cycle II (60.61%) cycle III (84.85%).

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