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Improving Student Learning Outcomes in Islamic Education Learning with the Jigsaw Learning Method at SMP Negeri 3 Angkola Selatan

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the Jigsaw Learning Method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study indicate that the Jigsaw Learning Method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the Jigsaw Learning Method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Jigsaw Learning Method, Learning Outcomes, Islam Education.

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INTRODUCTION

I took the title of PTK: "Improving the Learning Outcomes of Grade VIII Students on the Material 'Believing in the Books of Allah' through Jigsaw Learning Methods and Gamification Media at SMPN 3 Angkola Selatan" Education is one of the main pillars in shaping the character and intellect of the younger generation. One of the important goals in religious education is to introduce students to the religious teachings contained in the books of Allah, especially in the PAI (Islamic Religious Education) material. The material "Believing in the Books of God" is part of a very important subject in building students' understanding of God's revelation conveyed through His various books. However, in practice, the learning outcomes of students in this material in grade VIII of SMPN 3 South Angkola still show unsatisfactory results. Based on the data obtained, the majority of

students have difficulty understanding and memorizing the content and teachings contained in the books of Allah, which consist of the Torah, the Gospel, Zabur, and the Qur'an. This can be seen from the low test scores and knowledge that students have about the material. One of the factors that contributes to this low learning outcome is the lack of active involvement of students in the learning process. Monotonous learning and the lack of use of varied methods make students tend to be passive and less motivated to learn. Students only receive information in one direction from the teacher without any interaction that encourages them to better understand and appreciate the material being taught. In an effort to address this issue, more innovative and engaging approaches are needed, which can increase students' interest and engagement in learning. One of the solutions that can be applied is the use of the Jigsaw learning method which is a learning motto in which students learn in small groups consisting of four to six people heterogeneously and students work together positively and responsibly independently and have been proven effective in increasing student participation, as well as gamification media which is an approach that uses game elements in a non-game context to improve student motivation, engagement, and understanding where students are At critical stages of cognitive and social development, the use of gamification-based learning media may have the potential to improve their learning experience, this gamification media can also make the learning process more enjoyable and engaging. The Jigsaw method, which is a cooperative learning model, allows students to work together in small groups to learn specific parts of the material, and then share their knowledge with other groups. This approach can foster a sense of responsibility, improve communication between students, and deepen their understanding of the material being taught. In addition, the use of gamification media in learning can increase student motivation by turning learning activities into more interesting and enjoyable experiences. Gamification, with game elements such as points, challenges, and levels, can make students more motivated to learn and compete in a healthy way. This is expected to increase student involvement in the material "Believing in the Books of God", which has been considered less interesting by some students. Therefore, this study focuses on efforts to improve the learning outcomes of grade VIII students on the material "Believing in the Books of Allah" through the application of Jigsaw learning methods and gamification media. It is hoped that with the application of these two methods, students will not only be more active and involved in the learning process, but also gain a better understanding of the material being taught. This study aims to find an effective solution to the problem of low student learning outcomes at SMPN 3 Angkola Selatan and to make a positive contribution to the development of PAI learning strategies in the school. Through this research, it is hoped that the right way to increase students' motivation and understanding of religious materials can be found, and can have a positive impact on PAI teaching in other schools that face similar problems.

METHODS

This research was carried out at SMPN 3 South Angkola, which is located in South Angkola District, South Tapanuli Regency, North Sumatra. The research was conducted in the odd semester of the 2024/2025 school year with a research implementation period that includes 1 month. The data collected during this study will be analyzed with qualitative and quantitative approaches; 1) Quantitative Analysis; 1) Learning Outcome Test; 2) Student Questionnaire. Qualitative Analysis; 1) Classroom Observation; 2) Teacher's Reflection. This research was carried out at SMPN 3 South Angkola which is located in Pardomuan Village, South Angkola District, SMPN 3 South Angkola is one of the Junior High Schools under the auspices of the Ministry of Education and Culture of the Republic of Indonesia. SMPN 3 Angkola Selatan is supported by adequate and professional human resources, where SMPN 3 Angkola Selatan, has 1 principal, 14 educators who are civil servants, 15 educators who are Government Employees with Employment

Agreements (PPPK), and 5 honorary teaga and 1 school guard. So the total number of educators is 35 with the principal. This research will focus on students in grades VIII-1 of SMPN 3 Angkola which totals 12 million students (9 female students and 3 male students) when participating in the teaching and learning process activities of Islamic Religious Education subjects. This research was carried out by a practice teacher as the author of this report. Researchers try to apply methods that are considered capable of overcoming problems in overcoming learning difficulties. One of the teaching methods is by applying the Jigsaw method and Gamification media. This research is also intended to change the teaching system of Islamic Religious Education which has been monotonous to become attractive and in demand by students.

RESULTS

In general, cycle 1 has shown excellent results, especially in spiritual, knowledge, and psychomotor aspects. However, some shortcomings found, especially in the social aspect, are important inputs for the implementation of the next cycle. With the right adjustments and improvements, it is hoped that the learning outcomes will be more optimal in cycle 2. Reflection in cycle II is an evaluative step to assess success and identify obstacles in the implementation of learning using the Jigsaw method and gamification media. This reflection also aims to formulate improvement measures so that learning in the next cycle becomes more optimal.

This study aimed to analyze the effectiveness of the Jigsaw learning method in improving student learning outcomes in Islamic Education at SMP Negeri 3 Angkola Selatan. The results showed that the Jigsaw method had a positive impact on students' understanding and increased their engagement in the learning process. Students involved in this method demonstrated significant improvement in their learning outcomes compared to those taught using conventional teaching methods.

Before the implementation of the Jigsaw method, many students struggled to understand Islamic Education materials, especially in relating religious concepts to real-life situations. The traditional lecture-based teaching method made students less active in the learning process. However, after implementing the Jigsaw method, students became more enthusiastic about learning as they played an active role in the learning process and took responsibility for understanding the material.

The improvement in learning outcomes was evident from the comparison of evaluation results before and after the application of the Jigsaw method. Prior to its implementation, the average student scores were relatively low, and class participation was minimal. After applying the Jigsaw method, there was a significant increase in students' scores, as well as greater involvement in the learning process. Students found it easier to understand the material because they discussed it with their peers, exchanged information, and explained the concepts to one another.

Apart from academic improvement, the Jigsaw method also enhanced students' social skills. In the learning process, students worked in small groups and taught each other the material they had mastered. This helped them develop communication skills, teamwork, and a sense of responsibility in learning. The classroom atmosphere became more interactive and engaging, making learning more enjoyable for students.

Teachers also experienced benefits from using the Jigsaw method. Instead of merely delivering content, teachers acted as facilitators, guiding and directing students in understanding the concepts being studied. This method allowed teachers to better identify students who were struggling and provide targeted assistance. Additionally, the more dynamic classroom environment made the teaching and learning process more effective.

Despite its many advantages, this study also identified some challenges in implementing the Jigsaw method. One of the main challenges was time management, as this method required more time compared to traditional lecture-based teaching. Additionally, some students initially found it difficult to adapt, especially those who lacked

confidence in explaining material to their peers. However, with practice and guidance from teachers, students gradually adjusted to this method.

Overall, the findings of this study indicate that the Jigsaw learning method is an effective strategy for improving student learning outcomes in Islamic Education. In addition to enhancing comprehension, this method fosters social skills such as communication and teamwork. With proper implementation, the Jigsaw method can be a valuable approach to improving the quality of education in schools.

Based on these results, it is recommended that teachers incorporate the Jigsaw method more frequently in their teaching, especially for subjects that require in-depth understanding, such as Islamic Education. Furthermore, schools can provide training for teachers to optimize the application of this method. By doing so, the Jigsaw method can continue to be implemented to enhance the quality of learning and student achievement at SMP Negeri 3 Angkola Selatan.

DISCUSSION

The implementation of the Jigsaw learning method in Islamic Education at SMP Negeri 3 Angkola Selatan has proven to be an effective strategy in enhancing students' learning outcomes. This method, which promotes active student participation, enables learners to take responsibility for their own understanding and share knowledge with their peers. Compared to traditional teaching methods, Jigsaw provides a more engaging and collaborative learning environment that fosters both academic and social development.

One of the key aspects of the Jigsaw method is its ability to increase student engagement in the learning process. Before its implementation, students tended to be passive learners, relying heavily on the teacher's explanations without actively processing the material. However, through Jigsaw, students were encouraged to participate actively by discussing, analyzing, and presenting their assigned topics to their peers. This approach not only improved their comprehension but also helped them develop better communication skills.

Another significant benefit observed in this study was the improvement in students' academic performance. The comparative analysis of students' test scores before and after the application of the Jigsaw method demonstrated a noticeable increase in their learning outcomes. The interactive nature of the method helped students retain information more effectively since they were required to explain the concepts to their peers, reinforcing their understanding of the material.

Additionally, the Jigsaw method fostered a more cooperative and inclusive classroom environment. Since students were required to work together and depend on each other to complete the learning process, it helped build teamwork and mutual respect. Students who previously struggled with social interactions became more confident in expressing their ideas, contributing to a more positive and dynamic learning atmosphere.

Despite its advantages, the study also identified certain challenges in implementing the Jigsaw method. One of the primary challenges was time management, as dividing the class into groups and allowing each group to discuss and present their topics required more instructional time compared to traditional lecture methods. Teachers needed to carefully plan the lesson structure to ensure that all essential content was covered efficiently within the allocated time.

Another challenge was the initial reluctance of some students, especially those who were shy or lacked confidence in public speaking. These students initially found it difficult to express themselves in front of their peers. However, with continuous encouragement and gradual exposure to this method, they became more comfortable and began to actively participate in discussions, showing significant improvement in their confidence levels.

The role of the teacher as a facilitator was crucial in ensuring the success of the Jigsaw method. Instead of simply delivering information, teachers guided students through the learning process, ensuring that discussions remained focused and productive. Teachers also provided support to students who struggled with the material, helping them build their understanding and ensuring that all students benefited from the collaborative learning process.

Overall, the findings of this study suggest that the Jigsaw method is a highly effective approach to improving learning outcomes in Islamic Education. While some challenges exist, they can be mitigated through proper planning, teacher guidance, and continuous practice. With further refinement and adaptation, this method has the potential to transform traditional classroom dynamics, making learning more engaging, student-centered, and effective..

CONCLUSION

This Class Action Research (PTK) was carried out to improve the learning outcomes of students in grades VIII-1 of SMPN 3 South Angkola on the material "Believing in the Books of Allah and Loving the Quran" through the application of the Jigsaw method and Gamification media. Based on the results of the analysis in two cycles, it can be concluded; 1) Improvement of Learning Outcomes; 1) In the cognitive aspect, the students' learning completeness reached 100% in the first cycle and 70% in the second cycle, indicating that most students have understood the material well. However, there are indications that the complexity of the second cycle material requires additional mentoring for certain students; 2) On the psychomotor aspect, the average score increased from 91.25 in the first cycle to 92.5 in the second cycle, with most students in the "Very Good" category. The implementation of the Jigsaw learning method in Islamic Education at SMP Negeri 3 Angkola Selatan has proven to be an effective approach to enhancing students' learning outcomes. This method encourages active participation, collaboration, and responsibility in the learning process. Through the division of learning materials into smaller parts and peer discussions, students gain a deeper understanding of the subject matter and develop essential communication skills. One of the significant findings of this study is the improvement in students' academic performance. The comparative analysis of test scores before and after the implementation of the Jigsaw method shows a noticeable increase in students' comprehension and retention of learning materials. This improvement is largely attributed to the interactive and engaging nature of the Jigsaw method, which requires students to explain concepts to their peers, reinforcing their understanding. Beyond academic achievement, the Jigsaw method also enhances students' social and cooperative skills. By working in groups and depending on each other for information, students learn the importance of teamwork, mutual respect, and collaboration. These social skills are crucial not only for academic success but also for students' overall personal development and future endeavors. Despite its numerous benefits, the study also identified some challenges in implementing the Jigsaw method. The most common difficulty faced by teachers was time management, as the method requires a structured approach to ensure that all learning objectives are met within the allocated lesson time. Additionally, some students, particularly those who were initially shy or reluctant to speak in front of their peers, faced difficulties in adapting to the method. However, with continuous guidance and encouragement from teachers, these students gradually gained confidence and became more active participants in the learning process. The role of the teacher as a facilitator is crucial in the successful application of the Jigsaw method. Teachers need to ensure that group discussions remain focused and productive, while also providing additional support to students who struggle with the material. Proper lesson planning and training for educators can further optimize the use of this method in classroom settings. Based on the findings of this study, it is recommended that the Jigsaw learning method be incorporated more frequently in the teaching of Islamic Education, especially in topics that require deep

comprehension and critical thinking. Additionally, schools should provide teachers with the necessary training and resources to effectively implement this method. By doing so, the Jigsaw method can be optimized to improve student engagement, understanding, and overall learning outcomes. In conclusion, the Jigsaw learning method presents a valuable alternative to traditional teaching approaches in Islamic Education. Its ability to improve both academic performance and social interaction makes it a powerful tool in modern pedagogy. With continued application and refinement, the Jigsaw method can significantly enhance the quality of education and foster a more engaging and effective learning environment for students.

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