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The Application of The Jigsaw Method to Increase Student Learning Motivation in Class XI.F SMAN 1 Suliki 2024

Dasril Effendi[1]

***Corespondence :**
Email : dasrilefendi@gmail.com

Authors Affiliation:
[1]Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, *Indonesia*

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Abstract

This study aims to examine the effect of applying the jigsaw cooperative learning model on the learning motivation of class XI students at SMAN 1 Suliki. This research uses a classroom action research (CAR) approach with two cycles, each consisting of planning, implementation, observation, and reflection stages. The results of the study indicate an increase in student learning motivation, with the motivation percentage in the first cycle reaching 70.8%, an increase of 11.4% compared to the pre-cycle results. The applied jigsaw method had a positive impact on increasing student activity and enthusiasm in the learning process, although there were challenges in the initial understanding of this method. Overall, the implementation of the jigsaw method can enhance students' learning motivation, particularly in Islamic Religious Education (PAI) learning, as evidenced by increased learning outcomes and student enthusiasm.

Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh penerapan model pembelajaran kooperatif tipe jigsaw terhadap motivasi belajar siswa kelas XI di SMAN 1 Suliki. Penelitian ini menggunakan pendekatan penelitian tindakan kelas (PTK) dengan dua siklus yang masing-masing terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Hasil penelitian menunjukkan adanya peningkatan motivasi belajar siswa, dengan persentase motivasi pada siklus pertama mencapai 70,8%, meningkat sebesar 11,4% dibandingkan dengan hasil pra-siklus. Metode jigsaw yang diterapkan memberikan dampak positif dalam meningkatkan keaktifan dan antusiasme siswa dalam proses pembelajaran, meskipun terdapat tantangan dalam pemahaman awal terhadap metode ini. Secara keseluruhan, penerapan metode jigsaw dapat meningkatkan motivasi belajar siswa, terutama dalam pembelajaran PAI, yang ditunjukkan dengan peningkatan hasil belajar dan antusiasme siswa.

INTRODUCTION

Education plays a fundamental role in the character building of individuals as well as the progress of a country. The quality of education becomes very important as it serves as a means to prepare the next generation who are not only academically skilled, but also have good moral values. An effective learning process is the main key in achieving optimal education quality. As stated by H. H. Hersey and Blanchard (1993), 'an effective learning process is not just about transferring knowledge, but also shaping character and skills needed for a better life.' In this context, the role of the teacher becomes vital, not only as a teacher, but also as a personal shaper of students who will influence their future development.

However, in practice, many challenges are faced by teachers in creating quality learning. Some of the main challenges that often arise include the use of less varied learning methods, lack of student motivation to learn, and limited facilities that support the learning process. As stated by H. C. Thomas (2001), 'the progress of learning is strongly influenced by the way the teaching is done and the existing classroom conditions.' At SMAN 1 Suliki, especially in class XI F 7, a number of problems were found that hindered the smooth learning process, especially in the subject of Sociology. These problems include the lack of active involvement of students,

the use of lecture methods that tend to be monotonous, and the inability of students to understand the material well.

The evaluation results show that most students have not reached the predetermined Minimum Completeness Criteria (KKM), which indicates that the learning carried out has not been effective in improving student learning outcomes. According to research conducted by M. J. Covington (1998), 'when students are not interested or actively involved in learning, they will have difficulty achieving the expected academic goals.' Therefore, it is important to find innovative solutions that can improve motivation and learning quality. One solution that can be applied is the Jigsaw-type cooperative learning model, which has been proven effective in increasing students' activeness in learning.

The Jigsaw-type cooperative learning model emphasises cooperation between students in understanding learning materials. As a model that focuses on constructivism, Jigsaw provides opportunities for students to study a particular topic in depth and then share their knowledge with their friends in the group. This is in line with the social learning theory proposed by Albert Bandura (1977), which states that 'learning occurs through social interaction and sharing experiences.' In the Jigsaw model, students are divided into small groups, each learning a certain part of the material which will then be shared with other group members. Thus, this model not only improves understanding of the material, but also develops social skills and individual responsibility.

The application of the Jigsaw-type cooperative learning model is expected to create a more interactive, interesting, and effective learning atmosphere. As stated by Slavin (1995), 'cooperative learning models provide opportunities for students to learn actively, work together, and share knowledge.' Through the application of this model, students not only learn the material independently, but can also deepen their understanding through group discussions. Thus, this model is expected to increase student motivation and reduce boredom that often arises due to less varied learning methods.

However, although the Jigsaw-type cooperative learning model has many advantages, its implementation in the classroom also faces several challenges. One of the main challenges is the diversity of students' abilities that can affect the effectiveness of group discussions. According to research conducted by Kagan (1992), 'differences in ability between students in a group can be a challenge in the Jigsaw model, because students who understand the material more quickly tend to dominate the discussion.' In addition, less conducive classroom conditions can also hinder the smooth discussion and collaboration between students. Therefore, it is important for teachers to manage the class well and provide appropriate direction so that all students can actively participate in learning.

This study aims to examine the application of the Jigsaw type cooperative learning model in improving the motivation and learning outcomes of students in class XI of SMAN 1 Suliki in the 2024-2025 academic year. This research is expected to contribute to improving the quality of learning in the school, as well as providing insight into how the Jigsaw model can be adapted to a wider learning context. As stated by Johnson & Johnson (1999), 'the application of cooperative models in education can create a positive learning environment, where students feel more valued and motivated to learn.' Thus, it is hoped that the results of this study can provide effective solutions to overcome existing learning problems, as well as improve student motivation and learning outcomes at SMAN 1 Suliki.

METHODS

This research uses field research approach with correlational quantitative analysis method. This study aims to determine the extent to which the application of the Jigsaw type cooperative learning model can increase the learning motivation of Islamic Religious Education (PAI) in

class XI students at SMAN 1 Suliki. With this approach, researchers can collect data through observation, questionnaires, and interviews to analyse the relationship between the application of the Jigsaw model and the increase in students' learning motivation. This research model will be implemented in several cycles that include planning, implementation, analysis, and reflection.

The research cycle begins with the planning stage, in which the researcher determines the subject matter to be taught and selects the class that is the target of the research. Furthermore, the researcher developed a lesson plan using the Jigsaw method and prepared research instruments in the form of questionnaires to measure student motivation, observation sheets to monitor learning implementation, and interviews to obtain qualitative data from students. In the second cycle, the researcher implemented learning using the Jigsaw model, followed by observation to observe the learning process as well as data collection through questionnaires and interviews with students to assess changes in their motivation.

In the third cycle, researchers analysed the data from observation, questionnaires, and interviews. This data will be analysed quantitatively to determine the extent to which students' learning motivation has changed after the application of the Jigsaw model. Researchers will also identify the factors that influence learning motivation and plan improvements that can be made for the next cycle. In the fourth cycle, the researcher reflects on the results of the study by evaluating whether the research objectives were achieved, as well as planning follow-up to improve students' learning motivation.

The variables studied in this research consisted of two main aspects. First, the Jigsaw-type cooperative learning model, which involves students in small groups of 4-6 people with diverse abilities, thus encouraging cooperation and responsibility in learning different parts of the subject matter. Second, students' learning motivation, which refers to the intensity and drive within students to follow the learning process, involving the driving factors that enable students to achieve learning goals. By using the Jigsaw learning model, it is expected to create a more interactive learning atmosphere, increase student motivation, and ultimately have a positive impact on their learning outcomes.

RESULT AND DISCUSSION

RESULT

In the implementation of Cycle I, the research began on 23 December 2024 with a learning duration of 2 x 45 minutes for each meeting. The planned learning steps were followed carefully. The teacher started the lesson with greetings, took students' attendance, and delivered the learning objectives on the topic of "Qs Ar-Rahman/55:33". After that, the material about the verse was explained in outline. The lesson continued with the formation of groups consisting of 4 students in a group, where each group was given a different submaterial topic. Each group discusses the material that has been assigned by the teacher according to the specified sub-topic. Each student then meets with group members from the home group who have the same topic in the expert group, to discuss and deepen their understanding of the material that has been given. After the expert group discussion session is complete, students return to their home groups to teach the material they have learned to their groupmates.

In the Cycle I observation, a significant increase in learning motivation was observed, although there were some obstacles. Before the lesson, students seemed less enthusiastic and confused with the method applied because they were not familiar with the Jigsaw-type cooperative learning method. The results of interviews with some students showed that they felt awkward and difficult at first to adjust to this learning model. However, once they started collaborating in groups, learning activities became more interactive and fun. Students showed higher enthusiasm in discussing and sharing knowledge with their group mates. This shows

that the Jigsaw method has the potential to increase students' motivation, although in the early stages of its implementation there is still some confusion.

Based on the observation and quantitative data obtained from the motivation questionnaire, there was a significant increase in students' learning motivation. The percentage of student motivation increased from 59.4% in the pre-cycle to 70.8% in Cycle I, which showed an increase of 11.4%. Nevertheless, there were still some students who found it difficult with the application of this method, especially in understanding the concept and their respective roles in the group. Some students who were tasked with presenting the material in front of the expert group still found it difficult to explain and communicate the material clearly. This was also expressed by the collaborator (Ustazah Darpepi Eli Putri, S.Ag.) who observed that some students felt shy and reluctant to ask questions or express their opinions.

In the reflection on Cycle I, some of the obstacles faced by teachers and students were clearly identified. The teacher felt awkward in explaining the application of the Jigsaw method in detail to students, which resulted in confusion at the beginning of learning. In addition, students still did not fully understand how to communicate and ask questions confidently outside their groups. Therefore, a deeper understanding and more detailed explanation of the Jigsaw method is needed so that students are better prepared and do not feel awkward. In addition, teachers also need to encourage students to be more courageous in asking questions and expressing their opinions, so that learning becomes more effective.

In the implementation of Cycle II, which began on 31 December 2024, the learning steps were carried out with the aim of increasing the effectiveness of the application of the Jigsaw type cooperative learning method and minimising the obstacles found in Cycle I. Learning again lasted for 2 x 45 minutes for each meeting, with a more structured approach and adjustments based on the reflection from Cycle I.

In the introduction stage, the teacher started the lesson with greetings, took students' attendance, and conveyed the learning objectives more clearly related to the topic "Qs Ar-Rahman/55:33". The teacher gave a more detailed explanation of the material to be learnt and provided a clearer picture of the objectives and steps to be taken during the lesson. This aims to reduce students' confusion that arose in Cycle I and give them a better understanding of the course of the learning process with the Jigsaw method.

The core activity started with group formation again, where the teacher divided 16 students of class XI F7 into 4 groups of 4 students each. The teacher then illustrated the subject matter in more depth and distributed material texts that were adjusted to the previously determined sub-topic. Each group conducts a discussion on the given topic, with sub-topics that include the definition of the law of tajweed, the meaning of the word and the meaning of the whole, Asbabunnuzul, as well as the interpretation and content of the verse. After that, group members meet in expert groups to further discuss the assigned material. Each member of the expert group shared their understanding and helped each other to deepen their knowledge on their respective topics.

Once finished with the discussion in the expert group, students return to their home group and present the results of the discussion to their group mates. This process provides an opportunity for each student to teach what they have learnt and strengthen their understanding of the material that has been learnt. The teacher also provides opportunities for students to ask questions and discuss topics that are still not understood during group discussions. Students are then asked to write down statements or explanations that they did not understand before and try to summarise the material they have learnt. As part of the closing, the teacher gave a quiz covering all the topics that had been discussed to measure the extent of students' understanding of the material.

The observation results in Cycle II showed a significant improvement compared to Cycle I. Although some students still felt awkward at the beginning of Cycle II, they still felt awkward at the end. Although some students still felt awkward at first, they began to show improvement in terms of participation and interaction during the discussion. Many students began to dare to ask questions and express their opinions in front of the group, and more students felt comfortable to share the knowledge they had learnt in the expert group. Teachers also felt more confident in explaining the learning steps and providing clarifications related to the Jigsaw method applied. This shows that after gaining experience in Cycle I, both students and teachers began to understand better and feel more comfortable with the application of the method.

Quantitative data collected in Cycle II showed a further increase in students' learning motivation. In the motivation questionnaire, the percentage of students‘ motivation increased to 80%, which shows an increase of 9.2% compared to Cycle I. This reflects that with more customisation, students’ motivation increased to 80%. This reflects that with better customisation in the application of the Jigsaw method and students' better understanding of how the method works, their learning motivation has increased.

Reflection from Cycle II showed that although there was significant progress, some students still needed more encouragement to more actively participate and share knowledge within the group. For this reason, teachers are expected to continue to provide support and encourage students to be more courageous in communicating and collaborating. Teachers are also expected to further adjust teaching strategies so that students can more easily understand the material, especially on more complex topics.

DISCUSSION

In this study, the researcher used Jigsaw type cooperative learning method to improve students' motivation and learning outcomes in class XI SMAN 1 Suliki. The learning was conducted in two cycles, with each cycle including the stages of planning, implementation, observation, and reflection.

In Cycle I, the application of the Jigsaw method began with a meeting attended by students who were less familiar with this method. The observation results showed that at first, students felt confused by the application of the Jigsaw method, this was reflected in the low level of interaction between students and difficulty in understanding the material presented. This is in accordance with Slavin's (2014) opinion that the application of the Jigsaw method requires adaptation time for students because they have to learn to work together in groups and share knowledge actively. However, despite the initial confusion, after conducting discussions in expert and home groups, students began to show improvement in their learning motivation.

From the data collected, there was an increase in students' learning motivation, with the percentage increasing from 59.4% in the pre-cycle to 70.8% in Cycle 1. This increase shows that the application of the Jigsaw method had a positive impact on students' engagement in the learning process. According to Johnson & Johnson (2009), cooperative learning methods, including the Jigsaw type, can increase students' learning motivation because this model emphasises positive interdependence and a sense of responsibility for group learning outcomes. Nevertheless, there were still some challenges that needed to be improved, such as students' lack of courage to ask questions and express opinions in front of the class.

In Cycle II, the researcher made improvements based on the Cycle I reflection. The teacher gave a more detailed explanation of the Jigsaw method, and provided more opportunities for students to discuss and ask questions. As a result, there was a significant increase in student participation, with more students daring to ask questions and share their

opinions. Students were also more enthusiastic in group discussions and more active in conveying their learning to their peers. This improvement is in line with the findings reported by Dooly (2008), which showed that the application of the Jigsaw method can improve social interaction among students, which in turn can improve understanding of the material.

Student learning motivation also increased in Cycle II, with the percentage reaching 80%, which shows an increase of 9.2% compared to Cycle I. This increase shows that with the right adjustments, the Jigsaw method can be more effective in improving student motivation and learning outcomes. This is in accordance with Vygotsky's theory (1978), which emphasises the importance of social interaction and collaboration in the learning process. Vygotsky argues that by working together in groups, students can learn from each other, develop their cognitive skills, and deepen their understanding of the material being studied.

Overall, the application of Jigsaw method in PAI learning in class XI SMAN 1 Suliki showed encouraging results. Although there were some obstacles in Cycle I, the adjustments made in Cycle II succeeded in increasing students' involvement, learning motivation, as well as their understanding of the material. The researcher also realised the importance of the teacher's role in providing clear guidance and supporting active communication among students to achieve optimal results.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of the Jigsaw type cooperative learning method is effective in increasing the motivation and learning outcomes of students of class XI SMAN 1 Suliki in the subject of Islamic Religious Education (PAI). In Cycle I, students' learning motivation increased by 11.4%, from 59.4% to 70.8%, and in Cycle II it reached 80%. This shows that although at the beginning of the implementation there was confusion among students, as time went by, they became more enthusiastic and active in learning. The group discussion process conducted in the Jigsaw model allows students to understand the material more deeply and help each other. Nevertheless, challenges remain, such as students' lack of courage to ask questions or express opinions in front of the class, which can hinder the effectiveness of learning. Therefore, the role of the teacher is crucial in providing a more detailed explanation of the application of this method as well as creating an environment that supports more open communication and interaction among students. Overall, this study proves that the Jigsaw method can improve students' motivation and learning outcomes, although improvements in its application need to be made to make it more optimal.

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