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Implementation of Jigsaw Type Cooperative Learning Model in Improving Student Achievement

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Abstract

This study aims to determine the improvement of students' learning achievement and effectiveness by using the Jigsaw Type Cooperative Learning Model Implementation in the learning process. Penelitian uses Action Class (PTK); Collecting data using observation, tests, and documentation. The research subjects were students whose results were then analyzed using the percentage formula. The results of this study indicate that in the pre-cycle ten students or about 38% who have understood the learning material thoroughly, while those who are incomplete there are 16 students or about 62%, in the first cycle there are 17 students from 26 students, namely 65%. have completed in understanding the subject matter and nine students from 26 pereta of students, namely 35% have not been completed. There was an increase of 96% in the second cycle, with 24 students from 26 students who understood the learning material, two students from 26 students, namely 4% who had not completed the learning process. It is concluded that applying the Jigsaw Type Cooperative Learning Model can improve learning achievement very effectively in the learning process.



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1 Introduction

Education is one of the tools to create a quality society (Widodo, 2016). Education aims to shape the character and civilization of a dignified nation and educate the nation's life, which is described in the curriculum at every level of education, starting from primary education, junior secondary education, upper secondary education to university. Learning is an activity of interaction between students and educators and learning resources in a learning environment. Quality learning depends on students and the creativity of educators in processing learning which will lead to the achievement of learning targets so that they can change behavior for the better.

In Indonesia, teachers generally deliver subject matter using the lecture method. The teacher plays a more active role than students because students only listen and take notes from the teacher's description (Syarifuddin, 2010). With the habit of students who only listen, take notes, listen, students will be less able to express

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opinions, work in groups, solve problems, both individually and in groups. Uncomfortable and less varied learning situations and conditions such as the lecture method, which teachers often use, the lack of media use, and others also exacerbate the situation. The dislike possessed by students automatically causes learning motivation to decrease and results in difficulty in understanding the lesson. Therefore, a teacher must choose a learning model in the teaching and learning process.

This research was conducted at Madrasah Tsanawiyah Charity Board, Ujungloe District, Bulukumba Regency. In this location, information was obtained that students' moral aqidah grade VIII A learning achievement in Madrasah was still relatively low. It can be seen that only ten students scored the Minimum Completeness Criteria (KKM) above 75, while the other 16 students scored below the learning completeness (KKM). One of the determinants of the success of the learning process in the classroom is the learning model. The learning model is a way to present learning messages so that learning achievement can be more optimal. Without a learning model, a learning message will not be able to effectively process teaching and learning activities in the expected direction. Inappropriate teaching and learning models will be a barrier to the smooth running of the teaching and learning process and vice versa. The factor of mastery, selection, and application of a teacher on a learning model can help increase motivation, improve the learning process, and improve student achievement.

The use of the lecture method will impact students' disinterest in the method, which then makes the child lazy. So the child does not understand the learning material presented by the teacher, so they get low learning achievement. In this case, the researcher suspects that the problem is that the use of learning models so far has not been effective. As a result, the student's interest in the learning process decreases, which automatically causes the low learning achievement of students' moral aqidah, especially students of class VIII A Madrasah Tsanawiyah Charity Board, Ujungloe District, Bulukumba Regency. So, based on the findings and the things above, the researchers tried to take an alternative action to overcome the existing problems, namely in the form of applying other learning models that prioritized the activeness of students and gave students the opportunity to be creative, experience firsthand and develop their potential to the fullest.

One of the lessons offered is a Jigsaw type cooperative learning model. The philosophy that underlies the Jigsaw type cooperative learning model in education is (*homo hormone socius*) or cooperation learning which emphasizes that humans are social creatures. Cooperative learning, especially the Jigsaw type, is considered very suitable for Indonesia because it is under Indonesian culture that upholds the value of cooperation. The Jigsaw Cooperative Learning Model is a cooperative learning technique in which students, not teachers, have greater responsibility in implementing learning. The purpose of this Jigsaw Cooperative Learning model is to develop teamwork, cooperative learning skills and master in-depth knowledge that is impossible to obtain if they try to learn all the material alone.

According to Lie (2002), the cooperative learning method of the Jigsaw technique is not the same as just group learning. However, essential elements distinguish it from group divisions that are carried out irregularly. Johnson et al. (2000) said that not all group work could be considered Jigsaw Cooperative Learning. Therefore, a teacher needs to strategically increase student learning activities and outcomes by selecting approaches, methods, learning techniques, and learning procedures that will produce maximum learning achievement. Learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. Learning strategies are the outlines of plans for implementing learning activities to be a guide for teachers in carrying out learning activities more effectively and efficiently. In learning activities, in order to achieve the expected goals, a strategy is needed. Because it will facilitate the learning process to achieve optimal results. The first thing that the teacher must pay attention to is the characteristics of the students, the material, and the learning objectives. Then the approach, method, and criteria for learning success are determined according to the characteristics of the students. There are various kinds of learning strategies, including jigsaw learning strategies or cooperative learning models designed to increase students' sense of responsibility for their learning and the learning of others. Silberman, (2006). explained that the jigsaw strategy is a cooperative learning activity by exchanging groups with groups. It explains that every student teaches something. This is an exciting alternative if learning material can be segmented or divided, and the parts must be taught sequentially. Each student learns something that forms a coherent collection of knowledge or skills when combined with the material learned by other students. According to Barkley & Major (2018), the jigsaw strategy is a learning activity in which students work in small groups to build knowledge about a topic

and formulate effective ways to teach it to others in their group. The jigsaw learning strategy is cooperative learning that emphasizes shared attitudes or behavior in working or helping fellow students in an organized structure of cooperation in groups, consisting of two or more people. The jigsaw learning strategy is a learning strategy designed to teach academic skills and social skills, including interpersonal skills.

According to Sari, (2017), the jigsaw learning strategy is a cooperative learning model in small heterogeneous groups and cooperates with positive interdependence and is responsible for the completeness of the part of the subject matter that must be studied and conveys the material to other group members—learning strategies that require students to be active in the group learning process that can teach or re-explain the material that has been studied in the initial group. The purpose of the jigsaw learning strategy is to improve academic learning outcomes, provide opportunities for students from various backgrounds and conditions to learn with interdependence on academic tasks, foster mutual respect's differences, and teach students the skills to work together and collaborate. According to Melati & Rahmatina, (2019), the purpose of the jigsaw learning strategy is to increase students' sense of responsibility for their learning and the learning of others and create cooperative relationships between students to learn the assigned material.

This description explains that the jigsaw learning strategy can make students active in learning activities because students are required to be active in understanding the material assigned to them and are also responsible for explaining it to other students well. Students must be able to help their friends to understand the material well. In addition, the jigsaw strategy increases learning interactions between students and students, between students and teachers, between students and other learning resources. Through group activities, the jigsaw strategy can also improve cooperative relationships and help each other between group members in achieving goals.

Changes obtained after following the learning process are new things replacing and developing old things, both aspects of knowledge (cognitive), aspects of appreciation and understanding (affective), and aspects of skills (psychomotor) which are relatively permanent, although the results themselves are learning outcomes that contain uncertainty that can change depending on the factors that influence it, both factors that come from the individual itself and factors from outside. So learning outcomes will always fluctuate, sometimes up and sometimes down, according to the situation and conditions that affect it. Sardiman, (2020) explains that good and effective learning outcomes must be able to last a long time in the memory of the subject of learning and also color his personality characteristics, animate his perspective on a problem so that the learning outcomes are integrated as a whole in his life in a more positive direction.

Hamalik, (2003) states that changes in behavior from the results of learning activities appear in knowledge, understanding, habits, skills, appreciation, emotional, social relations, physical, character, attitude, and others. Mahmud & Idham (2017) explained that the results obtained by students after participating in learning activities have cognitive, affective, and psychomotor abilities. After the learning process, there is a complete change in attitudes, habits, and skills positively. Changes obtained after participating in the learning process as a result of learning are new things replacing and developing old things, both aspects of knowledge (cognitive), aspects of appreciation and understanding (affective), and aspects of skills (psychomotor), which are relatively permanent. However, learning outcomes contain uncertainty that can vary depending on the factors that influence it, both from the individual and external factors. So learning outcomes will always fluctuate, sometimes up and sometimes down, according to the situation and conditions that affect it.

This research is class action research (class action research). Action research is research conducted by teachers through self-reflection to improve their performance and increase student learning outcomes. According to Kemmis, McTaggart & Nixon, (2013). Classroom Action Research (CAR) is a study conducted to improve oneself, one's own work experience and carried out in a systematic, planned, and introspective manner. The implementation is divided into two cycles, and each cycle consists of four stages. The stages in each cycle include the planning stage, the action implementation stage, the observation and evaluation stage, and the reflection stage.

2 Research Method

This research was conducted at Madrasah Tsanawiyah Charity Board, Ujungloe District, Bulukumba Regency. The subjects of this study were students of Madrasah Tsanawiyah Charity Board of Bulukumba Regency for the Academic Year 2018 to 2019, as many as 26 students consisting of 16 female students and 14 male students. The research preparation stage begins with making a questionnaire guide or question items and administering a research permit. The researcher collected data using the field research method at the implementation stage using data documentation and initial interviews with the homeroom teacher. This research procedure was carried out in two cycles with a classroom action research pattern which included the action planning stage, implementation stage, observation stage (observation and evaluation), and reflection stage. This research was implemented in two cycles, namely, cycle I and cycle II. The implementation of the research was carried out because of the problems experienced in learning; then, action plans were carried out to overcome these problems, followed by efforts to implement actions and observe implementation. The observations are then reflected in the reflection to find out the results of the implementation of the action. Suppose the reflection shows that the results obtained are not adequate. In that case, the process is continued by carrying out cycle II from the planning stage, implementation stage, observation stage (observation and evaluation), and reflection stage.

The research instruments used in this study are 1) The evaluation sheet is used to determine the learning achievement of pre-test and post-test students. 2) Observation sheets are used to observe the activity of students in the learning process. 3) Unstructured interviews are addressed to teachers and students to obtain information about the teaching and learning process using the Jigsaw type of cooperative learning model. 4) Documentation is used to collect data on matters relating to the condition of teachers, students, madrasa facilities, and infrastructure. The data obtained from the results of observing the activities of students about how much interest and activeness of students during the learning process took place using quantitative analysis with percentages. Analysis of the results of observations on learning activities is carried out by calculating the average frequency and percentage of each aspect at each meeting. Furthermore, students' learning activities during learning are the average activities of students in one cycle. The criteria used to determine the learning achievement of Akidah Akhlak in this study was to use the KKM in class VIII Madrasah Tsanawiyah (MTs) Charity Agency Ujungloe District, Bulukumba Regency. A student is considered successful in learning if he gets a minimum score equal to the KKM for Akidah Akhlak subjects, which is 75. Classically, it is said to have completed learning if 85% of students achieve a minimum score equal to the KKM. Furthermore, it is analyzed to determine the value of Akidah Akhlak learning outcomes obtained by students using the following formula:

The learning outcomes in this study are the total score of knowledge that students should know about the material through objective tests in the form of filling and multiple-choice, with indicators (Scores 75 – 100 students' morals learning outcomes are categorized as complete. Scores 0-74 students' moral akidah learning outcomes are categorized as incomplete. Furthermore, the criteria used to determine the category of Akidah Akhlak learning outcomes refer to the standard category applied by the National Education Standards Agency (BSNP); these categories are described in table 1:

Table 1. Categories of Student Learning Outcomes

Interval	Category
0 - 34	Very low
35 - 74	Low
75 - 80	Enough
81 - 90	High
91 – 100	Very high

3 Result and Discussion

Result

The results of the research and initial observations of learning are carried out through an initial discussion process with the Akidah morality teacher to provide information to the teacher concerned about the research to

be carried out and to find out the problems faced by the teacher in the learning process in the class being studied as well as determining the essential competencies of the Aqidah Morals subject. Madrasah Tsanawiyah Charity Board, Ujungloe Sub-district, Bulukumba Regency Class VIII A was chosen because teachers faced problems during learning. The problem faced is the low activity and learning achievement of students caused by the use of learning models that are less precise and less varied so that it affects students' activities and learning achievements. The researcher discussed with the teacher to find a solution to the lack of activity and learning achievement in the subjects of students' moral aqidah. Researchers and teachers agree to make lesson plans that are different from what is usually done. This plan is made so that the learning of morals is more exciting and stimulates students to be actively involved so that learning achievement increases. In addition, so that the learning of Aqeedah is more varied, and students do not feel bored in following the learning process. Lesson planning is done by applying a variety of learning models. The researcher plans to implement the Jigsaw Type Cooperative Learning model in improving student achievement. The researcher explained to the teacher about the learning model to be used, and the teacher gave a positive response. The teacher suggests using the material on the essential competencies of applying commendable morals to others, namely the understanding and importance of Husnudzon, Tawadhu, Tasamuh, Ta'awun, and the forms and examples of Husnudzon, Tawadhu, Tasamuh, Ta'awun.

This research was conducted by direct observation of three things, namely to the teacher, focusing on observing the teacher's concrete actions in implementing the jigsaw strategy. Data analysis steps in this research are data reduction by selecting the main things, focusing on the essential things, looking for themes and patterns, and discarding the unnecessary. The next step is to display the data or present the data in the form of tables, graphs which are then given a narrative explanation. The third step in this qualitative data analysis is concluding. The initial conclusions put forward are still tentative and will change if no strong supporting evidence is found. However, if the conclusion has been supported by valid and consistent evidence, it means that the conclusion is credible. The process of searching and compiling and systematically data obtained from the results of interviews, field notes, and test results, by organizing the data into categories, describing them into units, synthesizing, compiling into patterns, choosing which ones are important from the data to be studied and making conclusions so that they are easily understood by themselves and others.

The steps of learning activities in this study are 1) Forming a heterogeneous group consisting of 4 to 6 people. 2) Each person in the group is given a different sub-topic. 3) Each group reads and discusses their respective sub-topics and assigns expert members who will join the expert group. 4) Expert members from each group gather and integrate all the sub-topics that have been distributed according to the number of groups. 5) Expert groups discuss the given topic and help each other master the topic. 6) After understanding the material, the expert group spreads out and returns to their respective groups, then explains it to their group mates. 7) Each group presents the results of the discussion. 8) The teacher gives an individual test at the end of the lesson. Students take individual or group tests that cover all topics. Based on table 2, it can be seen that there are still many student learning outcomes that have not been completed or have not reached the Minimum Completeness Criteria (KKM). Of the 26 students, only ten students, or 38%, achieved complete learning outcomes. The rests are as many as 16 students or 62% whose learning outcomes have not been completed.

Assessment indicators:

1. Students can explain the meaning and importance of Husnudzon
2. Students can explain the meaning and importance of Tawadlu
3. Students can explain the meaning and importance of Tasamuh
4. Students can explain the meaning and importance of Ta'awun
5. Students can mention the forms and examples of Husnudzon and Tawadlu attitudes
6. Students can mention the forms and examples of Tasamuh and Ta'awun attitudes

Table 2. Value of Pre-Test Students

Table 2: Value of Pre-Test Students										
No	Respondent	Assessment Aspect						Total	KKM	Info
		1	2	3	4	5	6			
1	Respondent 1	10	10	10	10	10	10	60	75	Incomplete
2	Respondent 2	10	10	10	10	10	10	60	75	Incomplete
3	Respondent 3	10	10	10	10	10	15	65	75	Incomplete
4	Respondent 4	20	10	20	10	10	10	80	75	Complete
5	Respondent 5	10	10	20	10	10	10	70	75	Incomplete
6	Respondent 6	10	10	20	10	20	10	80	75	Complete
7	Respondent 7	20	10	20	10	10	10	80	75	Complete
8	Respondent 8	10	10	15	10	10	10	65	75	Incomplete
9	Respondent 9	20	10	20	10	10	15	85	75	Complete
10	Respondent 10	10	10	10	10	10	10	60	75	Incomplete
11	Respondent 11	20	10	10	10	10	10	70	75	Incomplete
12	Respondent 12	20	10	20	10	15	10	85	75	Complete
13	Respondent 13	10	10	10	10	10	10	60	75	Incomplete
14	Respondent 14	20	10	20	10	20	10	90	75	Complete
15	Respondent 15	10	10	10	10	10	10	60	75	Incomplete
16	Respondent 16	10	10	10	15	10	10	70	75	Incomplete
17	Respondent 17	20	10	20	10	10	10	80	75	Complete
18	Respondent 18	10	10	20	10	10	10	70	75	Incomplete
19	Respondent 19	10	10	10	10	10	10	60	75	Incomplete
20	Respondent 20	10	10	10	-	10	10	50	75	Incomplete
21	Respondent 21	20	10	20	10	10	15	85	75	Complete
22	Respondent 22	10	10	10	15	10	10	65	75	Incomplete
23	Respondent 23	10	10	10	10	10	10	60	75	Incomplete
24	Respondent 24	20	10	10	10	15	10	75	75	Complete
25	Respondent 25	10	-	10	10	10	10	50	75	Incomplete
26	Respondent 26	20	10	10	20	10	10	80	75	Complete
		Total						1815		
		Average						70		
		Highest score						90		
		Lowest Score						50		
The percentage of completeness in the Pre-Test is 38% or ten students who complete and 62% or 16 students who do not complete learning.										

Based on table 2, the average value of the Pre-Test students from 26 students got a score of 70 with the highest score of 90 and the lowest score of 50; there were two students with a score of 50 or 8% incomplete, seven students with a score of 60 or 27 % not completed, three students with a score of 65 or 11% have not completed, four students with a value of 70 or 15% have not completed, one student with a value of 75 or 4% have not completed, five students with a value of 80 or 19% have completed, three students with a score of 85 or 11% have completed, and one student with a value of 90 by 4% have completed. Students who have not completed have not achieved the Minimum Completeness Criteria (KKM) of 75, and students who have completed have achieved the Minimum Completeness Criteria (KKM) above 75.

Table 3. Recapitulation of Percentage (%) of Student Success Based on Pre-Test KKM

No	Number of Students	Percentage	Info
1	10	38 %	Complete
2	16	62 %	Incomplete
Total	26	100%	

Table 3 shows that ten students, or about 38%, have understood the learning material thoroughly, while for those who are incomplete, there are 16 students or about 62%. The implementation of Cycle I starts from the Planning Phase; Cycle I is carried out for one meeting by making a lesson plan (RPP) using a jigsaw learning strategy. The criteria for the success of the research is if 75% of students improve learning outcomes of moral aqidah after participating in learning activities using the jigsaw strategy. Cycle I, held in one meeting, was attended by 26 students. The things planned in the learning process in the first cycle are 1) making a learning design that includes a Learning Implementation Plan (RPP) that the madrasa leadership has approved. Prepare

learning facilities that include classroom rules arranged in neatly arranged groups—preparing student learning activity observation sheets in implementing the Jigsaw type cooperative learning model. Prepare assessment sheets to measure student learning outcomes.

Implementation Stage

The first cycle is carried out in one meeting or two hours of learning. In this first cycle attended by all 26 students, the learning was based on the predetermined learning implementation plan (RPP). The first meeting was about husnudzana and tawaduk. The steps are as follows:

1. The learning activity begins with a greeting; the teacher does an apperception of the previous material with questions and answers.
2. Entering the core learning activities, the teacher explains the objectives and material to be taught.
3. The teacher divides students into several groups and forms a home group and an expert group with a variety of different topics
4. The teacher gives several tasks to each student to do; the students enter the expert group according to their respective duties.
5. students return to the original group and explain to their friends the discussion results in the expert group.
6. The teacher sees the results of the group work of each expert group
7. The teacher reinforces the work of students
8. Provide opportunities for students to ask questions about material that has not been understood.
9. The final learning activity was closed, with the teacher concluding the subject matter.

Table 4. Student Value Cycle 1

No	Respondent	Assessment Aspect						Total	KKM	Info
		1	2	3	4	5	6			
1	Respondent 1	15	20	20	20	10	10	95	75	Complete
2	Respondent 2	10	20	20	10	10	10	80	75	Complete
3	Respondent 3	15	10	20	10	10	10	75	75	Incomplete
4	Respondent 4	10	10	20	20	10	15	85	75	Complete
5	Respondent 5	20	20	10	10	10	15	85	75	Complete
6	Respondent 6	20	20	20	10	10	15	90	75	Complete
7	Respondent 7	15	20	10	10	10	15	80	75	Complete
8	Respondent 8	15	10	10	10	10	10	65	75	Incomplete
9	Respondent 9	20	10	10	15	10	20	85	75	Complete
10	Respondent 10	10	10	15	20	20	10	85	75	Complete
11	Respondent 11	15	20	20	20	10	10	95	75	Complete
12	Respondent 12	10	20	20	15	10	10	85	75	Complete
13	Respondent 13	10	20	-	20	10	20	80	75	Complete
14	Respondent 14	15	10	20	20	10	20	95	75	Complete
15	Respondent 15	-	20	20	20	10	-	70	75	Incomplete
16	Respondent 16	20	10	10	10	10	10	70	75	Incomplete
17	Respondent 17	15	20	10	20	10	10	85	75	Complete
18	Respondent 18	10	-	20	20	10	15	75	75	Incomplete
19	Respondent 19	15	10	10	10	20	10	75	75	Incomplete
20	Respondent 20	15	20	15	20	10	15	90	75	Complete
21	Respondent 21	15	20	15	10	10	20	85	75	Complete
22	Respondent 22	20	10	10	10	10	15	75	75	Incomplete
23	Respondent 23	15	10	20	10	10	10	75	75	Incomplete
24	Respondent 24	10	15	20	20	10	10	85	75	Complete
25	Respondent 25	20	20	-	10	10	15	75	75	Incomplete
26	Respondent 26	10	20	20	20	10	15	95	75	Complete
Total								2135		
Average								82		
Highest score								95		
Lowest Score								65		

The percentage of completeness in the Pre-Test is 65%, or 17 students complete, and 35% or nine students who have not completed learning.

Assessment Indicators:

1. Students can appreciate the positive impact of Huznudzan, Tawadhu, Tasamuh and Taawun
2. Students can behave Huznudzan, Tawadhu, Tasamuh and Taawun
3. Students can explain the meaning of Huznudzan, Tawadhu, Tasamuh and Taawun
4. Students can mention examples of Huznudzan, Tawadhu, Tasamuh and Taawun
5. Students can identify examples of Husnudzon and Tawadl attitudes.

Based on table 4, the value of Cycle I students shows that of the 26 students with an average score of 82 with the highest score of 95 and the lowest score of 65, there is one student with a score of 65 or 4% yet completed, two students with a score of 70 or 8% have not completed, six students with a value of 75 or 42% have not completed, three students with a value of 80 or 12% have completed, eight students with a value of 85 or 31% have completed, two students with a score of 90 or 8% have completed, four students with a value of 95 or 15% have completed. Students who have not completed have not achieved the Minimum Completeness Criteria (KKM) of 75, and students who have completed have achieved the Minimum Completeness Criteria (KKM) of above 75.

Table 5. Recapitulation of Percentage (%) of Student Success Based on KKM Cycle 1

No	Number of Students	Percentage	Info
1	17	65 %	Complete
2	9	35%	Incomplete
Total	26	100%	

Table 5 shows that the percentage of student achievement is 17 students from 26 students, namely 65% have completed understanding the subject matter, and nine students from 26 students, namely 35%, have not completed. For this reason, researchers will carry out cycle II in class with the same material; it is hoped that students will be more interested and get more satisfactory grades and meet the Minimum Completeness criteria (KKM).

Observation Stage

Table 6. Student Observation Results During the Learning Process In Cycle I

No	Aspects observed	Student Activities			
		Yes		No	
		Total	Percentage	Total	Percentage
1	All group members feel interdependent	20	77 %	6	23 %
2	Each group member is responsible for their respective duties	16	62 %	10	38 %
3	Each group member works together and respects every difference	15	58 %	11	42 %
4	Each group member actively participates and communicates	17	65 %	9	35 %

Observation Indicators:

1. Students can become a unit in their group
2. Students can behave and behave in carrying out their duties and responsibilities in groups
3. Students can interact, tolerate and respect each other in their group
4. Students can take part or participate in groups to achieve a goal

Observational data on student assessment in cycle one above, there is an increase in student learning activities compared to the Pre-Test, it is known that 20 students out of 26 students or 77% feel interdependent, six students from 26 students or 23% feel they are not interdependent, 16 students from 26 students or 62% are responsible for their respective duties, ten students from 26 students or 38% feel irresponsible with their duties respectively, 15 students from 26 students or 58% cooperate and respect every difference, 11 students from 26 students or 42% do not cooperate and do not respect every difference, 17 students out of 26 students or 65 % actively participate and communicate, nine students out of 26 students or 35% do not actively participate.

Reflection Stage

Based on the observational data on the implementation of the learning process in cycle I, the results were not optimal because some students were still less active when discussing only listening. There are still some students who, when explaining the answers to problems in the homegroup from the results of discussions in the expert group, only show their notes without explaining. There are still some students who do not want to accept the opinions of their friends or do not respect the opinions of others. The average increase in learning achievement in understanding the subject matter of 26 students is 17 students or 65% who have completed, the remaining nine students or 35% have not been completed. This shows that there are still many students in the first cycle who show low learning outcomes. Based on the reflection above, the researcher needs to take corrective action in using Jigsaw learning strategies by carrying out cycle II.

Cycle II

Planning Stage

Cycle II was carried out for one meeting by making a lesson plan (RPP) with a jigsaw learning strategy. The criteria for the success of the research is if 75% of students improve learning outcomes of moral aqidah after participating in learning activities using the jigsaw strategy. Cycle I, held in one meeting, was attended by 26 students. The things planned in the learning process in this cycle are making a learning design that includes a Learning Implementation Plan (RPP) approved by the madrasa leadership. Preparation of learning facilities includes classroom rules made in groups neatly arranged according to the steps in the Jigsaw type learning model that will be used. Preparation of student learning activity observation sheets in implementing the Jigsaw Cooperative Learning model. Preparation of assessment sheets to measure student learning outcomes.

Implementation Stage

Cycle II was carried out with 26 students attending. The learning process in cycle II is based on a predetermined learning implementation plan (RPP) that 26 students attend. In this cycle, the learning process is based on the predetermined learning implementation plan (RPP). The second meeting was about Tasamuh and Ta'wun. The steps are as follows:

1. Learning activities begin with a greeting, praying, and asking questions. Then the teacher explains the learning objectives that will be studied today using the Jigsaw type cooperative learning model.
2. Entering the core learning activities, the teacher explains the material to be taught. The teacher divides students into 4-6 groups and forms a home group and an expert group.
3. The teacher gives several assignments to each student with a different topic.
4. Students return to their original group and explain to their friends the discussion results in the expert group.
5. The teacher sees the results of the group work of each expert group
6. The teacher reinforces the work of students
7. Provide opportunities for students to ask questions about material that has not been understood.
8. The final learning activity was closed, with the teacher concluding the subject matter.

Assessment Indicators:

Students can explain the meaning and importance of Husnudzon

1. Students can appreciate the positive impact of Huznudzan, Tawadhu, Tasamuh and Taawun
2. Students can behave Huznudzan, Tawadhu, Tasamuh and Taawun
3. Students can explain the meaning of Huznudzan, Tawadhu, Tasamuh and Taawun
4. Students can mention examples of Huznudzan, Tawadhu, Tasamuh and Taawun
5. Students can identify examples of Husnudzon and Tawadhu. attitudes

Based on table 7, out of 26 students obtained an average score of 88 with the highest score of 100 and the lowest score of 75, there are two students with a score of 75 or 8% incomplete, two students with a score of 80 or 8% have completed, seven students with a score of 85 or 30% have completed, eight students with a value of 90 or 31% have completed, eight students with a score of 85 or 31% have completed, two students with a

value of 90 or 8% have completed, five students with a score of 95 or 19% has been completed, and two students with a value of 100 or 8% have completed. Students who have not completed have not achieved the Minimum Completeness Criteria (KKM) of 75, and students who have completed have reached the Minimum Completeness Criteria (KKM) above 75.

Table 7. Student Values Cycle II

Table 7. Student Values Cycle II										
No	Respondent	Assessment Aspect						Total	KKM	Info
		1	2	3	4	5	6			
1	Respondent 1	20	20	20	20	10	10	100	75	Complete
2	Respondent 2	20	10	20	20	20	10	100	75	Complete
3	Respondent 3	20	20	10	10	10	15	85	75	Complete
4	Respondent 4	15	20	10	20	10	10	85	75	Complete
5	Respondent 5	20	10	20	20	10	10	90	75	Complete
6	Respondent 6	20	10	20	20	10	10	90	75	Complete
7	Respondent 7	20	20	10	20	10	15	95	75	Complete
8	Respondent 8	10	10	15	20	10	10	74	75	Incomplete
9	Respondent 9	20	20	20	10	10	10	90	75	Complete
10	Respondent 10	20	20	10	20	10	10	90	75	Complete
11	Respondent 11	20	15	20	20	10	10	95	75	Complete
12	Respondent 12	10	20	10	20	15	10	85	75	Complete
13	Respondent 13	20	10	10	20	10	10	80	75	Complete
14	Respondent 14	20	15	20	20	10	10	95	75	Complete
15	Respondent 15	20	15	15	15	10	10	85	75	Complete
16	Respondent 16	20	10	20	20	10	10	90	75	Complete
17	Respondent 17	20	20	15	20	10	10	95	75	Complete
18	Respondent 18	20	20	20	10	10	10	90	75	Complete
19	Respondent 19	15	10	10	20	10	10	75	75	Incomplete
20	Respondent 20	10	20	20	20	10	10	90	75	Complete
21	Respondent 21	20	15	10	20	10	10	85	75	Complete
22	Respondent 22	20	15	10	20	10	10	85	75	Complete
23	Respondent 23	20	10	20	10	10	10	80	75	Complete
24	Respondent 24	15	20	20	10	10	10	85	75	Complete
25	Respondent 25	10	20	10	20	20	10	90	75	Complete
26	Respondent 26	20	10	20	20	10	15	95	75	Complete
Total								2300		
Average								88		
Highest score								100		
Lowest Score								75		
The percentage of completeness in cycle II is 96% or 24 students who complete and 4% or two students who have not completed learning.										

Table 8. Recapitulation of Percentage (%) of Student Success Based on KKM Cycle II

No	Number of Students	Percentage	Info
1	24	96 %	Complete
2	2	4 %	Incomplete
Total	26	100%	

Table 8 shows that the percentage of students' achievement in class VIII A at MTs Charity Board, Ujungloe District, Bulukumba Regency in understanding the subject matter in cycle II there was an increase of 96% with a total of 24 students from 26 students who completed understanding the learning material, two students of 26 students, namely 4% who have not completed.

Observation Stage

During the learning process, the teacher evaluates the process and observes group performance based on different topics in each group. Then evaluate the results of observing student learning activities from the observation sheets provided. The results of the observations that have been made can be seen in table 9:

Table 9. Results of Student Observations During the Learning Process of Students in Cycle II

No	Aspects observed	Student Activities			
		Yes		No	
		Total	Percentage	Total	Percentage
1	All group members feel interdependent	26	100 %	0	0
2	Each group member is responsible for their respective duties	25	96 %	1	4 %
3	Each group member works together and respects every difference	24	92 %	2	8 %
4	Each group member actively participates and communicates	25	96 %		4 %

Observation Indicator:

1. Students can become one unit in their group
2. Learners can behave and behave in carrying out their duties and responsibilities in groups
3. Learners can interact, tolerate and respect their fellow group mates
4. Learners can take part or participate in groups.

Table 9 shows the results of student assessment observations in cycle II above, there is an increase in student learning activities compared to cycle I, it is known that 26 students out of 26 students or 100% feel interdependent, in cycle II, all students in one group feel not interdependence, 25 students from 26 students or 96% are responsible for their respective tasks, one student from 26 students or 4% feel irresponsible with their respective duties, 24 students from 26 students or 92% work together and respect every difference, two students out of 26 students or 8% do not cooperate and do not respect every difference, 25 students out of 26 students or 96% actively participate and communicate, one student out of 26 students or 4% do not participate actively and do not communicate actively in the group. The results of student observations during learning in cycle II illustrate that the implementation of the Jigsaw Type Cooperative Learning Model significantly affects the learning achievement of class VIII A students at MTs Charity Board, Ujungloe District Bulukumba District, Ujungloe District, Bulukumba Regency.

Reflection Stage

Based on observational data on the implementation of the learning process in this second cycle, the following improvements occurred:

1. Giving a direct assessment makes students more active when discussing expert groups.
2. Students during group discussions are very active in participating
3. Students actively explain the discussion results to their friends in the homegroup.
4. The level of activeness of students in group discussions, both the homegroup and the expert group, is very effective, it can be seen that all students are actively involved and have a responsibility in completing the assigned tasks on time, and helping each other in completing the task as well as possible.

The results of observations in the learning process of moral aqidah on the material of applying commendable morals to others, namely the understanding and importance of Husnudzon, Tawadhu, Tasamuh, Ta'awun and the forms and examples of Husnudzon, Tawadhu, Tasamuh, Ta'awun showed a very significant increase in cycle II; namely as much as 96% means that 96% of students in class VIII A MTs Charity Agency Ujungloe District, Bulukumba Regency have increased their moral aqidah learning achievement by using the Jigsaw Type Cooperative Learning Model Implementation, from 3 cycles carried out there were two students Initials NPA and AR were unable to achieve KKM value of two-cycle activities. The data found that these students were not active in learning, according to the Akidah Ahklak subject teacher, that NPA were students who were always left behind in learning, not only in Akidah Ahklak but several other subjects. However, some things stand out when learning is psychomotor oriented, such as craft lessons, even this child is proficient at drawing. However, at this Madrasah, there is no access to develop his talents, including no BK teacher who can provide guidance and counseling on learning problems experienced; there may be an X factor, the cause of which is not yet known. AR students also have a score that does not reach the KKM value; these students have a low level of attendance in participating in-class learning. To explore information, the researchers interviewed these students. AR explained that "actually I try to keep my enthusiasm for the learning process in class, but I have to work as

a gas cylinder carrier every car that brings gas cylinders comes, maybe this is what makes my grades incomplete." AR is an intelligent student and can compete with friends in his class, so a score that does not achieve minimal completeness may be influenced by the child's psychological factors or other factors. The results of these interviews illustrate that both learners who have not reached the KKM caused by such learners are lagging learning or learning problems, among others influenced by psychological factors or factor X.

Based on learners' achievements, it can be concluded that the learning process by implementing a strategy Jigsaw learning can improve the learning achievement of class VIII A MTs Charity Boards, Ujungloe District, Bulukumba Regency on the subject of Akidah morality each cycle. This means that the Jigsaw Cooperative Learning Model's implementation has succeeded in increasing students' learning achievement in the Akidah morals subject, especially for students in class VIII A MTs Charity Agency, Ujungloe District Bulukumba District, Ujungloe District, Bulukumba Regency.

The effectiveness of student learning by using the Jigsaw Cooperative Learning model

Data on the results of the learning evaluation showed an increase in the percentage of students who were declared to have completed learning from the Pree Test, cycle I, and cycle II and had reached 75 percent of students' completeness scores. The table below shows the increase in students' learning achievement in class VIII A MTs Charity Board in implementing the Jigsaw Type Cooperative Learning model.

Table 10. Recapitulation of increasing Student Learning Test Results in Pre-Test, Cycle I and II

No	Respondent	Pre Test	Cycle I	Cycle II	KKM	Info
1	Respondent 1	60	95	100	75	Complete
2	Respondent 2	60	80	100	75	Complete
3	Respondent 3	65	75	85	75	Complete
4	Respondent 4	80	85	85	75	Complete
5	Respondent 5	70	85	90	75	Complete
6	Respondent 6	80	90	90	75	Complete
7	Respondent 7	80	80	95	75	Complete
8	Respondent 8	65	65	74	75	Incomplete
9	Respondent 9	85	85	90	75	Complete
10	Respondent 10	60	85	90	75	Complete
11	Respondent 11	70	95	95	75	Complete
12	Respondent 12	85	85	85	75	Complete
13	Respondent 13	60	80	80	75	Complete
14	Respondent 14	90	95	95	75	Complete
15	Respondent 15	60	70	85	75	Complete
16	Respondent 16	70	70	90	75	Complete
17	Respondent 17	80	85	95	75	Complete
18	Respondent 18	70	75	90	75	Complete
19	Respondent 19	60	75	75	75	Incomplete
20	Respondent 20	50	90	90	75	Complete
21	Respondent 21	85	85	85	75	Complete
22	Respondent 22	65	75	85	75	Complete
23	Respondent 23	60	75	80	75	Complete
24	Respondent 24	75	85	85	75	Complete
25	Respondent 25	50	75	90	75	Complete
26	Respondent 26	80	95	95	75	Complete
Total		1815	2135	2300		
Average		67	82	88		
Highest score		90	95	100		
Lowest Score		50	65	75		

Based on the data in table 10, it is known that there is an increase in the learning outcomes of class VIII A MTs Charity Boards, Ujungloe District, Bulukumba Regency in understanding subject matter starting from the pre-cycle, cycle I, and cycle II, in the Pre-Test the total score is 1815 or an average of 70%, while in the first cycle the total value is 2135 or an average of 82%. In the second cycle, it increases with a total value of 2300 or an average of 88%. The increase in student learning achievement by using the Jigsaw type learning model can also be seen in the comparison table of Learning Outcomes of Aqidah Morals of Students in understanding

the subject matter of Pre Test, Cycle I, Cycle II in table 11:

Table 11. Comparison of Student Learning Outcomes in Pre-Test, Cycle I, Cycle II

No	Test Results	Complete		Incomplete	
		Frequency	Percentage	Frequency	Percentage
1	Pre Test	10	38%	16	62%
2	Cycle I	17	65%	9	35%
3	Cycle II	24	96%	2	4%

Based on the data in table 11, it is known that there is an increase in student learning outcomes for class VIII A MTs Charity Board Ujunglooe District Bulukumba Regency in understanding the subject matter. In the pre-cycle, the percentage of students categorized as complete was only 38% or ten students and 62% or 16 students categorized as incomplete. In the first cycle, completing students increased to 65% or 17 people, and students who had not completed decreased to only 35% or nine people. In cycle II, students categorized as complete increased to 96% or 24 people, and students categorized as incomplete were very few, namely only 4% or two people. This means implementing the Jigsaw Type Cooperative Learning Model in Improving the Learning Achievement of Learners in the Akhlak Akidah Subject in Class VIII MTs Charity Agency Ujunglooe District Bulukumba Regency 2018/2019 Academic Year is very effective.

4 Conclusions

The results of data analysis and discussion found that there was an increase in student learning achievement after implementing the Jigsaw type cooperative learning model in Akidah Akhlak Subjects in Class VIII A MTs Charity Board Ujunglooe District, Regency. Comparisons in the pre-test prove these results, cycle I and cycle II learning processes carried out for three weeks or three meetings. Based on the results of the classroom action research that the researcher carried out, suggestions can be made to the Akidah Akhlak teacher to further deepen their knowledge of the Jigsaw strategy as a form of approach that is useful for improving student learning outcomes. Students are expected to be severe and always grow motivation, whether Akhlak Akidah lessons or other lessons. The madrasa is expected to guide teachers by completing the facilities needed in the learning process.

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