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Research Article

## Jigsaw Cooperative Learning Strategy In Islamic Religious Education Subjects

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**ABSTRACT.** Strategy is planning, steps and sequences to achieve a goal, so in learning educators must make a plan, steps in achieving goals . One of the effective learning strategies applied is the Jigsaw cooperative learning strategy. This research was made to determine the effectiveness of the implementation method application of *Jigsaw cooperative learning* in class VIII Islamic religious education subjects at SMP Negeri 3 Lelea, Indramayu Regency and to find out the benefits of Jigsaw cooperative learning strategies for educators and students. This research was conducted using qualitative methods with case studies at SMP Negeri 3 Lelea, Indramayu Regency. The data collection techniques used by researchers are interviews, observation, and documentation. However, because of the pandemic that is currently sweeping the world, researchers are focusing more on research on primary and secondary data by using basic books to clarify primary data and interviews with primary data sources, namely Islamic religious education teachers, and several students. The conclusion of this study is that the application of the learning process using *Jigsaw cooperative learning* in Islamic religious

education subjects in class VIII SMP Negeri 3 Lelea Indramayu when the learning process takes place using this learning during online learning, *Jigsaw learning* becomes effective, students are more active, and there are several obstacles in implementing it online, including internet signal problems and group division. Learning by using *Jigsaw cooperative learning* has benefits, including benefits for educators, namely it is easier to teach students to respect the opinions of others, trust each other, share opinions and help each other, benefits for students. The benefits for students, one of which is that they can improve their learning achievement when learning to use the *Jigsaw cooperative learning model*.

Keywords: Learning Strategies, Cooperative Learning, Jigsaw.

## INTRODUCTION

Education is the learning of knowledge, skills and habits of a group of people passed down from one generation to the next through teaching, training or research. Education often takes place under the guidance of others, but is also possible on a self-taught basis. Etymologically education itself comes from the Latin word *ducere*, meaning "to guide, direct, or lead" and the prefix *e*, means "to go out". So, education means the activity of "leading out". Any experience that has a formative effect on the way people think, feel, or act can be considered educational. Education is defined as a human effort to build his personality in accordance with the values contained in society and the nation. The word "education" that we often use, in Arabic, is *al-Tarbiyah* or *Tarbiyah* (Rusdy: 2016).

Education is a process that will never end. Wherever and whenever the educational process always occurs. Therefore, it is said that education always takes place. Therefore, it is said that education cannot be separated from life because life is true education. He always accompanies and follows our every step as human beings. From waking up to going to bed, even when we sleep, we are colored by educational values. Education is a self-mirror to see how far and how far we have taken (Zaenudin: 2017).

In Law No. 20 of 2003, concerning the National education system, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the people of the nation and the State. Furthermore, it is stated that National education aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens, and are responsible in order to educate life. nation.

From the explanation above, this goal can be achieved properly if the improvement or quality of education itself is always improved and prioritized. Improving the quality of education is an important effort in the implementation of education in schools. Especially considering that the quality of education in Indonesia so far has not reached or is not as expected. Therefore, the government continues to strive to improve the quality of education which must be in accordance with the vision, mission, goals, and something that must be prioritized by a teacher or educator so that the expected quality of education can be achieved properly.

In this case educators play a major role so that education is in accordance with the desired vision, mission and goals. Educators have a very important role in determining the success of an education. Because the teacher is an educator, who becomes a figure, parent, role model, and identification for students and their environment. Therefore, the success of an education is strongly influenced by a teacher.

The current conditions in the field are not in accordance with the educational goals that have been set. This can be due to many factors, including: Educators, Methods, Learning Models, Learning Resources, Media, Curriculum, Strategies, and so on. Many students have graduated from school but still cannot master the skills related to the material taught when they were still in school. From this it can be seen that it is possible that these problems are caused by the use of strategies, methods or learning models that are less effective in a material that requires skills. Because strategies, methods or learning models have a big enough contribution in teaching and learning activities.

## **METHOD**

Based on the formulation of the problem and the objectives of the problem that have been mentioned, the focus is on knowing the effectiveness of the *Jigsaw Cooperative Learning Strategy* in Islamic religious education subjects at SMPN 3 Lelea Indramayu and the benefits of the Jigsaw cooperative learning strategy. So this study uses a qualitative research method approach to obtain descriptive information and does not use statistical data. In this study the authors made direct observations of spaciousness at SMPN 3 Lelea Indramayu. This observation aims to see the role of educators in learning using the *Jigsaw cooperative learning strategy* and the benefits for educators and students.

## **RESULTS AND DISCUSSION**

Strategy is planning, steps and sequences to achieve a goal, so in learning educators must make a plan, steps in achieving goals. The implementation of strategies in the field will be supported by learning methods, strategies are more indirect or applied before learning activities are carried out and it is different from the method which is the way the teacher conveys subject matter, so the method is direct (Martinis Yamin: 2017).

As for hadiths related to educators or teachers, even the Prophet Muhammad called himself a teacher, he said " *Indeed, Allah did not send me to suppress or make it difficult, but He sent me as a teacher who makes it easy*". (HR. Muslim). This hadith teaches us that we as educators can provide convenience to students in delivering learning material. One of them is using strategies that make students not feel bored in the learning process. The divine messages taught by the Prophet to his people must be conveyed or passed down from generation to generation. So thus, the teaching profession is a very noble task, namely inheriting the duties of the prophets and apostles. The Al-Qur'an in several verses describes the duties of the Apostle, which in turn also become the duties of all teachers (Kadar: 2015).

The reality is that what is happening in the field today, there are still many students who cannot respect their schoolmates and even classmates, they cannot respect each other, especially regarding respecting the opinions of others, they are still reluctant to respect other people's opinions. In addition, most schools and teachers have not implemented learning models in learning, one of which is the *Jigsaw learning model*. So do not be surprised if students who have graduated or graduated from school have not been able to apply the lessons they have taken at school well. In fact, in the *jigsaw learning model* a student will be able to apply the lessons learned at school well outside of school. Because, this model teaches students to respect each other. The *Jigsaw* learning strategy model is very suitable to be applied in Indonesia, because Indonesia has a variety of religions, races, ethnicities and cultures. *Jigsaw* is a cooperative structure in which each group member is responsible for learning other members about one part of the material. In applying the *jigsaw*, each group member is given a section of the material that the whole group must learn and become an "expert" in their section. Students must teach each other, so everyone's contribution in this learning model is very important (Martinis Yamin: 2017). In another book, *Jigsaw* is a learning model that involves students *heterogeneously* and *homogeneously* to work together (peer tutor strategy) in the home group and the final group according to the topics given by the teacher to achieve learning objectives (Fendika Prastiyo: 2019).

Every educator uses a learning model, one of which is cooperative *Jigsaw*, it certainly has benefits, both benefits for educators and benefits for students. To find out the benefits for educators, researchers have interviewed Islamic religious education teachers in class VIII SMP Negeri 3 Lelea Indramayu. Mr. Abdur Rojak said that the benefits of *Jigsaw* are many, some of which are that he doesn't talk much anymore in class, students understand the material better. it was decided, he just had to guide them to work together, see how they worked together, they discussed it, they conveyed it in front of their friends.

To find out the benefits for students, researchers have interviewed several class VIII students at SMP Negeri 3 Lelea Indramayu. According to them, the benefits that they answered from the interview were almost the same as each other, that is, they could work together with friends, they also trained their communication, mentally speaking in front of friends was also trained, working on the questions that father gave them was also easy, because The material we study together is easy to understand.

The researcher also asked about the effectiveness of *Jigsaw* learning to several Grade VIII students at SMP Negeri 3 Lelea Indramayu. Their answers are almost the same as each other's answers, the obstacles in learning only lie in the signals and the division of groups, besides that cooperative learning runs effectively as usual, namely they still easily answered the questions Mr. Abdur Rojak gave.

From the results of the explanation above, we can conclude that when educators teach using cooperative *Jigsaw*, in addition to educators who are active, many students are active and the learning process becomes good. So that student learning achievement can be increased. From the results of several interviews that the researchers conducted with Mr. Abdur Rojak as a teacher of Islamic religious

education in class VIII SMP Negeri 3 Lelea Indramayu and several class VIII students at SMP Negeri 3 Lelea Indramayu.

Researchers can conclude that by using Jigsaw cooperative learning in class VIII SMP Negeri 3 Lelea Indramayu apart from being active educators, many students also play an active role in participating in the learning process, and student responses are positive during the learning process. So it does not rule out that this *Jigsaw cooperative learning strategy* can improve student communication, collaboration between students, student mentality, and student learning achievement in class VIII SMP Negeri 3 Lelea Indramayu and Jigsaw cooperative learning during the current pandemic can be said to be effective because seen from the questions that have been answered by students.

## CONCLUSION

The application of the learning process using *Jigsaw cooperative learning* in Islamic religious education subjects in class VIII SMP Negeri 3 Lelea Indramayu when the learning process takes place using this learning becomes more active. In its application, students are trained to actively collaborate, discuss, and this learning becomes very effective for students because the material they learn is easy to understand. In learning *Jigsaw* online there is several obstacles including internet signal and group division, apart from that there were no obstacles, learning was running effectively as usual. Thus, it does not rule out the possibility that *Jigsaw 's cooperative learning strategy will run effectively in terms of the learning process as usual and they can still easily answer the questions provided.*

Learning by using *Jigsaw cooperative learning* has benefits in its application, both benefits for educators and benefits for students. Among the benefits for educators is that it is easier to teach students to respect the opinions of others, trust each other, share opinions and help each other, benefits for students. One of the benefits for students is that they can improve their learning achievement when learning to use the *Jigsaw cooperative learning model* .

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