

Implementation of the Jigsaw Learning Method in Improving Student Achievement at MTs Tahfidz Terpadu Anbata Medan

Napsiah Nasution, Bahtiar Siregar

Abstract

This study aims to determine the Implementation of the Jigsaw Learning Method in Improving Student Achievement at MTs. Tahfidz Terpadu Anbata Medan. The type of research used in this study is qualitative research with descriptive analysis. The techniques used in this study use interviews, observation and documentation. The results of this study indicate that the application of the jigsaw method is very effective in MTs. Tahfidz Terpadu Medan is seen from the students achieving brilliant achievements in various fields both at the school, city, provincial and national levels. For the achievements achieved by MTs. Tahfidz Terpadu Anbata Medan students won the Gold Medal of the National Islamic Olympiad 02 BID. English B. Kindergarten-Junior High School Throughout Indonesia 2024, the Gold Medal of the National Islamic Olympiad 02 BID. B. Indonesia Kindergarten-Junior High School All Indonesia 2024, Best Player of Tapak Suci Champion Ship2 Alhusna Islamic Boarding School 2025, 2nd Place in Story Telling "Event JRM 2025 and 2nd Place in Archery Championship Anifa 24 10 Meters. The supporting factors are teachers and learning facilities. Teachers at MTs. Tahfidz Terpadu Anbata Medan have abilities in their respective fields and the facilities and infrastructure at MTs. Tahfidz Terpadu Anbata Medan are considered complete while the inhibiting factors are the lack of time and motivation from parents of students.

Keywords: Jigsaw Method, Improving Achievement

Napsiah Nasution

Master of Islamic Religious Education, Universitas Pembangunan Panca Budi, Indonesia

e-mail: napsiahnasution85@gmail.com

Bahtiar Siregar

email: bahtiorsiregar@dosen.pancabudi.ac.id

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Introduction

A professional teacher is required to be able to demonstrate their expertise as a teacher in front of the class. A component that must be mastered by a professional teacher is the ability to use various teaching methods (Sakban Lubis, 2019). A teaching method is a way or path used by teachers to achieve an expected learning goal, namely to acquire knowledge, attitudes and skills. One method that is expected to be appropriate and suitable as an alternative teaching is the jigsaw method, where students are divided into several small groups to work together, help each other, and discuss in understanding the subject matter and group teaching assignments (Siregar et al., 2023).

The jigsaw method is one of the learning techniques of the cooperative learning model (Anis, 2009:38). Cooperative learning is a teaching and learning strategy that emphasizes shared attitudes or behaviors in learning or helping others in a structured, organized cooperation in groups consisting of two or more people. The Jigsaw learning model is able to increase student interest and learning outcomes, because according to the syntax of the Jigsaw learning steps, students are directed to work together, support each other, so that there is no longer any tolerance. In addition, the interest and learning outcomes of students who are taught with the jigsaw cooperative learning model are increased (Tumiran, 2020).

Trisianawati, Djudin & Setiawan (2016) in their research used the Cooperative Learning Jigsaw model for grade X students of SMA Negeri 1 Sanggau Ledo and obtained satisfactory results. This Jigsaw model influenced arguments between student members, student activity in explaining and paying attention to other students' explanations, and there was more intense interaction between teachers and students in directing the discussion process. Therefore, students can obtain more learning resources not only from textbooks and teachers, but also from peers so that the material given can be better understood.

Fahrudin, Jufri & Jamaluddin's research in (2014) which is in line with the above research, stated that there was an influence of the Jigsaw type cooperative learning model on students' cognitive learning outcomes with a significance of 0.00 ($p < 0.05$). The influence of the cooperative learning model on cognitive learning outcomes is due to cooperative learning having advantages compared to conventional learning.

Based on the results of initial observations and direct observations that the author conducted at MTs. Tahfidz Terpadu Anbata Medan, the teaching and learning process at the school has been running well, this can be seen from the real conditions at the school, including (1) the availability of a fairly long study time from 07.15-16.30, except Saturdays from 07.15-1.30, (2) the availability of adequate teacher skills and abilities, of the 10 teaching staff, two have Masters degrees, eight have Bachelors degrees, where the implementation of their teaching duties has mostly been in accordance with the educational background they are responsible for, (3) most teachers in the learning process have used computer/laptop aids with their power point programs and the use of various media, both in the form of image media, audio and electronic media that can be accessed directly from the internet via the MTs Hotspot. Integrated Tahfidz Anbata Medan, (4) student activities in learning are considered quite good, (5) there are student regulations in the form of point violations, so that student discipline in learning is quite controlled, and (6) there are supporting facilities and infrastructure in the form of monitoring equipment, computer laboratories, science laboratories and libraries which have a collection of textbooks that are capable, all of which make it very possible to achieve good learning outcomes.

Based on the background of the problem above, the problem formulation of this research is how to implement the Jigsaw learning method in improving student achievement at MTs Tahfidz Terpadu Anbata Medan.

Literature Review

The Jigsaw learning method is a learning method that emphasizes student group work in the form of small groups. As Lie stated, this Jigsaw learning method is a learning method in which students learn in small groups consisting of four to six people in a heterogeneous manner and students work together in a positive interdependence and are responsible independently. The number of students working in each group must be limited, so that the groups formed can work together effectively, because a group size affects its productivity capabilities. In this case, Soejadi stated, the number of members in a group if it is too large, can result in less effective cooperation among its members. A teacher must be clever in dividing heterogeneous students into several groups so that learning can run according to learning objectives.

From the explanations above, it can be understood that Jigsaw type learning is a type of cooperative learning where students have greater responsibility in understanding and delivering material to their group because of positive interdependence, so that they can develop teamwork and also master in-depth knowledge that would be difficult to obtain if they tried to study the material alone, the teacher only acts as a facilitator when students experience difficulties in their group work.

Meanwhile, achievement is an educational assessment of student development and progress regarding mastery of the learning material presented to students. Learning is a process characterized by changes in a person. Changes as a result of the learning process can be shown in various forms such as changes in knowledge, understanding, attitudes, behavior, skills, abilities, habits and changes in other aspects that exist in the individual who is learning. Learning achievement is a number (score) obtained by students realized through tests in the learning process through evaluation (completion of daily test assignments and final exams) which can be used as a measure of student success from the learning process implemented by formal educational institutions.

Mhd. Habibu Rahman & Kencana (2020) argue that student achievement focuses on the grades or numbers students attain during the learning process at school. These grades are primarily viewed from a cognitive perspective, as this is the aspect teachers often assess to gauge student learning outcomes (Muhammad Yunan Harahap et al., 2019).

Based on the theoretical study above, it can be concluded that achievement is a person's learning outcome obtained through a learning process. This learning outcome is the result of an evaluation or assessment conducted by the teacher on their students. This assessment is interpreted in the form of a grade. Therefore, it is clear that achievement is the maximum result a student obtains within a specific time period after participating in various training and teaching programs that have been carefully designed and planned.

Research Methodology

This research was conducted at MTs. Tahfidz Terpadu Anbata Medan with the aim of knowing the Implementation of the Jigsaw Learning Method in Improving Student Achievement at MTs. Tahfidz Terpadu Anbata Medan. The type of research used is qualitative research with descriptive analysis. Data collection techniques are observation, interviews and documentation. Data sources are primary data which include the principal of the madrasah, PJ student affairs, homeroom teachers and teachers while secondary data include the educational calendar, vision and mission, magazines and other source sheets. Data analysis techniques used are Data Collection, Data Reduction, Data Display and Conclusion Drawing.

Results

4.1 How the Jigsaw Learning Method is Implemented to Improve Student Achievement at MTs Tahfidz Terpadu Anbata Medan

Based on the results of research conducted at MTs. Tahfidz Terpadu Anbata Medan which consists of three classes, here the researcher limited the study to only one class, namely class 9, which consists of 25 students. With the Jigsaw learning model, students not only listen to explanations explained by the teacher but also listen to the opinions of their classmates, because the Jigsaw learning model makes students active in class. Thus, it can be understood that teachers play an important role in the student learning process through the learning they manage. For this reason, teachers need to create conditions that allow for a good interaction process with students, so that they can carry out various learning activities effectively.

Not only teachers are active in the classroom but students are also active in the classroom with the jigsaw learning model that has been implemented by the teacher so that students do not feel bored when studying in the classroom and so that students can actively ask or provide questions and explain what has been explained by the teacher and their classmates. From the results of the study it was found that teachers at MTs. Tahfidz Terpadu Anbata Medan divided the group in one class into 5 groups consisting of 7 students per group, the group was called the expert group and the original group where the expert group was one of the original groups joining the expert group and discussing the results of the sub that had been given after the expert group had understood the sub then the expert group moved back to its original group, each group studied the material given by studying one chapter of the material.

After each group has studied the assigned chapter, each group begins to present the chapter they have studied to the other groups. After all groups have mixed the results of each group, each student is asked to move the group to another group, so that all students are able to understand each chapter by using the jigsaw learning model, students can more quickly understand the material given by the teacher.

Creating positive interactions requires a high level of professionalism and responsibility from teachers in their efforts to stimulate and develop student learning engagement. This is because student engagement in learning is crucial for successfully achieving learning objectives. Abu Ahmadi and Joko Tri Prasatya argue that a meaningful learning process involves a variety of student activities. Therefore, teachers must strive to activate these teaching and learning activities. Furthermore, the level of student engagement in a learning process is also a measure of the quality of the learning itself.

Regarding this matter, E. Mulyasa said that: Learning is said to be successful and of quality if all or at least the majority (75%) of students are actively involved, both physically, mentally and socially in the learning process, in addition to showing high enthusiasm for learning, great enthusiasm for learning, and self-confidence. In order for students to be actively involved in the learning process, various efforts are needed from the teacher to be able to arouse their activeness.

Regarding the importance of teachers' efforts in encouraging students' active learning, R. Ibrahim and Nana Syaodih stated that: Teaching is an effort made by teachers to make students learn. In teaching, students are the subjects, they are the actors in learning activities. In order for students to play a role as actors in learning activities, teachers should plan teaching that requires students to do a lot of activities.

The data obtained from the research shows that students of MTs. Tahfidz Integrated Anbata Medan are classified as having good academic achievements. This can be seen from students from MTs. Tahfidz Integrated Anbata Medan who graduated from favorite high school through the achievement path. Achieving students of MTs. Tahfidz Integrated Anbata Medan who became the object of observation also showed good attitudes and achievements in learning, were active students in class and had a special way when studying. The variety of

learning when taking notes, writing and having a greater desire in terms of reading conditions in the classroom all students compete to be and be able to achieve academic achievements in their respective classes.

Not only do students at MTs. Tahfidz Terpadu Anbata Medan excel academically, they also achieve success in non-academic fields such as the Language Olympiad, Mathematics Olympiad, Science Olympiad, English Olympiad, Arabic Olympiad, archery, martial arts, the call to prayer, and public speaking.

Table 1. Language Olympiad, Mathematics Olympiad, Science Olympiad, English Olympiad, Arabic Olympiad, archery, martial arts, the call to prayer, and public speaking.

NO	Name	Class	Champion/Winner	Level
1.	Daffa Dzulfikar	VIII	Gold Medalist in the 2024 National Islamic Olympiad for Kindergarten-Junior High School English Language Education in Indonesia	National
2.	Raisa Afifah	VIII	Gold Medal Winner of the 2024 National Islamic Olympiad for Kindergarten and Junior High School Students	National
3.	Raisa Nadira	Indonesian: VII	3rd Place in the North Sumatra National Science Olympiad, October 3, 2024	National
4.	Ilham Padila	IX	3rd Place in the 2024 Pencak Silat Championship "Referee Jury Cup 1"	Province
5.	Rasya Alif	IX	Gold Medalist at the 2024 National Islamic Olympiad Festival	National
6.	Aira Hijwa	VIII	3rd Place English Speech Competition at the 2025 JRM Event	Province
7.	Daffa	VIII	2nd Place in Storytelling at the 2025 JRM Event	Province
8.	Zahra	VIII	3rd Place "Anifa 24 10 Meter Archery Championship"	Province
9.	Farra	Indonesian: VII	Best Player of the "Tapak Suci Champion Ship2 Alhusna Islamic Boarding School 2025"	Province

Source: Archives of Student Achievements of MTs. Tahfidz Terpadu Anbata.

4.2 Supporting and Inhibiting Factors of the Implementation of the Jigsaw Learning Method in Improving Student Achievement at MTs Tahfidz Terpadu Anbata Medan

1. Supporting Factors

Supporting factors are all factors that contribute to, support, facilitate, assist, accelerate, and so on, the occurrence of something. The supporting factors for the implementation of the Jigsaw Learning Method in Improving Student Achievement at MTs. Tahfidz Terpadu Anbata Medan are:

a. Human Resources

Based on the data obtained in the research that has been carried out, the linearity of education teachers at MTs. Tahfidz Terpadu Anbata Medan has an educational background in accordance with the subjects taught. Teachers who act as tahfidz teachers are graduates of tahfidz Islamic boarding schools and have a minimum of five juz memorized tahfidz teachers at MTs. Tahfidz Terpadu Anbata Medan consists of three people, Arabic language teachers at MTs. Tahfidz Terpadu Anbata Medan are alumni of ma'had with a background in Arabic language education, Indonesian language teachers at MTs. Tahfidz Terpadu

Anbata Medan have a background in Indonesian language education. Teachers who act as mathematics teachers are graduates of Mathematics Education, so these teachers are considered linear.

Based on the research results, teachers with educational backgrounds that are in accordance with the subjects taught at MTs. Tahfidz Terpadu Anbata Medan have met the requirements set by the government in the linearity requirements according to Government Regulation No. 19 of 2005 article 28 paragraph 1 which states that educators must have academic qualifications. The academic qualifications referred to are academic education diplomas held by teachers according to the type, level, and formal education unit at the place of assignment.

b. Expertise Teacher

Teachers at MTs. Tahfidz Terpadu Anbata Medan have abilities in their respective fields and all teachers have more learning methods for students. And all teachers are required to use learning media. The media applied is audio powerpoint media and each student is made into groups and compact subtitles given to students beforehand. The teacher's task as a profession is to educate, teach, and train. While in the humanitarian field is to position himself as a second parent, where a teacher must be able to attract sympathy and make himself an idol of his students. In this case, the teacher is one of the very important supporting factors, because the teacher must be able to guide students, understand the material they are studying in addition to guiding the teacher must also pay attention to students who will download the material they have studied here the teacher is a very important factor.

c. Facilities and infrastructure

In this study, another supporting factor is the infrastructure suggestions at MTs. Tahfidz Terpadu Anbata, namely, one of them is a teaching and learning room, infocus, monitor, whiteboard, chairs, tables, markers, library, Computer Lab, Media Studio and textbooks to be studied. The existence of these facilities and infrastructure is one of the supporting factors in this study. The facilities and infrastructure at MTs. Tahfidz Terpadu Anbata Medan are considered complete because each class is equipped with audio-visual media such as infocus, monitor, speakers and image media.

d. Curriculum

The curriculum used at MTs. Tahfidz Terpadu Anbata Medan combines the national curriculum and a pesantren-based curriculum. This demonstrates that education at MTs. Tahfidz Terpadu Anbata Medan aims not only to deliver national subjects, but also to build children's moral character and teach them how to live in society. Thus, the curriculum at MTs. Tahfidz Terpadu Anbata Medan is responsive to current developments and societal needs. In this context, the basis of curriculum policy at MTs. Tahfidz Terpadu Anbata Medan is not only based on philosophical and psychological aspects, but also on developments in science and technology and religious values.

2. Inhibiting Factors

Inhibiting factors are all types of factors that are inhibiting (making it slow) or even hindering and preventing something from happening. The inhibiting factors for the implementation of the Jigsaw Learning Method in Improving Student Achievement at MTs Tahfidz Terpadu Anbata Medan are:

a. Lack of Time

Another inhibiting factor is the lack of time. This learning model process requires more time, while the implementation time of this method must be adjusted to the curriculum load. In addition, students in groups are less active because each person who is sent to be a team of experts only refers to the book they are holding, so what is seen is that students only memorize and do not understand, so that when they return to their original groups, in the process they only read the book again.

b. Lack of Parental Supervision

Motivation from parents also plays a crucial role because teachers cannot supervise students 24/7 in their learning. Therefore, parents play a crucial role in supervising students at home to better understand the material provided by the teacher, thus acting as teachers at home. Environmental factors contribute to students being more active outside of class than in class due to the lack of learning models used.

Conclusion

This research successfully Implementation, supporters and obstacles of Jiksw Learning Method in Improving Student Achievement of MTs Tahfidz Terpadu Anbata Medan revealed the implementation of Jiksw method is teachers at MTs. Tahfidz Terpadu Anbata Medan divides groups in one class into 5 groups consisting of 7 students per group, the group is called the expert group and the original group where the expert group is one of the original groups joining the expert group and discussing the results of the sub that has been given after the expert group has understood the sub then the expert group moves back to its original group, each group studies the material given by studying one chapter of the material. The supporting factors are teachers and learning facilities. Teachers at MTs. Tahfidz Terpadu Anbata Medan have abilities in their respective fields and all teachers have more learning methods for students. And all teachers are required to use learning media. The media applied is audio powerpoint media and each student is made into a group and compact sub-titles given to students previously. Facilities and infrastructure at MTs. The Integrated Tahfidz Anbata Medan is considered complete because each class is equipped with audio-visual media such as infocus, monitors, speakers and image media. While the inhibiting factor is the lack of time and motivation from the parents of students. lack of time The process of this learning model requires more time, while the time for implementing this method must be adjusted to the curriculum load. Motivation from parents also plays an important role because teachers do not supervise students 24 hours in terms of learning so in this case the role of parents is very important in supervising students at home to better understand the material that has been given to the teacher so parents act as a teacher at home.

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