

## COOPERATIVE LEARNING STRATEGY USING JIGSAW MODEL IN NUSHUS LEARNING OF IDIA STUDENTS

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Nurul Hidayati<sup>1</sup>, Hendri Komara<sup>2</sup>, Muhammad Waritsi<sup>3</sup>, Solasi Haddiyanto<sup>4</sup>

Institut Dirosat Islamiyah Al-Amien Prenduan

<sup>1</sup>[nurulonly.hidayati@gmail.com](mailto:nurulonly.hidayati@gmail.com), <sup>2</sup>[hendri@gmail.com](mailto:hendri@gmail.com), <sup>3</sup>[waritsi@gmail.com](mailto:waritsi@gmail.com), <sup>4</sup>[solasi@gmail.com](mailto:solasi@gmail.com)

### Abstract

#### Keywords:

cooperative  
learning; jigsaw;  
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Low learning quality is one of the problems facing the world of education today, such as the Nushus learning process. This lesson aims to find out how the lecturer uses cooperative learning strategies with the jigsaw model in classroom to improve student learning outcomes. Cooperative learning strategies are one way to make students' learning experiences more active in the classroom, this affects the development or abilities of students both in terms of cognitive and psychomotor. This study used a qualitative approach with observation and interview procedures to describe the overall learning process and evaluation process. Therefore, the objectives of this study are: to know the jigsaw cooperative learning model; and to know the advantages of the jigsaw type cooperative learning model compared to conventional learning models. The application of the jigsaw type cooperative learning model is effective for improving student learning outcomes, both learning outcomes in the cognitive, affective, and psychomotor domains. The results of this study indicate that learning using the cooperative strategy of the jigsaw model improves the learning outcomes of male intensive students at IDIA Prenduan.

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## INTRODUCTION

Variation skills in learning in the classroom are a change in circumstances so that the situation is not monotonous and boring or saturates students. This situation is related to the teacher's teaching style (teaching style). Teaching styles, methods, media, and teacher strategies in presenting learning are very influential on attention and concentration, as well as student motivation. Often in the learning process in class students experience a decrease in concentration which is marked by sleepiness,

chatting or joking with friends, permission to leave class or often deliberately making noise. This situation cannot be left too late, because it can make it difficult to deliver material to students. The teacher should do introspection, in order to find out the source of the problem from this situation. As has been briefly explained above, one that affects the attention, concentration and motivation of students is the learning method used by the teacher. The learning method is a method used in the learning process to achieve optimal results. A teacher must choose the right teaching method by adjusting the goals and objectives that have been set, because the method greatly influences the results to be obtained (Handayama, 2016). The selection of learning methods must be considered important because learning methods is one of the factors that influence learning outcomes. Fun learning methods are fun and attract students' attention will motivate students to carry out learning activities (Sudjana, 2002). Motivation itself is the whole drive, the desire that drives one's behavior. It is said that the strength and weakness of one's learning motivation also influences the success of learning (Jamarah & Bahri, 2011). Therefore learning motivation needs to be cultivated, especially from within (intrinsic motivation).

To achieve maximum learning outcomes, in the world of education, various learning models are currently developing. Literally the learning model is a pattern or certain learning steps that are applied so that the goals or competencies of the expected learning outcomes can be achieved quickly more effectively and efficiently (Handayama, 2016). In line with the constructivism approach in learning, one of the learning models that is currently getting a lot of responses is the learning model cooperative (cooperative learning) (Isjoni, 2009). In this learning model students are given the opportunity to communicate and interact socially with their friends to achieve learning goals, while the teacher acts as a motivator and facilitator of student activity. It means that in this learning active activities with knowledge are built by students themselves and they are responsible for the learning outcomes.

Cooperative learning is an approach that is often used by teachers in learning. There are many learning methods in the cooperative model, including the Jigsaw learning method. The Jigsaw learning method is a cooperative learning model that focuses on student group work in the form of small groups. The Jigsaw method is designed to increase students' sense of responsibility for their own learning as well as for the learning of others (Handayama, 2016). Students not only learn the material

provided, but they must also be ready to give and describe the material to other group members. This is because all of his friends do the same thing as he does, so the fear of making mistakes can be reduced. It is also hoped that the classroom atmosphere will become livelier and students' confidence in learning will increase and create comfort in learning. Based on some previous research entitled "Cooperative Learning Strategy: Effective Student-Centered Intervention to Enhance Performance and Knowledge Retention" the results revealed that, cooperative learning strategy is an effective learning intervention to increase students' performance and retention knowledge. There was no gender difference in the delayed test with regard to the retention for the sample used for the current study. Generally, the current study confirms the numerous benefits of using cooperative learning strategy to promote performance and retention of knowledge. Based on the results obtained, it was therefore recommended that teachers must be encouraged to use the cooperative learning strategy to teach science at the College of Education (Subiyantari & Muslim, 2019).

In line with this research Ansheila and Supari found that the application of the jigsaw type cooperative learning model for junior high school and vocational students, the jigsaw cooperative learning model is rightly used as an alternative to improve the learning outcomes of Vocational students through increasing student activity, independence and thinking skills in managing knowledge and his own experience (Subiyantari & Muslim, 2019). Karta, et. all (2021) in their research also found that cooperative learning through authentic assessment-based jigsaw has a positive influence on social development in early childhood. It recommends the implementation of this method to optimize social development in early childhood.

From the previous research that already explained above researcher will conducted a rearsch about cooperative learning strategy using jigsaw model in nushus learning of idia students. Nushus is subjects which are now taught in almost all Islamic schools (madrasas) under the auspices of the Ministry of Religion, including male intensive program students at IDIA in Al-amien prenduan. Nushus lesson was implemented quite well by the teacher or assistant, but there were still problems that occurred in male intensive program students. Sometimes students are less motivated to take Nushus subjects. The delivery of material that is monotonous and less active for students to be directly involved in their learning style, it makes students less enthusiastic in participating in Nushus learning. Besides that, there is an assumption

from students that Nushus is a subject that is difficult to digest and understand because many students have difficulty to memorize.

Based on the description above, the researcher will conduct research that is relevant to the existing problems. Researchers will conduct classroom action research. Regarding the effect of using Jigsaw method in applied Nushus subject at intensive male students in IDIA Prenduan. From this research study it is hoped that influencing students' motivation to learn Nushus in order to provide optimal learning results.

## **RESEARCH METHOD**

Before conducting research, researchers should know and understand in advance how the process and research steps must be used, so that the research will be run well. Based on the research title, the researcher will use a descriptive qualitative approach, because this type of research has the aim of being able to understand the situation and conditions of a context by describing in detail and depth the portrait of the natural setting, the true nature of what happened in study field. This research was conducted at one of the Al-Amien Islamic boarding schools, namely IDIA Intensive (male students) at Prenduan Semenep Madura. The type of research used is Classroom Action Research (action research). Classroom Action Research (CAR) is practical research intended to improve classroom learning. This research is one of the efforts of teachers or practitioners in the form of sharing activities carried out to improve and enhance the quality of learning in the classroom.

Qualitative research is used to understand events related to the experiences experienced by research subjects (Ali, 2020). According to Strauss and Corbin in Nugrahani (2014), qualitative research is research that can be used to examine life in society, history, behavior, organizational functionalization, social movements, or kinship relations. Meanwhile, Bogdan and Taylor revealed that qualitative research is a type of research that is able to provide descriptive data results in the form of speech, writing, and behavior of the people being observed.

There are various observations used in this descriptive qualitative research, in this study, the researcher took the location at Ma'had Putra Al-amien Prenduan, Jln. Raya Pamekasan, Pragaan Laok Village, Sumenep Regency, East Java Province 69465. Qualitative data sources are views in the form of spoken or written words that are observed by researchers, and objects that are observed in detail. In order to capture

implied meaning in the document or object (Arikunto, 2006). Meanwhile Loflan in Moeleong states that the main data sources in qualitative research are words and actions and the rest are additional documents and others, and the main data sources are the words and actions of the interviewees, the main data sources are recorded through written notes, and video, audio and photographic recordings (Moleong, 2008). Data collection was carried out by observation and interview methods. The data source is divided into two namely: Primary data sources are data obtained directly from informants or objects to be studied. In this study, primary data sources were obtained through interviews with informants who were accompanied by written notes. The primary data source in this study is the board (*asatidz*) for the 2023 period. The criteria are *Asatidz* who was involved in the activity and *Asatidz* who has a good relationship with students. Secondary data is data obtained from data collection techniques that support primary data. In this study, what can be used as secondary data is the results of interviews with some of intensive male students at Al-Amien Prenduan Sumenep Madura.

The data collection method is the method used by researchers in collecting data, in which the data has an important role in research. Methodologically, data collection techniques consist of observation, interviews and documentation. In this study, the observation used by researchers is participatory observation. The researcher will make direct observations at the research location and observe the activities in the field. From the observation the research pay attention on the student's response and their motivation during the lesson. The researcher also used student test scores to see the progress of using the jigsaw method in the student learning process. In this research the research conducted the interviews with the tutor who teach Nushus and asked him to follow and observed the classroom activities. In this study the documentation method was used to collect existing data at the institution as supporting and complementary data. Data analysis is systematically organizing material from interviews and observations, interpreting and producing a new thought, opinion, theory or idea (Raco., 2010). The stages in the data analysis process are data reduction, presentation of data and data verification.

## **RESEARCH RESULT AND DISCUSSION**

Cooperative learning aims to organize class room activities it also aims into a social and educational learning experience. This type of learning is expected to motivate the students work together in groups to perform a task. It is the responsibility of the teacher to carefully select the group. Each member is responsible for learning and also to teach what is taught to his/her teammates. In the research of Lubis and harahap (2016) Lie states that the jigsaw is designed to improve taste students' responsibility for their own learning as well as the learning of others. Students not only learn the material provided, but they must also be ready to provide and teach the material to other group members. Based on the results of the research, it shows that the Nushus learning strategy used by teachers at intensive male students in Al-Amien Prenduan is very effective and efficient of learning strategy. The results used in this study, the researcher made observations and conducted interviews with direct educators who teach Nushus subjects. Researcher also observed the students' scores who teach by jigsaw model. In collecting the data appropriate method is needed, namely by making observations first to ensure that the data is valid, second, observation method is direct observation. Direct research on the environment is needed because it's aim to collect the data so that be clear about the object of the research. In the results of observations and interviews include responses or responses from students and teachers. The results of this study are as follows:

Delivering material with a student-centered method is not the teacher who explains it but the students (percentage). However, some students still had difficulties in conveying the material. The use of cooperative learning strategy make students are very enthusiastic in carry out learning, seen from the enthusiasm of students in doing their presentation assignments and also when giving presentations. The teacher is also easier in the learning process because the teacher only accompanies and provides conclusions when the student presenting their materials. After student presentation the student gives the results of his assignment and the teacher evaluates the results of what the student has presented.

So, it can be explained that in the first observation stage, the researcher found the learning planning process in intensive male students. In the planning process the teacher prepares a learning implementation plan, an introduction to the material to be taught to students. At this stage there is no difficulty for educators to prepare a lesson

plan and there are no difficulties in distributing the material that will be presented by students.

In the second observation stage, researchers found educators using cooperative learning strategies with a jigsaw model. In this stage the teacher prepares the distribution of presentation groups which are carried out according to students' attendance list. The students were very enthusiastic in this group division and the group division was very organized. This can be seen from when students directly discuss with their group. This finding is in line with the theory which states that Jigsaw Cooperative Learning is a series of activities performed by the students in a specific group to achieve the expected learning goals (Karta et al., 2021).

The next stage is group work. The core stage in cooperative learning is group work. At this stage the educator gives assignments to all of each group, then the assignments given by the educator will become material for discussion with all groups in their respective rooms, and when the presentation time arrives, students present the results they have discussed with their group according to the number sequence determined by the educator. After the presentation is complete, the educator performs or discusses the results of the task together with other students. Evaluation is the final stage. At this evaluation stage, educators convey the results of group work during the learning process in class. This evaluation is done by observing how the student presents his work, attitude as well as student communication and sincerity in carrying out the assignment. As well as providing views when students present their work.

Based on the results of interviews, the researcher with the Nushus subject teacher on behalf of Ari Afwan Hidayat at intensive male students in Al-amien preduan, he conveyed the obstacles experienced when carrying out learning in the classroom in this jigsaw cooperative learning model, there were still many finding or encountering students who were less active in carrying out or implementation of learning and there are also differences in the level of reasoning and understanding abilities of each student, namely there are those with high abilities and low abilities. Those with higher reasoning abilities are different from students whose abilities are low or limited in their ability to study achievement. This finding is in line with the theory Wardani & Wiyasa in Karta et al. (2021) which states that jigsaw cooperative learning is a learning model that encourages students to be active and help each other in mastering the material to achieve maximum achievement

Research on the cooperative learning strategy of the jigsaw model in improving students' learning abilities and activeness has been carried out a lot. Shows that the use of cooperative learning strategies (cooperative learning) makes learning more interesting, and revives the atmosphere in the classroom. Thus it is recommended that this cooperative learning strategy be carried out for more active learning for students.

It turns out that through the application of cooperative and jigsaw methods, students can respond the questions from the teacher creatively, students are also more focused on learning and are not easily distracted. With cooperative and jigsaw methods students can express opinions both individually and in groups actively. Teachers can carry out learning innovations so that they can improve the process and mastery of mufrodat in learning English or Arabic.

So, it can be concluded that the use of the jigsaw cooperative learning strategy greatly influences student achievement. It's Influence on student grades and also the activity of students in class. So that students are able to master and understand the material presented by the teacher. Lubis and Harahap (2016) stated in their research that Jigsaw method in cooperative learning model makes learning more interesting, fun, and enlightening because it brings a lot of things to the mind. This strategy makes students more active and learning more interesting than teacher-centered methods, students are less active if they only listen and see the material conveyed by the teacher to students. So the jigsaw model of cooperative learning strategy carried out intensive male students in Al Amien Prenduan is a good method in cooperative learning model in accordance with the implementation plan. Because its shows from the progress based on increasing patterns of achievement or student learning outcomes, using cooperative learning methods or strategies using the jigsaw model is a benchmark for success.

## **CONCLUSION**

This conclusion is drawn from research data, which has been described and it is known that the aim of this researcher is to improve students' learning outcomes by applying the cooperative learning strategy of the jigsaw model. Based on the research and discussion, it can be concluded that learning strategies help students develop their activeness and understanding in the classroom. This strategy encourages students to increase in solving various problems encountered during learning, because students can



work together with other students in finding and formulating alternative solutions to the subject matter they face.

The use of the jigsaw cooperative learning strategy in the classroom can improve student achievement and learning outcomes, because the students' responses to using this strategy are very good. This can be seen from the results of the assignments given by the teacher. Learning using jigsaw cooperative strategy is better than a teacher-centered strategy and in this learning is very capable of making students more active in class. And it is suggested, educators should be willing to change strategies or methods in learning and old habits that are only centered on educators and make students more active than their educators and in carrying out this jigsaw model cooperative learning strategy educators must be able to supervise and guide and evaluate students when classroom learning. So it can be concluded that strategies in learning play an important role, because learning strategies cannot be separated from teaching and learning activities and make students able to apply a material taught by educators not only capable in theory, because the cooperative learning strategy of the jigsaw model is a learning strategy that assist students in developing their understanding and activeness in class.

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