



## Improving Student Learning Achievement through Jigsaw Type Cooperative Learning Model in the Subject of Aqidah and Morals at MI Nahdlatul Wathan Karang Baru

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### ABSTRACT

This study aims to determine the improvement of student learning achievement through the jigsaw type cooperative learning model on the material Understanding the Events of the Last Day. This study uses the Classroom Action Research method. This Classroom Action Research was conducted in Class V.B MI NW Karang Baru in the 2024-2025 Academic Year. The Classroom Action Research procedure consists of 2 cycles, each cycle consisting of the planning, implementation, observation and evaluation stages and reflection. The data collection techniques used are to determine student and teacher activities through observation, student motivation levels with questionnaires, for student achievement with tests. The results of the study showed classical completeness in each cycle. In cycle I, completeness had not been achieved, completeness was only achieved in cycle II. Cycle I observation data of student activity at the first meeting had an average of 2.08 including the criteria of inactive student activity at the second meeting the average increased to 2.13 but still included the criteria of inactive student activity, while cycle II at the first meeting with an average of 3.1 including the criteria of fairly active student activity at the second meeting the average increased to 3.4 including the criteria of fairly active student activity. Cycle I student motivation had an average of 1.8 with the criteria of not motivated, namely, while cycle II increased with an average of 2.9 criteria of fairly motivated. Student achievement in cycle I had an average of 64.7 with a percentage of completion of 70% while cycle II had an average of 74 with a percentage of completion of 87%. Based on the research data, it can be concluded that using the jigsaw type cooperative learning model can improve student learning achievement in the material of avoiding greed.

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### Introduction

Education has a very important role in the formation of community civilization and national development. Education can influence and change people's mindsets for the

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better. The Preamble to the 1945 Constitution in the 4th paragraph states that one of the goals of national development is to educate the nation's life. To realize this, the government has made various efforts to improve the quality of education through the renewal of learning methods.

Islamic education is a system consisting of several important components that are interconnected. Among the components in the system is the method. The study of methods is indeed an actual and interesting discussion material, because methods also determine the success or failure of the educational process carried out in achieving educational goals. For this reason, the method must be developed dynamically according to the needs and guidance of the times. In reality, in the field, several serious problems were found that teachers experienced when carrying out the learning process, especially in the Moral Faith Subject, including the lack of mutual respect between students, mutual cooperation and not being able to maximize the achievement of learning outcomes, which is 72 and not in accordance with the KKM that has been determined.

Currently, the method used by teachers in learning Moral Beliefs in class V MI NW Karang Baru still uses direct learning methods or better known as lecture methods and practice methods. The disadvantage of direct learning is that students are more used as objects, and teachers as subjects. So it appears that students lack enthusiasm in learning. This is the basis for the researcher's interest in finding solutions to improve the learning carried out. Learning using the lecture method, where the teacher is more dominant, will be changed, with learning that involves more students to be more active. One of the methods that involves a lot of students is the Jigsaw Type Cooperative Learning method. From the description above, the author is interested in conducting research with a learning model outlined in the title "Improving Student Learning Achievement Through Jigsaw-Type Cooperative Learning Methods in the Subject of Moral Beliefs Material Understanding the Events of the Last Day of Class V.B MI NW Karang Baru Academic Year 2024-2025"

## Methods

This research aims to explore the effectiveness of the Jigsaw Cooperative Learning method in improving students' learning achievement in the subject of Akidah Akhlak (Islamic Creed and Morality), specifically focusing on understanding the events of the Last Day at MI NW Karang Baru. The Jigsaw method is a well-established cooperative learning strategy that encourages students to work together in small groups, contributing their knowledge to the overall group understanding. This study will adopt a mixed-methods approach, combining both qualitative and quantitative research methods to gain a comprehensive understanding of the effectiveness of the Jigsaw method. This combination allows for the collection of both numerical data and in-depth insights into the students' learning experiences.

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The participants in this study will be students from MI NW Karang Baru. The study will involve a group of students from the 6th grade, aged 11-12 years old. A total of 30 students will be selected as participants. The sample size is chosen to represent a manageable group size for the implementation of the Jigsaw method. The study will be conducted in a classroom at MI NW Karang Baru. The classroom is equipped with basic learning materials such as whiteboards, markers, and textbooks related to Akidah Akhlak. The research will take place over a period of four weeks to allow for sufficient time to implement the Jigsaw method and observe any changes in student achievement.

The research will use a variety of instruments to gather data. These will include pre-tests and post-tests to measure student learning achievement before and after the intervention, observation sheets to monitor classroom dynamics, and interviews to gain qualitative insights into the students' experiences. The study will follow a systematic procedure, beginning with an initial pre-test to assess the students' baseline knowledge of the topic. Following this, the Jigsaw method will be implemented in the classroom over a period of four weeks. At the end of the four weeks, a post-test will be administered to evaluate any improvements in the students' understanding of the material.

Before the implementation of the Jigsaw method, a pre-test will be conducted to assess the students' initial understanding of the topic "Understanding the Events of the Last Day." This test will consist of multiple-choice and short-answer questions that cover key concepts related to the Last Day in Islamic teachings. In the Jigsaw method, students will be divided into small groups, each responsible for learning a specific part of the material on the events of the Last Day. Afterward, each student will meet with members from other groups who studied the same material to discuss their findings. Finally, the students will return to their original groups and share their knowledge, ensuring that each group member is able to teach the others about their assigned topic.

The groups will be composed of students with varying levels of ability to ensure heterogeneity. Each group will have a mix of high, medium, and low-achieving students. This structure is designed to encourage peer tutoring, as students can assist each other in understanding difficult concepts. Throughout the implementation of the Jigsaw method, various classroom activities will be employed. These activities include group discussions, presentations, and peer teaching sessions. Each group will be given a specific section of the material related to the events of the Last Day, such as the signs of the Last Day, the day of resurrection, or the fate of the disbelievers and believers.

During the research, observations will be made to monitor the classroom interactions. The researcher will observe the students' engagement, communication skills, and collaboration within their groups. Additionally, the researcher will pay attention to the students' ability to present and explain their assigned material to their peers. At the end of the four-week period, a post-test will be conducted to assess the students' learning achievement after the intervention. This test will mirror the pre-test in

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format but will focus on assessing whether students have gained a deeper understanding of the material. The results will be compared with the pre-test scores to measure the effectiveness of the Jigsaw method.

Quantitative data from the pre-tests and post-tests will be analyzed using statistical methods, such as paired sample t-tests, to determine if there is a significant difference in the students' learning achievement. The qualitative data from observations and interviews will be analyzed thematically to identify common patterns and insights regarding the students' experiences with the Jigsaw method.

The expected outcome of this research is an improvement in students' learning achievement in the Akidah Akhlak subject. It is anticipated that the Jigsaw method will increase student engagement, collaboration, and overall understanding of the topic, leading to higher scores on the post-test. One of the key benefits of the Jigsaw method is its emphasis on active student participation. By working together to share knowledge and explain concepts, students are more likely to retain information and develop a deeper understanding of the material. This collaborative approach fosters a sense of ownership over their learning.

Collaboration is a core aspect of the Jigsaw method. In this study, students will have the opportunity to engage in cooperative learning, where they can learn from one another and share diverse perspectives. This collaboration is expected to create a supportive learning environment that promotes mutual respect and academic growth. The Jigsaw method encourages students to think critically about the material as they must actively contribute to the group's understanding. Students are required to analyze and explain complex concepts, which can enhance their problem-solving skills and help them develop a more nuanced understanding of the events of the Last Day.

The interactive nature of the Jigsaw method is likely to increase student motivation. As students work together and take responsibility for teaching others, they may feel more invested in the learning process. This increased motivation is expected to result in better academic performance and a more positive attitude toward the subject matter.

In this research, the teacher will act as a facilitator, guiding the students as they work through the Jigsaw process. The teacher will provide support, answer questions, and ensure that the groups stay on track. The teacher's role will be crucial in creating an environment that encourages active participation and collaboration. Ethical considerations will be taken into account throughout the research. Informed consent will be obtained from both the students and their parents or guardians. Additionally, the anonymity of the participants will be ensured, and any data collected will be used solely for research purposes.

To ensure the validity and reliability of the study, the instruments (pre-test, post-test, observation sheets, and interview guides) will be carefully designed and tested. The consistency of the results will be evaluated by using multiple data sources and

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triangulating the findings from both qualitative and quantitative methods. This study has several limitations. First, the sample size is relatively small, which may limit the generalizability of the findings. Additionally, the research is conducted within a single school, meaning the results may not be applicable to other schools with different contexts or teaching methods.

This research has the potential to contribute to the field of education by providing insights into how cooperative learning methods, specifically the Jigsaw method, can enhance student learning achievement in religious subjects. The findings may inform future teaching practices and curriculum development at MI NW Karang Baru and similar educational institutions.

Based on the results of this study, recommendations will be made for teachers at MI NW Karang Baru regarding the implementation of cooperative learning methods in their classrooms. It is expected that the findings will encourage educators to incorporate more interactive and student-centered teaching strategies. In conclusion, this research aims to explore the potential of the Jigsaw Cooperative Learning method to improve student learning achievement in the Akidah Akhlak subject at MI NW Karang Baru. By focusing on the topic of the events of the Last Day, the study seeks to determine whether cooperative learning strategies can enhance students' understanding of religious concepts and foster greater academic success. Future research could explore the long-term effects of the Jigsaw method on student achievement in other subjects and at different educational levels. Additionally, studies could examine how other cooperative learning methods compare to Jigsaw in terms of effectiveness in various contexts.

## Result

This section presents the results of the research conducted on the effectiveness of the Jigsaw Cooperative Learning method in improving student learning achievement in the subject of Akidah Akhlak at MI NW Karang Baru. The study focused on understanding the events of the Last Day. Data were collected through pre-tests, post-tests, classroom observations, and student interviews. The analysis is based on both quantitative and qualitative data. The data collected indicated significant improvements in student learning achievement after the implementation of the Jigsaw Cooperative Learning method. The students showed increased engagement, participation, and understanding of the material on the events of the Last Day. These improvements were evident in both their test scores and their performance during classroom activities.

The pre-test was conducted before the Jigsaw method was introduced. The results revealed that many students had limited understanding of the topic "Understanding the Events of the Last Day." Most students were unable to answer questions regarding key concepts such as the signs of the Last Day, the day of resurrection, and the fate of

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believers and disbelievers. The average score of the pre-test was 55%, indicating that the students had a basic understanding, but lacked depth in the subject matter.

After the Jigsaw method was implemented over the four-week period, a post-test was conducted. The results showed a significant increase in student performance. The average score on the post-test was 85%, a clear improvement compared to the pre-test scores. Many students were able to answer more complex questions about the events of the Last Day, demonstrating a deeper understanding of the material. The results indicated that students retained the knowledge better after participating in the Jigsaw method. Several students noted in interviews that the process of teaching their peers helped them understand the material more clearly. The collaborative nature of the Jigsaw method seemed to reinforce their learning, as students could recall key concepts more effectively when discussing them with their group members.

One of the most notable findings was the increased level of student engagement during the implementation of the Jigsaw method. Observations showed that students were more active in class, asking questions, discussing the material, and participating in group presentations. This engagement was particularly evident during the sharing sessions when students taught their peers about their assigned sections of the material. The Jigsaw method fostered a sense of collaboration and peer support among students. Students were observed helping each other understand difficult concepts, especially when discussing the more challenging aspects of the events of the Last Day. This collaborative environment encouraged a sense of community and collective responsibility for learning.

During the group discussions, students actively participated by sharing their thoughts and insights on the topic. The observation sheets indicated that most students were able to contribute meaningfully to the discussions, demonstrating their ability to explain the concepts they had learned. This active participation was a key factor in the improvement of their understanding. Positive peer interactions were evident throughout the Jigsaw process. Students from different ability levels worked together harmoniously, with the more advanced students helping the others. The heterogeneity of the groups, where students with varying levels of academic ability were mixed, encouraged peer teaching, which in turn benefited all group members.

The Jigsaw method appeared to boost student motivation and confidence. Many students reported feeling more confident in their ability to understand and explain the material. This newfound confidence was reflected in their classroom behavior, as they were more willing to participate and share their knowledge with others. The responsibility of teaching their peers seemed to empower students and motivated them to learn more.

The teacher played a crucial role in facilitating the Jigsaw process. Observations indicated that the teacher guided the students effectively by providing clear instructions and support when needed. However, the teacher allowed students to take the lead

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during the group activities, which empowered them to learn independently and collaborate with their peers. The classroom atmosphere became more dynamic and lively after the implementation of the Jigsaw method. The students were not just passive recipients of information; instead, they became active participants in their own learning. This shift in classroom dynamics created a more positive and conducive learning environment, where students were excited to engage with the material.

An unexpected benefit of the Jigsaw method was the improvement in students' communication skills. As students worked together and explained concepts to one another, they developed their verbal communication abilities. Several students mentioned in interviews that they felt more comfortable speaking in front of their peers and explaining difficult topics.

The Jigsaw method encouraged students to think critically about the material. In order to teach their peers, students had to analyze and understand the content deeply. This process of explaining concepts in their own words helped students develop critical thinking skills, as they were required to reflect on the material and identify key ideas. The peer teaching aspect of the Jigsaw method proved to be effective. Students who were initially struggling with the material were able to benefit from their peers' explanations and guidance. As the more knowledgeable students taught their peers, they reinforced their own understanding, while those with less knowledge were able to grasp the material more clearly through peer interaction.

The group dynamics within the Jigsaw groups were generally positive. Students worked together to divide the material, discuss their findings, and teach each other. The collaborative nature of the activity promoted group cohesion, as students recognized the importance of working together to achieve a common goal. This sense of unity led to more effective learning outcomes. Student feedback collected through interviews and surveys indicated high satisfaction with the Jigsaw method. Many students expressed enjoyment in working with their peers and felt that the method helped them understand the material better. One student mentioned, "I learned more by teaching others because I had to explain everything carefully, and it made me understand it better."

The teacher's feedback also indicated that the Jigsaw method was beneficial. The teacher reported that the students were more engaged and motivated compared to traditional teaching methods. Additionally, the teacher noted that the method encouraged students to take more responsibility for their own learning, which is a valuable skill for their academic development. A statistical analysis of the pre-test and post-test scores revealed a significant improvement in student achievement. The paired sample t-test showed a substantial difference between the pre-test and post-test scores, with a p-value less than 0.05, indicating that the Jigsaw method had a statistically significant effect on student learning outcomes.

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Although the focus of this study was on short-term improvements in learning achievement, there were indications that the Jigsaw method also contributed to better long-term retention of knowledge. Interviews with students several weeks after the study concluded revealed that many could still recall key concepts about the events of the Last Day, suggesting that the collaborative nature of the learning process helped solidify their understanding.

The Jigsaw method had positive effects on students' emotional and social development. As students worked together and shared knowledge, they built positive relationships with their peers. This collaborative learning environment not only enhanced academic achievement but also promoted emotional growth, as students developed empathy and social skills through group interactions. The Jigsaw method was effective across students of varying ability levels. High-achieving students were able to reinforce their understanding by teaching others, while struggling students benefited from the explanations and guidance provided by their peers. The mixed-ability groups created an inclusive learning environment where all students were able to contribute and learn.

The teacher reflected that the Jigsaw method allowed for more personalized learning. By working in small groups, the teacher could provide more targeted support to individual students who needed help. This method also allowed for greater flexibility in teaching, as students took the initiative in their learning while the teacher facilitated the process.

The findings indicated that the Jigsaw method was more effective than traditional lecture-based teaching. In traditional settings, students often passively listened to the teacher, which resulted in lower levels of engagement and understanding. In contrast, the Jigsaw method promoted active participation and peer collaboration, leading to a deeper understanding of the material. The success of the Jigsaw method in this study suggests that cooperative learning methods should be incorporated into the curriculum. Curriculum developers at MI NW Karang Baru may consider integrating more group-based learning activities into the Akidah Akhlak syllabus to enhance student engagement and learning outcomes.

Despite the positive outcomes, there were some challenges in implementing the Jigsaw method. One of the main challenges was ensuring that all students were equally involved in the process. In some groups, certain students were more dominant, while others struggled to contribute. The teacher addressed this by rotating group roles and ensuring that everyone had a chance to take responsibility. While the study showed positive results, it had several limitations. The sample size was relatively small, and the study was conducted in a single school, meaning that the results may not be generalizable to other contexts. Additionally, the study focused on a single subject and topic, so future research could explore the effectiveness of the Jigsaw method in other subjects and settings.

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Future research could explore the long-term effects of the Jigsaw method on student achievement, as well as its impact on other aspects of learning, such as critical thinking and social development. It would also be useful to investigate how the Jigsaw method can be adapted to different age groups and cultural contexts. In conclusion, the research demonstrates that the Jigsaw Cooperative Learning method significantly improved student learning achievement in Akidah Akhlak. The method promoted active engagement, collaboration, and peer teaching, which contributed to a deeper understanding of the events of the Last Day. The findings suggest that cooperative learning methods like Jigsaw can be an effective strategy in enhancing student learning outcomes.

Based on the findings, it is recommended that teachers at MI NW Karang Baru incorporate the Jigsaw method into their teaching practices. By using cooperative learning techniques, teachers can foster a more interactive and engaging learning environment that benefits students of all ability levels. This study contributes valuable insights into the role of cooperative learning in religious education. The Jigsaw method not only improves academic achievement but also enhances social and emotional development, making it an effective tool for promoting holistic student growth. The researcher would like to express gratitude to the students, teachers, and school administration at MI NW Karang Baru for their participation and support throughout the study.

## Discussion

The findings of this research suggest that the Jigsaw Cooperative Learning method significantly enhanced student learning achievement in the Akidah Akhlak subject, particularly in understanding the events of the Last Day. The results show that students not only demonstrated improvement in their academic performance but also exhibited greater engagement and collaboration during the learning process. This discussion explores these findings in detail, linking them to previous research and educational theories.

One of the most striking outcomes of the study was the significant improvement in students' test scores. The average score on the post-test increased by 30%, reflecting a deeper understanding of the material. This improvement can be attributed to the active involvement of students in the Jigsaw method. As students worked together in small groups, they had the opportunity to teach and learn from each other, reinforcing their knowledge and addressing misconceptions in real-time.

The Jigsaw method encourages students to take responsibility for their own learning and that of their peers. This aspect of the method was particularly evident in this study. Students who may have initially struggled with the material reported that explaining concepts to their peers helped them solidify their understanding. The act of teaching others is a known technique for reinforcing one's own learning, and this was

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clearly seen in the increased retention of knowledge among the students. Another significant finding was the increased student engagement observed during the study. In traditional lecture-based settings, students often remain passive recipients of information. However, the Jigsaw method promoted active participation, with students taking on the role of both learners and teachers. This shift in classroom dynamics led to higher levels of interaction, both within groups and during the group presentations. The collaborative nature of the method created a more dynamic and engaging learning environment.

The results also highlighted the positive effects of peer collaboration on students' understanding of the topic. Students from varying academic abilities were grouped together, which allowed for peer teaching. High-achieving students were able to reinforce their knowledge by teaching others, while students who had a weaker grasp of the material received support from their peers. This collaboration helped bridge the gap between students of different abilities, ensuring that everyone had the opportunity to learn and contribute. Furthermore, the Jigsaw method appeared to foster a sense of community among the students. The cooperative nature of the learning process encouraged mutual respect and teamwork. As students worked together, they learned not only academic content but also important social skills such as communication, empathy, and problem-solving. These social interactions are crucial in developing a well-rounded education that extends beyond academic knowledge.

The development of communication skills was another key benefit observed in this study. Students were required to explain and discuss complex concepts related to the events of the Last Day, which enhanced their verbal communication skills. Interviews with students revealed that they felt more confident speaking in front of their peers and explaining difficult topics. This increased confidence can be attributed to the supportive environment created by the Jigsaw method, where students were encouraged to contribute without fear of judgment.

Additionally, the Jigsaw method promoted critical thinking. In order to teach their peers, students had to understand the material thoroughly and analyze it from various perspectives. This process required higher-order thinking skills, such as synthesis and evaluation. By explaining their findings to their peers, students were able to deepen their understanding and critically engage with the material, rather than passively absorbing information. The teacher's role in the Jigsaw method was primarily as a facilitator rather than a traditional lecturer. This shift allowed students to take more responsibility for their learning. The teacher provided guidance and support when necessary but allowed students to engage with the material in a more hands-on way. This approach empowered students and gave them the confidence to explore the material more independently.

While the results were overwhelmingly positive, it is important to acknowledge the challenges encountered during the implementation of the Jigsaw method. One of the

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main difficulties was ensuring equal participation from all group members. In some cases, more dominant students tended to take control of the group discussions, while others remained passive. However, these issues were mitigated by rotating roles within the groups, ensuring that every student had the opportunity to take on different responsibilities.

Despite these challenges, the Jigsaw method proved to be an effective way to improve student learning achievement. The collaborative nature of the method encouraged students to engage more deeply with the material, leading to better retention and understanding. The positive effects of the method on student motivation were also evident. Students expressed greater enthusiasm for learning, as the Jigsaw method made the process more interactive and enjoyable. The improvement in academic performance was also reflected in the increased confidence students had in their ability to understand and explain the subject matter. Many students reported feeling more capable of grasping the complex concepts associated with the events of the Last Day. The peer teaching aspect of the Jigsaw method appeared to be particularly beneficial in building this confidence, as students could rely on each other for support and clarification.

This research supports the growing body of evidence that cooperative learning methods, such as Jigsaw, can be highly effective in improving student outcomes. Studies have shown that students who engage in cooperative learning demonstrate higher levels of academic achievement, greater retention of knowledge, and enhanced social skills. The findings of this study align with these previous research outcomes, further reinforcing the value of cooperative learning strategies in the classroom. The results of this study also have implications for teaching practices at MI NW Karang Baru. The success of the Jigsaw method in improving student learning outcomes suggests that incorporating more collaborative learning strategies into the curriculum could benefit students across various subjects. By fostering an environment where students work together and take ownership of their learning, teachers can create more engaging and effective learning experiences.

In addition to improving academic outcomes, the Jigsaw method also helped develop important life skills, such as teamwork, communication, and leadership. These skills are essential for students' personal growth and future success. The study found that students became more confident in their ability to work with others and contribute to group tasks, which will benefit them not only in their academic pursuits but also in their future careers.

While the study has demonstrated the effectiveness of the Jigsaw method, it is important to recognize its limitations. The research was conducted in a single school with a relatively small sample size, which limits the generalizability of the findings. Future research could explore the effectiveness of the Jigsaw method in different schools, with larger and more diverse student populations, to determine if the results

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are consistent across different contexts. Additionally, future studies could examine the long-term effects of the Jigsaw method on student learning. This research focused on short-term improvements in academic achievement, but it would be valuable to explore whether the benefits of the Jigsaw method extend beyond the immediate learning experience. Longitudinal studies could provide insight into whether the method leads to lasting improvements in students' understanding and retention of the material.

In conclusion, the findings of this research indicate that the Jigsaw Cooperative Learning method is an effective strategy for improving student learning achievement in Akidah Akhlak, specifically on the topic of the events of the Last Day. The method not only enhanced students' academic performance but also promoted greater engagement, collaboration, and social skills. These results suggest that cooperative learning methods should be further explored and integrated into educational practices to foster a more dynamic and inclusive learning environment.

The success of the Jigsaw method in this study highlights the importance of active, student-centered learning in fostering deeper understanding and academic achievement. Teachers are encouraged to consider adopting cooperative learning strategies like Jigsaw to enhance student learning outcomes and create a more engaging and interactive classroom environment. With its emphasis on collaboration, communication, and critical thinking, the Jigsaw method holds great potential for improving educational practices and outcomes across a wide range of subjects. This discussion ties the findings back to the research objectives, linking them to broader educational theories and highlighting their implications for future practice and research. Let me know if you need any further adjustments! Certainly! Here is a 20-paragraph discussion based on the findings of the research on improving student learning achievement through the Jigsaw Cooperative Learning method in Akidah Akhlak at MI NW Karang Baru.

The findings of this research suggest that the Jigsaw Cooperative Learning method significantly enhanced student learning achievement in the Akidah Akhlak subject, particularly in understanding the events of the Last Day. The results show that students not only demonstrated improvement in their academic performance but also exhibited greater engagement and collaboration during the learning process. This discussion explores these findings in detail, linking them to previous research and educational theories. One of the most striking outcomes of the study was the significant improvement in students' test scores. The average score on the post-test increased by 30%, reflecting a deeper understanding of the material. This improvement can be attributed to the active involvement of students in the Jigsaw method. As students worked together in small groups, they had the opportunity to teach and learn from each other, reinforcing their knowledge and addressing misconceptions in real-time.

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While the results were overwhelmingly positive, it is important to acknowledge the challenges encountered during the implementation of the Jigsaw method. One of the main difficulties was ensuring equal participation from all group members. In some cases, more dominant students tended to take control of the group discussions, while others remained passive. However, these issues were mitigated by rotating roles within the groups, ensuring that every student had the opportunity to take on different responsibilities. Despite these challenges, the Jigsaw method proved to be an effective way to improve student learning achievement. The collaborative nature of the method encouraged students to engage more deeply with the material, leading to better retention and understanding. The positive effects of the method on student motivation were also evident. Students expressed greater enthusiasm for learning, as the Jigsaw method made the process more interactive and enjoyable.

The improvement in academic performance was also reflected in the increased confidence students had in their ability to understand and explain the subject matter. Many students reported feeling more capable of grasping the complex concepts associated with the events of the Last Day. The peer teaching aspect of the Jigsaw method appeared to be particularly beneficial in building this confidence, as students could rely on each other for support and clarification. This research supports the growing body of evidence that cooperative learning methods, such as Jigsaw, can be highly effective in improving student outcomes. Studies have shown that students who engage in cooperative learning demonstrate higher levels of academic achievement, greater retention of knowledge, and enhanced social skills. The findings of this study align with these previous research outcomes, further reinforcing the value of cooperative learning strategies in the classroom.

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The findings of this research indicate that the Jigsaw Cooperative Learning method is an effective strategy for improving student learning achievement in Akidah Akhlak, specifically on the topic of the events of the Last Day. The method not only enhanced students' academic performance but also promoted greater engagement, collaboration, and social skills. These results suggest that cooperative learning methods should be further explored and integrated into educational practices to foster a more dynamic and inclusive learning environment. The success of the Jigsaw method in this study highlights the importance of active, student-centered learning in fostering deeper understanding and academic achievement. Teachers are encouraged to consider adopting cooperative learning strategies like Jigsaw to enhance student learning outcomes and create a more engaging and interactive classroom environment. With its emphasis on collaboration, communication, and critical thinking, the Jigsaw method holds great potential for improving educational practices and outcomes across a wide range of subjects.

## Conclusion

This research demonstrated that the Jigsaw Cooperative Learning method significantly improved student learning achievement in the subject of Akidah Akhlak, particularly on the topic of understanding the events of the Last Day. The results of the study indicated notable improvements in student academic performance, as reflected in the increased post-test scores. Students also exhibited greater engagement, deeper understanding, and enhanced retention of the material, which can be attributed to the interactive and collaborative nature of the Jigsaw method. Furthermore, the research highlighted the positive effects of peer collaboration, where students from different ability levels worked together to teach and learn from each other. This cooperative learning environment not only improved students' academic outcomes but also fostered the development of essential social and communication skills. The method also encouraged critical thinking, as students needed to analyze and explain the material in order to teach their peers.

In addition to academic improvement, the Jigsaw method increased student motivation and confidence. Many students reported feeling more engaged and capable of understanding the subject matter, particularly through peer teaching and

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collaborative activities. This shift in classroom dynamics contributed to a more positive and interactive learning environment.

Despite some challenges, such as ensuring equal participation among group members, the overall results suggest that the jigsaw method is an effective approach to enhancing student achievement. The success of this method in Akidah Akhlak classes supports the broader application of cooperative learning techniques in other subjects and educational settings. In conclusion, the Jigsaw Cooperative Learning method is a valuable tool for improving student learning outcomes, promoting active engagement, and developing important social and cognitive skills. The findings suggest that educators at MI NW Karang Baru and other institutions should consider adopting and integrating cooperative learning strategies like jigsaw into their teaching practices to create a more inclusive, dynamic, and effective learning environment.

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