

# Strategies of PAI Subject Teachers to Improve Learning Outcomes Using the Jigsaw Method in Grade 10 at SMA Takhasus Al-Qur'an

Maflakhatul Fitri<sup>a</sup>, Mei Linda Rahmawati<sup>b</sup>, Andika Ahmad Al Ayubi<sup>c</sup>, Abdul Muslich<sup>d</sup>

<sup>abcd</sup> Islamic Education, Institut Agama Islam Bakti Negara Tegal, Indonesia

\*Corresponding author: [mafitri3053@gmail.com](mailto:mafitri3053@gmail.com)

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**Abstract**— This study aims to describe in depth the strategy of Islamic Religious Education (PAI) teachers in improving the learning outcomes of 10th grade students through the application of the jigsaw method at a Takhasus Al-Qur'an High School. This research used a qualitative approach with a case study design. Data were collected through participatory observation, in-depth interviews with teachers, students, and principal, as well as documentation. The results showed that the application of the jigsaw method in PAI learning at the high school involved several interrelated strategies. Teachers play an active role in designing varied learning activities, dividing students into heterogeneous small groups, and facilitating group discussions. In addition, the teacher also provides constructive feedback to students to improve their understanding of the material. Students responded positively to the jigsaw method, feeling more active, engaged and motivated in learning. They also felt an increased understanding of PAI materials, especially in terms of the ability to discuss, collaborate, and present the results of group work.

**Keywords**— Jigsaw Method, Learning Outcomes, Islamic Religious Education, Takhasus Al-Qur'an High School

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## I. INTRODUCTION

Education is a means to develop the potential of individuals and society, fostering willingness, and inspiring the younger generation to explore various abilities and optimize them for comprehensive community development (Mulyasa, 2011). Education is not merely the transfer of knowledge but a complex and continuous process aimed at developing the potential of individuals and society holistically (Marsela Yulianti et al., 2022)

Islam serves as a comprehensive guide for human life in this world and the hereafter (Hidayah & Azis, 2022). However, it is essential for individuals to understand and practice Islamic teachings appropriately and contextually while respecting differences in opinion and avoiding extremism.

Islamic religious education (PAI) fundamentally aims to direct and guide all human potentials optimally. As an intentional process, PAI education entails the instillation, development, and reinforcement of values (Enrekang & Parepare, 2018). It teaches not only religious knowledge but also moral values applicable in everyday life. However, challenges remain in enhancing students' learning outcomes in PAI subjects. One of the primary obstacles is making PAI lessons engaging and interactive to motivate students to actively participate in the learning process (Haris & Fakhruddin, 2022).

Conventional teacher-centered teaching methods often bore students, reducing their engagement and comprehension of religious concepts. Addressing this requires innovation in teaching strategies. One promising approach is adopting active and collaborative learning models such as the jigsaw method.

The jigsaw method, a cooperative learning model, has proven effective in boosting students' motivation, critical thinking skills, and social abilities (Dinda Aulia Rahmi et al., 2023). This method divides students into small, heterogeneous groups, with each member responsible for learning a specific portion of the material. Members then meet in "expert groups" with peers assigned the same material to discuss and comprehend it. Finally, they return to their original groups to share their knowledge.

This study aims to analyze the strategies employed by PAI teachers in implementing the jigsaw method for Grade 10 students at SMA Takhasus Al-Qur'an. The selection of this school as the research site stems from its focus on Quranic studies and Islamic sciences. The findings are expected to contribute to the development of PAI teaching in schools with similar characteristics.

Specifically, the research seeks to answer the following questions: How do PAI teachers implement the jigsaw method, and what impact does it have on the learning outcomes of Grade 10 students at SMA Takhasus Al-Qur'an? This study aims to provide a clearer understanding of the jigsaw method's effectiveness in PAI teaching and offer recommendations for PAI teachers to design more innovative and engaging lessons.

## **II. METHOD**

### **Jigsaw Method: A Collaborative Learning Approach for Enhanced Student Outcomes**

The jigsaw method, initially developed and tested by Elliot Aronson and colleagues at the University of Texas and later adapted by Slavin and his team at Johns Hopkins University, is a teaching strategy grounded in a multifunctional group learning structure. This method can be applied to various topics and educational levels. Jigsaw is particularly engaging in the learning process, especially when the subject matter can be divided into distinct parts.

Jigsaw learning involves all students in both learning and teaching their peers. Learning is a series of physical and mental activities aimed at achieving behavioral changes, resulting from individual experiences in interaction with their environment, encompassing cognitive, affective, and psychomotor aspects. The outcomes of learning reflect the level of achievement reached by students concerning predetermined goals after a specific learning period (Hidayah & Azis, 2022)

The jigsaw method assists students in developing critical skills such as critical thinking, problem-solving, peer interaction, and effective communication (Akmalia & Cahyani, 2021). By actively involving students in the learning process, this approach not only enhances academic achievement but also nurtures independence, critical thinking, and social skills.

The primary objectives of the jigsaw model are to enhance teamwork, cooperative learning skills, and in-depth mastery of knowledge that may not be achieved through individual study. Moreover, this cooperative learning model fosters a sense of responsibility among students for their own learning and that of others.

The jigsaw method contributes positively to students' learning motivation. It simplifies the absorption of new material, fosters better academic outcomes, and encourages active participation in the learning process. Additionally, it provides opportunities for students to express opinions, process information, and improve communication skills.

Students engaged in jigsaw-based learning often achieve better results and develop a more positive attitude toward learning because of their direct involvement in the process. By promoting active learning, the method enables students to solve problems independently, perform tasks based on their knowledge, and develop a sustained interest in learning.

To ensure the success of the jigsaw method, teachers must adopt strategies that activate students' willingness and enthusiasm for learning. An effective teacher strategy attracts students' attention, fosters a positive response to education, and helps them implement positive attitudes in their daily lives. Achieving these goals requires teachers to select and apply innovative and engaging teaching strategies (Hidayah & Azis, 2022)

## **III. RESULT AND DISCUSSION**

### **A. Result**

Learning outcomes refer to the tangible changes in students' behavior after undergoing a learning process designed to meet specific educational objectives. Essentially, these outcomes encompass cognitive, affective, and psychomotor domains, representing the results of interactive teaching and learning processes between teachers and students. In the broader context of school education, learning activities are fundamental. The success of achieving educational goals largely depends on how effectively the teaching and learning processes are conducted. Therefore, teachers must have a comprehensive understanding to guide their students effectively.

According to Gage and Barliner (1992), as cited in Fadhilah Suralaga's book (2021:2), there are five critical issues in the teaching and learning process: selecting appropriate learning objectives, where teachers must understand students' characteristics and developmental stages; designing learning procedures that motivate and interact with students; choosing suitable teaching methods; and using proper evaluation tools. Among these components, the teaching method plays a significant role in influencing students' interest and learning outcomes.

Based on preliminary observations in a Grade 10 class, low student achievement in Islamic Education (PAI) is attributed to inadequate learning facilities and unengaging teaching methods. This has led to students feeling bored and becoming passive during lessons. Teachers often limit their role to transferring information, focusing on delivering concepts while students passively listen. To address this issue, the researcher proposes using the jigsaw cooperative learning method to encourage collaboration and improve communication skills among students.

The jigsaw method has its advantages and disadvantages. One of its strengths is that it fosters active, creative, and responsible learning among students. It allows students to think critically and share their ideas by explaining the material to other group members. However, a notable challenge lies in the peer-teaching principle, where differing perceptions among students about certain concepts may create difficulties during group discussions.

By implementing the jigsaw method, it is expected that students will become more engaged and improve their learning outcomes while developing essential skills such as teamwork and communication.

## **B. Discussion**

In educational institutions, teachers serve as both leaders (managers) who deliver subject matter and as educators who aim to nurture students into knowledgeable and morally upright individuals (Heriyansyah, 2018). A teacher is an individual who should be respected and emulated by students and the surrounding community.

An Islamic Education teacher is someone who teaches and instills Islamic values by guiding, mentoring, exemplifying, and directing students toward physical and spiritual maturity. This aligns with the goals of Islamic education, which aim to nurture students into true Muslims who are steadfast in their faith, perform good deeds, exhibit noble character, and contribute positively to society, religion, and the nation (Rozak, 2023). However, the practice of fulfilling this role comes with numerous challenges and complexities. Therefore, continuous efforts are required to enhance the quality and professionalism of Islamic Education teachers to produce a generation that is faithful, pious, and virtuous.

Islamic Education is a compulsory subject in schools, constituting an integral part of Islamic teachings. It evolves from the fundamental principles of Islam and is designed to develop students' character and personality. The curriculum of Islamic Education integrates faith, piety to Allah SWT, noble character, and comprehensive knowledge of Islam, particularly its sources and foundational principles. The subject encourages students not only to acquire knowledge of Islam but also to practice and apply Islamic teachings in their daily lives. (Depdiknas., 2006)

Moreover, Islamic Education teachers play a crucial role in shaping students' attitudes, behaviors, and moral values. They teach ethics, responsibility, mutual respect, tolerance, and social empathy based on Islamic teachings. These teachers are responsible for fostering a conducive learning environment and motivating students to internalize Islamic values in their daily lives. However, teachers at institutions such as Grade 10 SMA Takhassus Al-Qur'an in Tarub may face various challenges, including limited resources, suboptimal curricula, insufficient understanding of religious character education, and the diverse backgrounds and needs of their students.

As educators, Islamic Education teachers act as controllers and guides in the educational process, steering the growth and development of their students. From the perspective of Islamic education, a teacher is an adult responsible for fostering the comprehensive development of students' potential—cognitive, affective, and psychomotor. This development aims to achieve physical and spiritual maturity, enabling students to fulfill their responsibilities as servants of Allah, social beings, and individuals capable of standing on their own.

## **IV. CONCLUSION**

This study examines the role of Islamic Education (PAI) teachers in improving the learning outcomes of Grade 10 students at SMA Takhassus Al-Qur'an Tarub through the implementation of the jigsaw method. The jigsaw method, a cooperative learning model, engages students in heterogeneous small groups to study specific parts of the material and share their knowledge. The findings reveal that teachers actively design learning activities and provide constructive feedback, while students respond positively with enhanced understanding, discussion skills, and collaboration. The study concludes that the jigsaw method is effective in improving students' learning outcomes and developing their social and emotional aspects, providing significant implications for PAI teachers to design more active and participatory learning experiences.

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