



IPS Teacher's Efforts In Increasing Students' Interest In Learning Class VIII C Through The Jigsaw Cooperative Method At Mts Darul Ulum II Bujur Tengah

Hotim Febriliya Setiyawati ⁽¹⁾, Faraniena Yunaeni R⁽²⁾.

^{(1),(2)}, Institut Agama Islam Negeri Madura,

⁽¹⁾, titinsetiawati0522@gmail.com, ¹⁾, faranienayunaeni@gmail.com.

Article Info

History Article

Received: March 25, 2025

Revised: March 29, 2025

Accepted: March 29, 2025

Keywords:

efforts of social studies
teachers; cooperative
jigsaw method; classroom
action research.

Abstract

This study aims to determine the efforts of social studies teachers in increasing students' interest in learning class VIII C through the application of the Jigsaw type cooperative method at MTs Darul Ulum II Longitude Tengah, Pamekasan. In addition, this research focuses on identifying the supporting and inhibiting factors in the application of the Jigsaw method. This study used classroom action research method (PTK), with data collection through observation, questionnaires, and post-test conducted in two cycles. The results showed an increase in student interest and participation after the application of the Jigsaw method. In Cycle 1, student motivation increased, learning outcomes needed more attention in this cycle only 41.67% of students reached mastery with the average student motivation reaching 78.1% and increased in Cycle 2 to 84.4%, learning outcomes improved significantly, with 87.5% of students reaching mastery. Supporting factors for the success of this method were cooperation among students in groups and efficient time management, while inhibiting factors were lack of time management and group supervision. Based on these findings, the Jigsaw cooperative method can be an effective alternative to increase students' interest and motivation in learning social studies, with better class and time management.

2025 Institut Agama Islam Negeri Madura

Address:

Tadris Ilmu Pengetahuan Sosial Department,
Institut Agama Islam Negeri Madura, Indonesia.
E-mail: sociale@iainmadura.ac.id

E-ISSN: 3047-1885

<https://doi.org/10.19105/sociale.v2i1.18770>



Introduction

Learning is a combination of human elements, materials, facilities, equipment, and procedures that influence each other to achieve predetermined learning objectives. Conventional learning method is a traditional learning method that is commonly used from a long time ago in the form of lecture method. This lecture method is a conventional learning method that has long been used as a means of oral communication between teachers and students in the learning and learning process.¹

This is because the role of a teacher is very influential on student interest in learning, where student interest in learning can decrease due to internal and external factors from the students themselves. Internal factors include learning motivation, intelligence, habits and self-confidence. While external factors are factors that exist outside students such as, teachers as coaches of learning activities, learning strategies, facilities and infrastructure, curriculum and environment. Teacher work productivity is one of the determining factors for the success of quality education. Interest arises because of a deep attention to an object, where this attention raises the desire to know, learn, and prove further.²

The results of the study explained that jigsaw learning in the institution was only used by a few teachers, and some other teachers still used conventional methods. However, the most striking positive change is the learning activities using the jigsaw cooperative method which is able to encourage students to be active and help each other in mastering the subject matter to achieve maximum achievement. In this learning model, there are stages in its implementation. In the first stage, students are grouped into small groups. The formation of these student groups can be done by the teacher based on certain considerations. To optimize the benefits of group learning, group membership should be heterogeneous, both in terms of ability and other characteristics. Thus, an effective way to ensure group heterogeneity is for the teacher to create the groups. If students are allowed to

¹ <http://magister-pendidikan.blogspot.com/p/pembelajaran-konvensional.html> jam 02.30 014/12/2023

² Raudhotul Jannah, Hegar Harini dan Norkhakim, Upaya Meningkatkan Minat Belajar Siswa Melalui Metode Demonstrasi, Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III, 41

create their own groups, they will usually choose friends they really like, such as friends of the same sex, same ethnicity, and the same ability.

Method

The type of research conducted is class action research (PTK). There are several definitions according to several experts about the meaning of classroom action research, the first is according to Robert Rapoport (1970) who states that action research is research that aims to make a direct contribution to the practical problems of society in problematic situations and to the goals of social science by collaborating within an ethical framework agreed upon between each other. The second, according to Stephen Kemmis (1983) who wrote that action research is a form of self-reflective inquiry carried out by participants in social situations to improve rationality and justice in social and educational practices. The third definition is taken from a paper written by Dave Ebbut (1985), which is a systematic study carried out by a group of participants to improve educational practices with their own practical actions and their reflection on the effects of these actions.³

This research using PTK uses a continuous cycle to get the desired improvement in student learning outcomes. where each cycle is carried out planning, implementation, observation, and reflection activities. These activities are carried out repeatedly until the expected improvement.

This class action research will assist researchers in obtaining valid data. This research describes the whole process from the beginning of the provision of action to the impact of the actions that have been taken. To obtain data and make it easier for researchers to conduct this research, researchers conducted this research activity collaboratively with the social studies teacher of class VIII C MTS Darul Ulum II Bujur Tengah Pamekasan.

³ Dafid Hopkins, *Panduan Guru Penelitian Tindakan Kelas*, (Yogyakarta: Pustaka Pelajar, 2011), hlm. 87.

Result and Discussion

Implementation of The Jigsaw Cooperative Method At Mts Darul Ulum II Bujur Tengah

A. Cycle 1 (3 meetings)

1. Planning

At this stage, planning includes the preparation of researchers and social studies teachers to prepare teaching modules that contain a series of learning activities with cooperative learning jigsaw technique. Then prepare research instruments consisting of observation sheets, pretests and post tests. In addition, it also coordinates with the teacher as a collaborator.

2. Implementation of Action

Initial activities:

- a) Greetings
- b) The teacher appoints one of the students to lead the prayer in accordance with their respective religions and beliefs
- c) The teacher takes attendance of students, then the teacher ensures that students are ready to take part in learning.
- d) The teacher motivates students with enthusiastic yells.
- e) The teacher provides apperception. Apperception is done by recalling the previous learning material and describing the material at the time of current learning.
- f) The teacher conveys differentiated learning strategies with the jigsaw technique, learning outcomes, learning objectives and assessment techniques that will be carried out.
- g) Teachers and students agree on a learning agreement in the classroom.

Core activities:

- a) The teacher divides the class into 6 groups of expert teams and teams of origin.
- b) The teacher divides the lesson into 6 parts.
- c) Some students from the expert group go to the origin group to discuss.

- d) Students who have discussed from the origin group return to the expert group to discuss the material, each student has their own part to explain the material they have learned in the origin group.
- e) Expert groups present the results of group discussions in front of the class.

Closing Activity:

- a) The teacher provides feedback and affirmation (confirmation and clarification).
- b) The teacher provides information about the activity plan for the next meeting.
- c) The teacher closes the learning activity with prayer

3. Observation Results

The application of the jigsaw method in cycle 1 caused changes in the learning process and an increase in student learning motivation, students were more enthusiastic and excited about learning. Because this jigsaw method brings a pleasant new atmosphere to students, where the previous learning used in class looks monotonous with the lecture method.

During discussion activities, students have the responsibility of presenting or explaining the material and asking each other questions, so that students become active. After the discussion on the expert team was completed, the students returned to the team or group of origin to explain to the other group members what they had learned previously at the expert team meeting.

From the observation results of cycle 1, it can be seen that the increase in student learning outcomes when compared to previous learning is a considerable increase. It can be seen from the attachment of observation results, the comparison of observation results shows an increase in student learning motivation with a difference of 43.7%.

Based on the results of observations during the learning process by applying the jigsaw method, the researcher can conclude that students of class VIII C are motivated in learning social studies material, this can be seen when the discussion begins to be implemented students experience confusion with what they have to do so that the situation makes students enthusiastic and enthusiastic in asking questions, although it looks a bit

awkward with the jigsaw method, because they want to know how the implementation of learning with the jigsaw method.

In addition, when students explain the topic in the expert team and the group of origin, students are less able to explain and they are still embarrassed to speak in front of their friends, this is also evident when students explain they still look at the text a lot. By using the observation sheet, students' interest in learning can be observed which refers to the comparison of the percentage of pre-implementation observation results with observation results in cycle 1, namely pre-implementation of an average of 1.375 with a percentage of 34.4% and increased in cycle 1 observation results of an average of 3.125 with a percentage of 78.1%.

In this study, in addition to using observation to determine the increase in student interest in learning social studies using jigsaw techniques, researchers also explore student interest through questionnaires that have been given to students after the learning is completed in each cycle. In cycle 1 the questionnaire results showed a score of 325 or 42.3% which was categorized as moderate interest. The following are details of the questionnaire results in cycle 1.

Tabel 1 Questionnaire Results In Cycle 1

No	Name	Question Number / score								Total	Percentage (%)
		1	2	3	4	5	6	7	8		
1	Afia Umaila	1	2	2	2	2	1	2	2	14	43,7
2	Atika Aprilia F	2	2	2	2	2	2	2	2	16	50
3	Devi Julia Putri	1	2	1	2	1	1	2	1	11	34,4
4	Dewi Tasya A	1	3	1	3	1	1	3	1	14	43,7
5	Ernawati	2	3	1	3	1	2	3	1	16	50
6	Firdausiyah	2	2	2	2	2	2	2	2	16	50
7	Helmiatul Aida	3	2	1	2	1	3	2	1	15	46,9
8	Imaniyatul Fitria	1	2	2	2	2	1	2	2	14	43,7
9	Imroatus Solihah	1	2	1	2	1	1	2	1	11	34,4
10	Indah Nuriana	1	1	3	1	3	1	1	3	14	43,7

11	Lia Amanda	2	2	3	2	3	2	2	3	19	59,4
12	Norjannah	2	1	1	1	1	2	1	1	10	31,3
13	Nur Azizah	2	1	1	1	1	2	1	1	10	31,3
14	Putri Aulianingsih	2	3	2	3	2	2	3	2	19	59,4
15	Rita	1	2	2	2	2	1	2	2	14	43,7
16	Siti Fatima	2	2	1	2	1	2	2	1	13	40,6
17	Sitti Layyinatuz Z	1	1	1	1	1	1	1	1	8	
18	Sitti Marhamah	3	1	2	1	2	3	1	2	15	46,9
19	Sophia Amelia H	1	1	1	1	1	1	1	1	8	25
20	ST. Halimah	1	3	2	3	2	1	3	2	17	53,1
21	ST. Maisaroh	2	1	1	1	1	2	1	1	10	31,3
22	Zaskia Fazha	2	2	2	2	2	2	2	2	16	50
23	Nuraini	1	2	2	2	2	1	2	2	14	43,7
24	Romiatun	1	2	1	2	1	1	2	1	11	34,4
Total										325	
Percentage										42.3%	

The results of the student interest questionnaire are categorized as follows 0-25% no interest, 26-50% moderate interest, 51-75% interest, 76-100% very interested. From the table above, it can be concluded that there are only 3 students who expressed sufficient interest in learning, while the rest expressed sufficient interest.

4. Cycle 1 Reflection

As for seeing the completeness of each student in cycle 1, a post-test was held at the end of the cycle. The post-test results were used to determine the success rate of the research. The level of student success in cycle 1 can be seen in the appendix.

It can be seen that of the 24 students in cycle 1 (post test 1) who completed 10 students with a percentage of completeness of 41.67%. With an average class score of 60.83. So the classical student learning completeness in cycle 1

(post test 1) was 41.67% by referring to students who met the same score or above the agreed Minimum Completion Criteria threshold of 80%.

The constraints in the jigsaw method in cycle 1 were as follows.

1. Students were still unfamiliar and awkward in using the jigsaw method.
2. There are still students who have not read the material.
3. During the learning process, researchers still find students who play alone and lack focus.

The indicators of the success of the application of the jigsaw method in increasing students' interest in learning social studies subjects that were observed during the learning implementation process using the jigsaw technique are as follows:

1. With the jigsaw method, there is an increase in students' interest in learning social studies although students are still awkward in its application.
2. With the jigsaw method students are increasingly brave to express / defend opinions
3. With the jigsaw method there is a strong desire to learn social studies subjects which look more eager in carrying out their duties
4. With the jigsaw method students show the ability to follow the teacher's instructions and maintain concentration during the learning process

B. Cycle 2 (3 meetings)

1. Planning

At this stage, the planning included the preparation of researchers and social studies teachers to prepare teaching modules that contained a series of activities for cooperative learning using the jigsaw technique.

To overcome the obstacles that occurred in cycle I, researchers took a comprehensive approach to students. So that students are still not accustomed and somewhat awkward greeting the use of the jigsaw method to be not shy and hesitate again and more confident. In addition, the researcher also directed students who had not read the subject matter to read it first. During the learning process, the researcher also motivated students who played alone and did not focus on learning.

The following are ways to overcome obstacles in the jigsaw method in cycle 1.

- a) Students are getting used to and prefer to use the jigsaw method.
- b) Students are more diligent in reading the material.
- c) Students have started to focus and not play alone.
- d) Action Implementation

2. Implementation of Action

Initial activities:

- a) Greetings
- b) The teacher appoints one of the students to lead the prayer in accordance with their respective religions and beliefs (self-awareness-emotion recognition).
- c) The teacher takes attendance of students, then the teacher ensures that students are ready to participate in learning.
- d) The teacher motivates the learners with spirit yells.
- e) The teacher provides apperception. Apperception is done by recalling the previous learning material and describing the material at the time of current learning.
- f) The teacher conveys differentiated learning strategies with the jigsaw technique, learning outcomes, learning objectives and assessment techniques that will be carried out.
- g) Teachers and students agree on a learning agreement in class (self-awareness-emotion recognition).

Core activities:

- a) The teacher divides the class into 6 groups of expert teams and home teams.
- b) The teacher divides the lesson into 6 parts.
- c) Some students from the expert group go to the origin group to discuss.
- d) Students who have discussed from the origin group return to the expert to discuss the material, each student has their own part to explain the material they have learned in the origin group.

- e) The expert group presents the results of the group discussion in front of the class.

Closing Activities:

- a) The teacher provides feedback and affirmation (confirmation and clarification).
 b) The teacher provides information about the activity plan for the next meeting.
 c) The teacher closes the learning activity with prayer. different materials.
 d) Closing Greetings.

3. Observation Results

From the observation results of cycle 2, it can be seen that the increase in student interest in learning when compared to previous learning is a considerable increase. In this case it can be seen with an increase in student interest in learning with a difference of 6.3% compared to the results of student interest in cycle 1. The following are details of the results of the student interest questionnaire in cycle 2.

Tabel 2 Questionnaire Results In Cycle 2

No	Name	Question Number / score								Total	Percentage (%)
		1	2	3	4	5	6	7	8		
1	Afia Umaila	3	3	3	3	3	3	3	3	24	75
	Atika Aprilia										84,4
2	Fajariyah	3	4	3	3	4	3	4	3	27	
3	Devi Julia Putri	3	4	3	3	4	3	4	3	27	84,4
4	Dewi Tasya Annabila	4	3	3	4	3	3	3	3	26	81,3
5	Ernawati	4	4	4	4	4	4	4	4	32	100
6	Firdausiyah	3	4	4	3	4	4	4	4	30	93,8
7	Helmiatul Aida	4	3	4	4	3	4	3	4	29	90,6
8	Imaniyatul Fitria	3	3	4	3	3	4	3	4	27	84,4
9	Imroatus Solihah	4	3	3	4	3	3	3	3	26	81,3
10	Indah Nuriana	3	2	3	3	2	3	2	3	21	65,6
11	Lia Amanda	4	2	4	4	2	4	2	4	26	81,3
12	Norjannah	3	4	4	3	4	4	4	4	30	93,8

13	Nur Azizah	2	4	3	2	4	3	4	3	25	78,1
14	Putri Aulianingsih	2	3	3	2	3	3	3	3	22	68,8
15	Rita	3	3	4	3	3	4	3	4	27	84,4
16	Siti Fatima	3	3	3	3	3	3	3	3	24	75
17	Sitti Layyinatuz Z	4	3	3	4	3	3	3	3	26	81,3
18	Sitti Marhamah	3	3	4	3	3	4	3	4	27	84,4
19	Sophia Amelia H	4	4	3	4	4	3	4	3	29	93,8
20	ST. Halimah	3	3	4	3	3	4	3	4	27	84,4
21	ST. Maisaroh	3	4	3	3	4	3	4	3	27	84,4
22	Zaskia Fazha	4	3	4	4	3	4	3	4	29	93,8
23	Nuraini	4	3	3	4	3	3	3	3	26	81,3
24	Romiatun	4	4	3	4	4	3	4	3	29	93,8
Total										643	
Percentage										83.7%	

The results of the student interest questionnaire are categorized as follows 0-25% no interest, 26-50% moderate interest, 51-75% interest, 76-100% very interested. From the table above it can be concluded that in cycle 2 there were 2 students who expressed interest in learning while the rest expressed great interest in learning using the Jigsaw cooperative technique.

The indicators of the success of the application of the jigsaw method in increasing students' interest in learning social studies subjects that were observed during the learning implementation process using the jigsaw technique are as follows:

- With the jigsaw method there is an increase in student interest in learning social studies pelajaran has increased in each cycle
- With the jigsaw method students are increasingly brave to express / defend opinions
- With the jigsaw method there is a strong desire to learn social studies subjects which look more eager to carry out their duties and discuss with their group.

d) With the jigsaw method students show the ability to follow the teacher's instructions and maintain concentration during the learning process.

The obstacles in the Jigsaw Method in cycle 2 have been reduced, it's just that during the learning process, researchers still find students who play alone but the number is small and does not interfere with the course of the discussion. The following are the results of observations of student interest in cycle 2 which are presented in the table in the appendix. The application of the Jigsaw Method in cycle 1 caused changes in the learning process and an increase in student interest in learning, this can be seen from the observation sheet of student interest in learning which shows an increase in interest in learning with an average value of 3.375 and a percentage of 84.4% which indicates that there is an increase of 6.3% from cycle 1.

Student learning interest in cycle 2 this time increased more than cycle 1. In cycle 2 this time the indicator of improvement can be seen in the average value from 3.125 to 3.375. Students are more encouraged to carry out the tasks given by the teacher, students look enthusiastic in learning and are more active in their groups. It is evident that when in group discussions, students are more courageous in expressing their opinions, and students respond to each other so that they become active and students focus on learning. This shows that students have an interest in learning social studies using the jigsaw technique. Thus there was an increase in student interest in learning by 84.4%.

4. Cycle 2 Reflection

As for seeing the student completeness of each student in cycle 2, at the end of each cycle a post test was held. The results of the test were used to determine the success rate of research in cycle 2. The level of student success in cycle 2 can be seen in the appendix. It can be seen that of the 24 students in cycle 2 who completed 21 people with a percentage of 87.5%. Students who did not complete amounted to 3 people. The class average score was 87.5. So the classical student learning completeness in cycle 2 (post test) was 87.5% by

referring to students who had reached a score equal to or more than the minimum completeness criteria threshold.

It can be concluded that the classical learning completeness in cycle 2 was 87.5%, so the criteria for the success rate of student learning in cycle 2 were categorized as very good. And in cycle 2 there was an increase from the percentage of completeness in cycle 1 of 41.67% and in cycle 2 the percentage was 87.5%. In other words, it has been successful and has reached the KKM value that has been made by the school, therefore, this research is considered sufficient until the cycle.

In this study, in addition to using observations to determine the increase in student interest in learning social studies using the jigsaw technique, researchers also explore student interest through questionnaires that have been given to students after learning is completed in each cycle. In cycle 1 the questionnaire results showed a score of 325 or 42.3% which was categorized as quite good. While in cycle 2 the questionnaire results showed an increase in student interest with a score of 643 or 83.7% in the Very Good category.

Based on the research results from cycle 1 to cycle 2, it shows that in using the jigsaw technique students can work well together between group members, be responsible for their groups and practice developing students' abilities to speak, accept other people's opinions. solve problems in groups, and be creative in solving problems.

In cycle 1 to cycle 2, it has shown an increase. It can be seen that each student in the group has been creative in solving problems in groups of problems given by the teacher. Students have begun to be enthusiastic in group discussion activities, each group member plays a role in the distribution of material that has been given by the teacher. The following is an illustration of the increase in student interest based on the results of observations and questionnaires listed in the table below.

Table 3 Student Observation and Questionnaire Results

No	Step	Observation		Questionnaire (%)	
		%	Increase %	%	Increase %

1	cycle 1	78.1	0.00	42.3	0.00
2	cycle 2	84.4	5.4	83.7	41.4

Before the two cycles above were implemented, the researcher first conducted an initial observation. The results of the observation showed that the teacher was still using conventional learning, namely the lecture method. The teacher only explained the lesson accompanied by dictating students to take notes of important things when the teacher explained and occasionally interspersed with questions from the teacher. With the learning implemented by the teacher as mentioned, students became bored and lazy to follow and listen to the lesson, due to the monotonous learning process. In the pre-test stage, the researcher used learning using the lecture and question and answer methods, it can be seen that students are not very interested in learning. Most students ignore the lessons explained by the teacher, they look bored and unenthusiastic so that students feel bored and lazy to learn because the learning is only dominated by the teacher. The results of the student pre-observation showed that students' interest in learning had an average value of 1.375 and a percentage of 34.4%.

After getting the results of the pre-observation which showed that students' interest in social studies learning was still relatively low, the researcher took action to propose the use of the Jigsaw Technique in learning. The Jigsaw method is a type of group learning that encourages students to be active and help each other in mastering the subject matter to achieve the desired educational goals. In addition, it also prepares mentally and trains physical skills, as well as to increase students' sense of responsibility for their own learning and also the learning of others (their group). Cycle 1 was carried out in 3 meetings. The application of the Jigsaw Method in cycle 1 resulted in changes in the learning process and an increase in students' learning motivation, students were more enthusiastic and excited in learning. Because the Jigsaw Method brings a new, pleasant atmosphere to students, where previous learning, namely during the pre-observation, seemed monotonous

with the lecture method. However, in cycle 1, students experienced confusion and awkwardness with what they had to do because they were not used to this method, so that this situation made students enthusiastic and enthusiastic in asking questions, even though they looked a bit awkward with the jigsaw method, because they wanted to know how to implement social studies learning with the jigsaw method as explained by the teacher at the beginning of the lesson.

By using observation sheets and questionnaires, learning interest in cycle 1 can be observed which indicates an average value of 3.125 with a percentage of 78.1%. This indicates an increase in learning motivation compared to pre-observation or before the use of the Jigsaw technique.

The application of the Jigsaw technique in cycle 2 caused changes in the learning process and a very rapid increase in student learning interest, in cycle 2 students were no longer awkward about the implementation of the Jigsaw technique in social studies learning, students were very enthusiastic and creative in questions that they did not understand, students were more daring to express their opinions, and students responded to each other so that learning became active and students focused on learning.

Student learning interest in cycle 2 this time increased more than cycle 1. In cycle 2 this time the indicator of increase can be seen from the average value of cycle 1 observations indicating 3.125 and a percentage of 78.1% to 3.375 with a percentage of 84.4%, an increase of 5.4%. Meanwhile, the results of the student questionnaire showed that the score achieved in cycle 1 was 325 or 42.3%, increasing to 643 or 83.7% in cycle 2.

This proves the field results obtained by researchers which show an increase in interest in learning with the jigsaw technique. The conclusion from the overall value is that there is significant development. In this study, learning is said to be successful if students classically achieve a minimum of 80% completeness, which is an agreement between researchers and collaborators. So that in cycle 2 where student interest has reached a value of more than 80%, the action can be stopped.

The indicators of the success of the implementation of the jigsaw technique observed from cycle 1 and cycle 2 are as follows:

- a. An increase in student interest in learning can be seen from the increase in each cycle.
- b. With the Jigsaw technique, students become more interested in learning social studies, students enjoy participating in teaching and learning activities and have a strong desire to learn social studies.
- c. With the Jigsaw technique, students are more enthusiastic. It can be seen from their radiant and enthusiastic faces, having great curiosity, trying to do all the tasks, looking enthusiastic in doing the tasks, and trying to do the tasks within the specified time.
- d. With the jigsaw technique, students are more creative in asking questions to the teacher if there is something that is not clear, and are more courageous in expressing their opinions.
- e. With the Jigsaw technique, a pleasant atmosphere arises and harmony arises between individuals/groups.

The indicators of success of learning interest above are in line with the opinion of Lestari and Mokhammad, indicators of learning interest are 1) feelings of pleasure, 2) interest in learning, 3) showing attention while learning, 4) involvement in learning. While indicators of learning interest are 1) the existence of concentration of attention, feelings and thoughts of the subject towards learning because of interest, 2) the existence of feelings of pleasure towards learning, 3) the existence of willingness and tendency in the subject to be seen actively in learning and to get the best results.⁴.

Suggestion

The application of the Jigsaw method saw a clear improvement in student motivation and participation. However, learning outcomes still require more attention. Before the implementation of this method, student motivation was low.

⁴ Askhabul Kirom, Peran Guru Dan Peserta Didik Dalam Proses Pembelajaran Berbasis Multikultural, al-Murabbi, Volume 3, Nomor 1, Desember 2017

In the pre-implementation, the average score was only 1.375 and the percentage was 34.4%, which showed less active student participation. After applying the jigsaw method, the observation results of cycle 1 implementation showed significant progress, with the average score increasing to 3.125 and a percentage of 78.1%, indicating that student motivation and participation increased. The results of the student questionnaire showed a score of 325 or 42.3%, which was included in the "Good Enough" category, indicating that the Jigsaw method was quite effective in increasing students' interest in social studies subjects. However, the post-test results in cycle 1 showed that out of 24 students, only 10 students achieved mastery, with a percentage of 41.67% and an average class score of 60.83, indicating the need for improvement in classical learning outcomes. However, in cycle 2, there were 21 completed students with a percentage of 87.5%. Incomplete students amounted to 3 people. The class average score was 87.5. So the classical student learning completeness in cycle 2 (post test) was 87.5% by referring to students who had reached a score equal to or more than the Minimum Completion Criteria (KKM) threshold.

In cycle 2, there was an increase in interest in learning, it can be seen that each group has been able to take responsibility for the material that has been given to each group member, each group has been seen creatively solving problems in groups, and students have been seen active during learning. The questionnaire results in cycle 2 amounted to 83.7% and the results of observations of student interest in learning amounted to 84.4%.

References

- Agus Trisno Budiyo, *Sintaks 45 Metode Pembelajaran Dalam Studi Centered Learning (SCL)*, (Malang: UMM Press, 2016).
- Agustini Buchari, Peran Guru Dalam Pengelolaan Pembelajaran, *Jurnal Ilmiah Iqra' Fakultas Tarbiyah dan Ilmu Keguruan [FTIK] IAIN Manado* Volume 12 Nomor 2 2018, 109.
- Amni Fauzian, Asihrosnaningsih, Samsul Azhar, "Hubungan Antara Motivasi Belajar Dengan Minat Belajar Siswa Kelas IV SDN Poris Gaga 05 Kota Tangerang", *JPSD*, Vol. 4, Nomor. 1, Oktober 2017.

- Andi Ferawati JafarAl asma: Journal of Islamic Education, Penerapan Metode Pembelajaran Konvensional Terhadap Hasil Belajar Fisika Peserta Didik The Implementation Of The Conventional Learning Method To Physics Learning Outcomes Of Students , (Online) Vol. 3, No. 2, November 2021.
- Askhabul Kirom, Peran Guru Dan Peserta Didik Dalam Proses Pembelajaran Berbasis Multikultural, al-Murabbi, Volume 3, Nomor 1, Desember 2017.
- Dafid Hopkins, Panduan Guru Penelitian Tindakan Kelas, (Yogyakarta: Pustaka Pelajar, 2011).
- Dea Kiki Yestiani & Nabila Zahwa , Peran Guru Dalam Pembelajaran Pada Siswa Sekolah Dasar, Fondatia : Jurnal Pendidikan Dasar Volume 4, Nomor 1, Maret 2020.
- Djunaidi Ghoni, Penelitian Tindakan Kelas (Malang: UIN-Malang Press, 2008).
- Hamzah B Uno, et. Al, Menjadi Peneliti PTK Yang Profesional, (Jakarta: Bumi aksara, 2012).
- Haryati Sri, Belajar Dan Pembelajaran Berbasis Cooperative Learning, (Magelang: Graha Cendekia, 2017).
- <http://magister-pendidikan.blogspot.com/p/pembelajaran-konvensional.html> jam 02.30 014/12/2023.
- Kabela Putri, Sutrisno Djaja, Bambang Suyadi, "Pengaruh Minat Belajar Dan Kecerdasan Emosional Terhadap Prestasi Belajar Siswa Kelas Xi Ips Sma Negeri 1 Prajekan Kabupaten Bondowoso Tahun Ajaran 2016/2017", Pendidikan Ekonomi, Vol .11, nomor 1, 2017.
- Lexy J. Moleong, Metodologi Penelitian Kualitatif (Bandung: PT. Remaja Rosdakarya, 2014).
- Lina Budiarti dan Heryanto Nur Muhammad, Upaya Guru dalam meningkatkan Minat Belajar di dalam Pembelajaran Pendidikan Jasmani Melalui Permainan di Sekolah Dasar (Study pada siswa kelas III SDN Sawotratap I), Jurnal Pendidikan Olahraga dan Kesehatan Volume 01 Nomor 03 Tahun 2013.
- Maulana Akbar Sanjani, Tugas Dan Peranan Guru Dalam Proses Peningkatan Belajar Mengajar, Jurnal Serunai Ilmu Pendidikan Vol.6, No.1, Juni 2020.
- Nanang Martono, Metode Penelitian Kuantitatif: Analisis Isi dan Analisis Data Sekunder, (Jakarta: Rajawali Pers, 2011).
- Nurdyansyah, Eny Fariyatu Fahyuni, Inovasi Model Pembelajaran Sesuai Kurikulum 2013, (Siduarjo: Nizamia Learning Center: 2016).

Observasi Lapangan, MTS Darul Ulum II Bujur Tengah Pamekasan, 2 September 2023

Oemar Hamalik, Kurikulum dan Pembelajaran, cet. 3 (Jakarta: PT Bumi Aksara, 2001).

Pedoman Penulisan Karya Ilmiah, (Pamekasan: Institut Agama Islam Negeri Madura, 2020).

Rahma Tisa Nurpratiwi, Sigit Sriwanto, Esti Sarjanti, "Peningkatan Aktivitas Dan Prestasi Belajr Siswa Melalui Meode Picture And Picture Dengan Media Audio Visual Pada Mata Pelajarn Geografi Di Kelas XI IPS 2 Sma Negeri Bantarkawung", Pendidikan Geografi, Vol. IV, No. 2, Oktober 2015.

Raudhotul Jannah, Hegar Harini dan Norkhakim, Upaya Meningkatkan Minat Belajar Siswa Melalui Metode Demonstrasi, Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III, 41

Rusman, Model-Model Pembelajaran, (Jakarta: Raja Grafindo Persada. 2010).

Shanti Anggrayani, Institut Agama Islam Negeri (IAIN) Bengkulu SkrIPSi yang berjudul Penerapan Metode Jigsaw Untuk Meningkatkan Hasil Belajar Siswa Dalam Mata Pelajaran PAI Kelas X Di Sekolah Menengah Atas Negeri 04 Kaur, 12, 2019.

Siti Nurhasanah, A.Sobandi, "Minat Belajar Sebagai Determinan Hasil Belajar Siswa ,Jurnal", Pendidikan Manajemen Perkantoran, Vol. 1, nomor. 1, Agustus 2016.

Sudijono Anas, Pengantar Statistic Pendidikan, (Jakarta, Raja Grafindo Perseda, 2011).

Sugiono, Metode Penelitian Kuantitatif, Kualitatif, dan R dan D (Bandung: Alfabeta, 2010).

Sukardi, Metode Penelitian Pendidikan Tindakan Kelas Implementasi dan Pengembangannya (Jakarta: Bumi Aksara, 2013).

Sukidin, et. Al, Manajemen Penelitian Tindakan Kelas (tt:Insan Cenedekia, 2002).

Uswatun Khasanah, Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Untuk Meningkatkan Aktivitas Belajar Pada Mata Pelajaran IPS Siswa Kelas X Akl 2 Smk Negeri 7 Yogyakarta Tahun Ajaran 2017/2018, 22, 2018.

Wina Sanjaya, Penelitian Tindakan Kelas (Jakarta: Kencana, 2011).