



Implementation of the Jigsaw Type Cooperative Learning Model on Improving Achievement and Learning Motivation of Muhammadiyah in Mu'allimin Madrasah Muhammadiyah Yogyakarta

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ABSTRACT

This research aims to determine the enhancement of students' achievement and motivation after action, to know the difference in achievement and motivation to learn in the subjects of the youth through the cooperative learning model of the jigsaw type, describing the constraints of teachers in using the kind of unified learning model in Class 3 A Madrasah mu'allimin Muhammadiyah Yogyakarta. This research is a collaborative class of action research. The subject of the study was a Grade 3 student of A Madrasah Tsanawiyah mu'allimin Muhammadiyah Yogyakarta 2021/2022, with as many as 31 students. This research focuses on the achievement and motivation to learn the Kemuhammadiyah after implementing a cooperative learning model. Data collection techniques using observation, documentation, and tests. The data analysis techniques in this study used quantitative and qualitative descriptive. Based on the research achievements and motivation in learning, Kemuhammadiyah, through the application of a jigsaw type cooperative learning model, experienced a significant increase. Thus the jigsaw type cooperative learning model can be applied to Kemuhammadiyah subjects.

Keywords: Cooperative Learning, Learning Motivation, Jigsaw Type

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INTRODUCTION

Religious education is a subject that must be taught to students. The National Education System requires that religious subjects be taught at every type and level of education (Rohmah dkk., 2019). So religious issues can stem a person from moral and ethical damage to a person. Religious education helps clarify procedures for one's worship of God (Alt & Raichel, 2020). Education can save people for their future (Broadbent dkk., 2021; Carrington dkk., 2020; Larson dkk., 2020). Some of the goals of education are in

the form of content, materials, methods and evaluation of learning outcomes developed into a program of educational activities called the curriculum (Fathurrahman & Azizah, 2022). The term curriculum originally comes from the Latin Curriculae, which etymologically means the distance in the running or the distance from the start line to the finish line (Chotimah dkk., 2021).

The role of education is very important in dealing with community problems. According to Ivan Illich, education is a process of giving people various situations that aim to empower them by considering aspects of awareness, enlightenment, empowerment and behaviour change (Masrurroh & Hilabi, 2022). A conducive environment is needed to support these educational goals. Educators and students face reality as a problem that must be faced together and cannot be done separately (Oliveira dkk., 2021). Educators, students, parents and the environment are the most important elements in the learning process (Mudinillah, 2022). The implementation of education, especially teachers, is expected to form a harmonious, religious atmosphere that gives the impression that it is not boring and full of togetherness values so that each learning goal can be achieved optimally. Education as a vehicle in changing individual behaviour must, of course, have a plan, where the goal is a direction to be reached (Nabila, 2021). For this goal to be achieved in the learning process, it requires a teacher's expertise to master various skills or creativity in managing teaching and learning activities, such as choosing the right learning method. In other words, to achieve the goal correctly requires a good recipe and the right breakthrough. Because taking learning methods by teachers is one of the important factors or components of education that will determine the success or failure of a learning process.

Madrasah Mu'allimin Muhammadiyah Yogyakarta was founded by K.H. Ahmad Dahlan in 1918 (Ali, 2016; Boli dkk., 2022; Lenggono, 2018). This Madrasah is one of the boarding schools in the Yogyakarta City area equivalent to MTS and MA levels. The curriculum structure at Madarasa Mu'allimin Muhammadiyah Yogyakarta integrates the Ministry of Education and Culture curriculum, Ministry of Religion, and the typical curriculum of Madrasah Mu'allimin Muhammadiyah Yogyakarta (Boli dkk., 2022). Madrasah Mu'allimin Muhammadiyah Madrasah Mu'allimin Muhammadiyah Yogyakarta as a school for muhammadiyah cadres at the Tsanawiyah level which was later called MTs and Aliyah or commonly called MA which has the responsibility to produce knowledgeable students. At the MTs level, there are three classes, namely grade 1, grade 2 and grade 3. While the MA level is divided into three majors the first is Natural Sciences (IPA), the second is Social Sciences (IPS), and the third is Madrasah Aliyah Religion (Madrasah Aliyah Keagamaan). MAK). Each major has subject targets that must be achieved to become class excellence.

In grade 3, A Tsanawiyah, a junior high school, has one subject that is the responsibility of each class to be studied by students, namely the subject of Muhammadiyah. One of the efforts to produce students who are knowledgeable and have noble character is to improve the teacher's learning model so that the delivery of material provided by the teacher can be well received and maximally by students. The development

of an increasingly rapid era has a lot of impact on student learning. For teachers, this is a task that is not trivial to complete, not to hurt students.

In the teaching and learning process in the classroom, the Kemuhammadiyah teacher conveys the material using the lecture learning model. The lecture method is someone's words uttered by educators as an explanation of the mindset of students in the classroom (Hascan & Saidah, 2022). The lecture method can be said that the teacher is only a monologue or one-way communication to students. The lecture is essentially transferring information from the teacher to the learning target. There are three important elements in sharing information: teachers, materials, and learning objectives (Iskandar dkk., 2022). Students are expected to use their time to study and not do things that are not useful and not useful or even detrimental to others. Because often grade 3 A Tsanawiyah Madrasah Mu'allimin Muhammadiyah Yogyakarta students classified as teenagers do not maximize their learning time in class. They are not serious about taking lessons, such as not listening to the teacher, joking with their classmates, being sleepy and even falling asleep in class during teaching and learning activities. This phenomenon greatly affects the success of teachers in using the learning model. The decline in academic performance and student achievement is further evidence that the learning model used by teachers is not optimal to apply.

As an active grade 3 A student of Tsanawiyah Madrasah Mu'allimin Muhammadiyah Yogyakarta 2018, Arich said 'I often don't listen and talk to friends when the teacher teaches Kemuhammadiyah lessons'. He didn't listen to the teacher because the method used was very monotonous. Another opinion from Anshorullah said, "When I attended Kemuhammadiyah lessons, I felt I didn't understand from the beginning of the lesson. My misunderstanding gave birth to boredom, so I decided to sleep in class" Anshorullah. (17 January 2022) Private interview.

Table 1: Student's Daily Test Sheet

Description	Value
	Lecture method
Average	68.9
KKM	7
≤ 75	29
≥ 75	0
Percentage	24.1%
Lowest Score	4
Top Rated	7
Categories	Very Less

The impact of the lecture learning model used by the Kemuhammadiyah teacher greatly affects student achievement and motivation. The lecture method is a method that can be used with a large number of targets (Aktifah dkk., 2022). The teacher's learning model is a method or method that plays an important role in understanding students' understanding of the material provided by the teacher. Skills and creativity in teaching solutions are an important part of a teacher in making decisions about learning methods

before starting the learning process in the classroom. One of the various learning models that tend to hone student activity in learning that is often used by teachers is the jigsaw learning type cooperative learning method.

Jigsaw is a cooperative or cooperative learning type developed by Elliot Aronson (Sudrajat Ahmad. Cooperative learning model). This learning model is designed to increase students' sense of care and responsibility by dividing them into small groups. Each group member has responsibility for the assigned subtopic or material. In jigsaw type cooperative learning, students work in heterogeneous teams. Students are given assignments to read several chapters or units and an expert sheet consisting of different topics that each team member should focus on as they read. After all, students have finished reading, students from other teams with the same topic focus meet in expert groups to determine their topic (Nurlaela, 2022). Through these small groups, each group member is completed with other group members who have the same subtopic and then forms another group for discussion. According to Amri and Ahmadi, cooperative learning is a teaching and learning strategy that emphasizes shared attitudes and behaviour in regular work in groups of two or more people (Cai dkk., 2020, 2020).

Therefore, from these theories and arguments and according to the author's observations, there are no researchers who have examined the application of the jigsaw type cooperative learning model in increasing achievement and learning motivation of the Muhammadiyah Tsanawiyah Madrasah Mu'allimin Yogyakarta, so it is important to be an evaluation material and improve the quality of the parties involved. -related parties.

RESEARCH METHODOLOGY

This type of research is a type of classroom action research. Classroom action research comes from English, namely Classroom Action Research, which means research with action. One form of teacher professional development activity is conducting classroom action research (CAR). Classroom action research is a form of research activity for improving the quality of learning, whose implementation model is very simple (Susilo dkk., 2022). Action research is a reflective and collective form undertaken by researchers to improve their reasoning. Classroom action research is a process of assessing teaching and learning activities to provide solutions by taking planned actions in real situations and analyzing any treatment effects. This research is collaborative, meaning that the implementation of classroom action research involves teachers, researchers and certain parties to achieve the same goal (Bairagi & Munot, 2019). In general, there are four steps in conducting classroom action research. These steps have a cycle. The first cycle starts from planning, then implementation continues to make observations, and the last is reflection. If the research obtained unfavourable results in the first cycle, the study continued with the second cycle by making improvements in the first cycle. The process will stop when the research is deemed sufficient to be carried out. The following is an example of a cycle scheme in classroom action research.

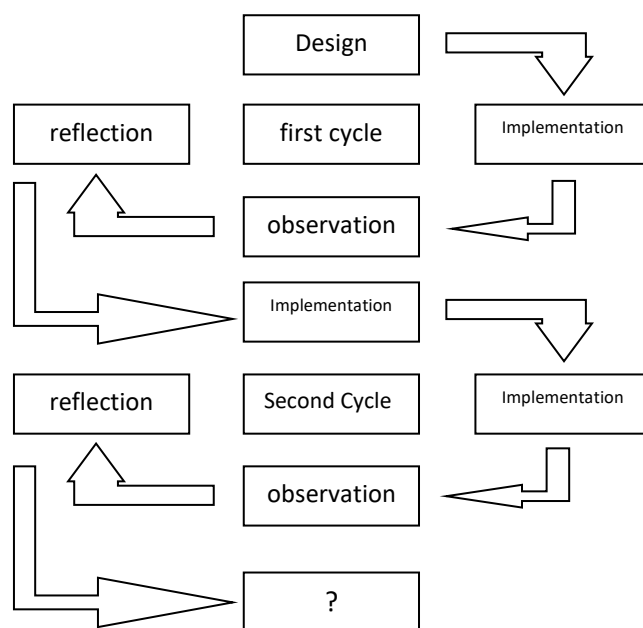


Fig 1. Classroom Action Research Steps (Suwarso dkk., 2022)

The research location is in the Mu'allimin Madrasah of Muhammadiyah Yogyakarta. The research subjects in this study were students of class 3 A, Tsanawiyah Madrasah Mu'allimin Muhammadiyah Yogyakarta, totalling 31 male students. The research subject is related to the informant. Informants are people who provide information. Another explanation about research informants is people who are used to providing information about the situation and condition of the research background (Arikunto, 2021a). Data collection is an important activity for research activities, so selecting data collection techniques must be careful. Data collection techniques used in this study are as follows:

The observation method is a method or method to find out events and realities that exist in the field directly in the learning process in class. Observation is a way of collecting data through observation and recording. The method used in this study is the method of systematic observation. The research method or approach that relies on observational scales is known as systemic observation ((Putri & Mudinillah, 2021). The researcher has prepared an observation sheet in the form of a list. Conducting initial observations identifies problems and analyses the causes of problems (Sartika, 2022). The observations and defects were carried out comprehensively to obtain maximum research on teaching and learning situations, both teacher activities and student activities in class 3 A Tsanawiyah at the Mu'allimin Muhammadiyah Madrasah, Yogyakarta.

The documentation method is a method for obtaining detailed data (Arikunto, 2021b). The documentation taken at Madrasah Mu'allimin Muhammadiyah Yogyakarta includes history, work structure, organizational structure, teachers, employees, students, the state of infrastructure or madrasa facilities, and the initial state of daily test scores of grade 3 A students at Madrasah Mu'allimin Muhammadiyah Yogyakarta.

The test is a way of collecting data using instruments or tools (Sukmadinata, 2019). The device or tool used in the trial is intended to measure intelligence, talent, interests, personality and learning outcomes.

RESULT AND DISCUSSION

Some of the instruments used to obtain data in the study are as follows:

Observation Sheet

In this study, the observation sheet is in the form of a checklist, namely observation sheets for teacher activities and student activities during the learning process in class using the jigsaw type cooperative learning model. The following is a checklist table for the observation sheet:

Table 2: Teacher Activity Observation Sheet on the Application of Jigsaw

o	Observation Aspect	Score				
	Learning Activities					
	The first meeting					
	1. Delivering Competency Standards, Basic Competencies and Indicators					
	2. Practically explain the method to be used					
	3. Deliver the material clearly					
	4. Give students the opportunity to ask questions					
	5. Reflect at the end of the lesson					
	Total Score					
	Percentage (%)					
I	Second Meeting (Jigsaw Method)					
	1. Practically explain the learning activities that will be carried out					
	2. Divide all students into groups (original and expert) then proceed to group discussion according to the method used					
	3. Apperception and motivation					
	4. Development of student motivation through group discussions/activities					
	5. Accompanying the group discussion process					
	6. Giving reinforcement to the material being studied					

	7. Give awards to the group with the highest score in answering questions					
	Total Score					
	Percentage (%)					
II	Third Meeting (Individual Test)					
	1. Condition the class before the test starts					
	2. Melakukan kuis atau tes secara individual					
	3. Monitor students in doing individual tests					
	Total Score					
	Percentage (%)					
	Total Score					
	Average Percentage (%)					

Table 3: Student Learning Motivation Observation Sheet

No	Observation Aspect	Score				
1	Contribute to each other in completing tasks					
2	Listening to the teacher					
3	Pay attention to the teacher.					
4	Actively deliver assigned material.					
5	Individual duty responsibilities					
6	Students ask					
7	Students think					
8	Students answer questions					
9	Discuss in groups					
10	Solve problems and provide solutions					

Table 4: Student Achievement Results Sheet

Description	Value	
	Before Action	After Action
Average		
KKM		
≤ 75		
≥ 75		
Percentage		
Lowest		

Score		
Top Rated		

Student Worksheet

Student worksheets are learning resources used to help students systematically reproduce information on the plans learned through learning activities (Mayasari dkk., 2022). Student observation sheets are given at each second meeting in each cycle to see student activities in learning motivation in class and aspects of cooperation in one group.

Individual Test

Individual tests are carried out at every third meeting of each cycle in the form of multiple choice. Before testing students, validation and reliability tests were carried out on the test items. The validity test aims to see the accuracy of the measurement. At the same time, the reliability test seeks to determine the extent to which the instrument can be trusted (Puspasari & Puspita, 2022).

The validity formula used is as follows:

$$r_{pbi} = \frac{Mp - Mt}{SD_t} \sqrt{\frac{p}{p}}$$

Information:

r_{pbi} = Item validity coefficient

M_p = The testee's average score, which for the item in question has been answered correctly

M_t = Average score of the total score

SD_t = Standard deviation of the total score

p = The proportion of testees who responded correctly to the items being tested for the validity of the items

q = The balance of testees who reacted incorrectly to the thing being tested for the validity of the item

If $r_{pbi} > r_{tabel}$ then the question is valid

As for how to find out whether it is reliable or not, the following formula is used:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Information:

r_{11} = Coefficient of overall test reliability

p = Proportion of subjects who answered the item correctly

q = Proportion of subjects who answered the item incorrectly ($q = 1-p$)

$\sum pq$ = The sum of the products of p and q

n = Number of items

S = Standard deviation of the test

if $r_{11} > r_{tabel}$ then the question is reliable (Arikunto, 2021b)

The method used is descriptive qualitative analysis, namely the method used to collect, compile, organize, analyze, and provide an interpretation of a set of materials in the form of numbers. The qualitative description aims to explain the phenomenon as deeply as possible through as deep as possible data collection (Prasastiningtyas & Robiyanto, 2021). The data analysis technique used is qualitative and quantitative analysis. They are qualitatively used to analyze non-test data in observations, interviews and descriptive documentation. It aims to tell the state of the class and all objects that become research informants during the Muhammadiyah learning process through the jigsaw type cooperative learning model. The data obtained from observations and documentation can be analyzed using qualitative data analysis from Miles and Huberman (Kollom dkk., 2021). Following are the stages of qualitative data analysis, namely:

The first is data reduction, namely summarizing and selecting data on important matters to provide a clear picture and facilitate research in the process of collecting data. The second is the presentation of the data, namely the preparation and organization of the reduction results to be easily understood in the form of charts, descriptions or the like. The third is concluding, namely discoveries obtained from the effects of research in the classroom that have been processed, and then decisions are drawn, which are explained in narrative form.

While quantitative analysis is used to analyze the test results in each cycle, which is descriptive. Here are the sections that will be explored:

Improvement of Learning Achievement

To determine the increase in student achievement during the first cycle, the second cycle can be calculated using the formula:

$$\text{Percentage} = \frac{\text{Number of Students Passing KKM}}{\text{Total Students}} \times 100\%$$

Increased Learning Motivation

The increase in students' learning motivation can be known by using success. The formula used is:

$$\text{Percentage} = \frac{\sum \text{Earning Score}}{\sum \text{Maximum Score}} \times 100\%$$

The indicators of success determined in this study are student achievement and motivation to achieve a minimum percentage of 80%.

With detailed criteria as follows:

0% - 25%	= Very Poor
26% - 50%	= Less
51% - 75%	= Fine
76% - 100	= Very Good

Madrasah Discussion of the results of this study is based on the results of observations before the action, cycle I and cycle II. The teacher's role in the learning

process is to shape students to achieve learning goals in their way and with creativity. Each student's physical and mental conditions are different from each other, so these differences have consequences for unequal and uneven learning outcomes. The characteristics of Muhammadiyah subjects are Muhammadiyah education which forms students' personalities with noble character based on Islam, so it is necessary to emphasize cognitive knowledge, understanding and mental strengthening and student experience in the form of attitudes, both words and deeds from various aspects of life.

In the learning process using the jigsaw type cooperative learning model, students are invited to discuss the material assigned by the teacher. In the study of student achievement and motivation, researchers used observation sheets and evaluation sheets in the form of questions. This assessment serves as a measuring tool to determine student changes to a better direction in their learning activities. Observational data is processed, producing a percentage used as a comparison material in determining student achievement and motivation in learning Kemuhammadiyah.

From the research observations, it turns out that grade 3 A students of Madrasah Tsanawiyah Mu'allimin Muhammadiyah Yogyakarta are relatively less active, and their academic scores do not meet the target. The following data evidence this:

Table 5: Student Achievement Observation Sheet

Description	Value		
	Before	Cycle I	Cycle II
Average	68.9	76.129	84.19
KKM	7	17	29
≤ 75	29	14	2
≥ 75	0	17	29
Percentage	24.1%	54.8%	93.54%
Lowest Value	4	3	2
Highest Value	7	5	15
Category	Very Poor	Good	Very Good

The table above shows that the student's achievement before the action was 24.1% in the Very Poor category. This indicates that the students are not serious about following the Kemuhammadiyah lessons. Then in the first cycle, student achievement increased the Percentage of class to 54.8%. Furthermore, in the second cycle, student achievement experienced a significant increase, with the class percentage being 93.54% in the Very Good category. Likewise, student achievement can be influenced by elements of student learning motivation. This can be seen in the following table:

Table 6: Student Learning Motivation Result Sheet

No	Observation Aspect	Value		
		Before	Cycle I	Cycle II
	Contribute to each other in completing tasks	3	105	126

	Listen to the teacher	2	103	124
	Pay attention to the teacher	3	96	118
	Actively deliver assigned material	2	109	124
	Responsibility for individual tasks	3	114	130
	Students ask	2	97	118
	Students think	3	100	122
	Students answer questions	1	110	124
	Discuss with each other in groups	2	106	123
0	Solving problems and providing solutions	3	113	131
Amount		24	1053	1240
Average		2.4	33.9	40
Percentage		48%	67.9%	80%
Category		Very Poor	Good	Very Good

The table above shows that the student's learning motivation in following the Kemuhammadiyah subjects before the action was 48% with the Less category. Then in the first cycle, students' learning motivation increased the Percentage of the class to 67.9%. Furthermore, in the second cycle, students' learning motivation experienced a significant increase, with the Percentage of the type being 80% in the Very Good category.

The jigsaw cooperative learning model makes students experience an increase in academic achievement, and students are more motivated to be active in the classroom in learning Muhammadiyah. It can be seen from the Percentage results before the action, cycle I and cycle II, as evidenced by students experiencing a significant increase and achieving indicators of success.

From the descriptive results and data analysis above, it can be concluded that the jigsaw cooperative learning model in grade 3 A Madrasah Tsanawiyah Mu'allimin Muhammadiyah Yogyakarta can improve student achievement and motivation in learning Kemuhammadiyah so that teachers in Muhammadiyah learning can use the jigsaw type of cooperative learning model.

CONCLUSION

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