JIGSAW LEARNING A MODEL FOR DEVELOPING STUDENT LEARNING COMPETENCIES IN MAS TARBAIYAH ISLAMIYAH HAMPARAN PERAK DISTRICT, DELI SERDANG DISTRICT

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Abstract: This research aims to determine *Jigsaw Learning* One Model for Developing Student Learning Competencies at MAS TarbaiyahIslamiyah, Hamparan Perak District , Deli Serdang. The research uses a narrative descriptive qualitative approach. The data sources are (1) primary data, obtained from school principals, teachers and students, (2) secondary data, obtained from literature, relevant research and documents. Data collection using observation, interviews, documentation and field notes. Data analysis by reducing data, displaying data/presenting data, and verifying/drawing conclusions. Based on the results of research on the application of *Jigsaw* learning, a model to develop student learning competencies at MAS Tarbaiyah Islamiyah, Hamparan Perak District, Deli Serdang, it can be concluded that the application of the Jigsaw learning model is more fun, there is creativity, innovation, new ideas emerge, critical thinking, so that it can develop and increasing student learning competency. The *Jigsaw* learning process is a model where students really like exchanging ideas with other experts, changes in the way students learn because students are required to master the material provided by the teacher. By implementing *Jigsaw learning*, the teacher does not only play an active role in explaining the material because there is a division of tasks and expert groups. In addition, students' cognitive, affective and psychomotor competencies improve significantly, this is in line with the assessment process during group discussions and expert groups, as well as during presentations.

Keywords: Jigsaw Learning, Student Learning Competencies

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence, as well as skills needed by themselves, society, nation and state. National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and remains in line with the demands of changing times. Indonesian National Education has objectives formulated in Article 3 of Law no. 20 of 2003: National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The learning process is

creative, independent, knowledgeable by choosing one of the learning models implemented by the teacher according to the material presented during the learning process in class. The *Jigsaw* learning model can provide an intensive contribution, be fun and build student creativity, and increase student learning motivation, which is one of the factors influencing learning outcomes. The *Jigsaw* learning model is learning where in the learning application several small groups are formed, in each group there is one who will be responsible for mastering the main learning materials and one person who must be responsible for teaching to other groups and their group.[1] The main principles of the *Jigsaw learning model* are as follows:

1)**.** Social and Academic Goals: The main goal of the *Jigsaw Model* is to promote cooperation and collaboration between students.

2). Overcoming *Prejudice* and Discrimination: One of the main motivations behind the development of the Jigsaw Model was to overcome prejudice, discrimination, and social stereotypes in the classroom. By maximizing interaction between students from different backgrounds, this model aims to build understanding, empathy and tolerance.

3). Collaborative Learning: The *Jigsaw* Model emphasizes the importance of learning through collaboration and group discussion. Students work together to understand the material and help each other achieve a deeper understanding.

4) **.** Emphasis on Social Abilities and Cooperative Skills: Apart from understanding the subject matter, students also learn to develop communication, leadership and team skills.

5). Learning Structure and Process: Learning in the *Jigsaw model* is divided into two main stages: the experimental stage and the integration stage. In the experimental stage, students study material in small groups with a focus on a specific topic. Then, in the unification stage, group members return to their original group to share knowledge.

6). Positive Evaluation and Feedback: The *Jigsaw* Model promotes positive evaluation and rewards each student's cooperation and contributions. This helps strengthen motivation to continue working together and sharing knowledge.

7). Effective Classroom Management: Teachers play a key role in managing the *Jigsaw learning process* . They must ensure that instructions are given clearly, observe student interactions, and provide guidance when needed.

8). Flexibility and Adaptability: Jigsaw models can be adapted to various subjects and educational levels. This allows its use in a variety of learning contexts.

Meanwhile, Helmiati stated that *Jigsaw Learning* is a cooperative learning strategy where students, not teachers, have greater responsibility in carrying out learning. *Jigsaw's* goal is to develop teamwork, cooperative learning skills, and master a depth of knowledge that would not be possible if they tried to learn all the material alone. The *Jigsaw* learning model uses the "group-to-group exchange" technique where each student teaches something to the other students.

This research will highlight how *Jigsaw* Learning is a model for developing student learning competencies at MAS Tarbaiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency. The *Jigsaw* learning model has been proven effective in increasing student engagement, promoting understanding between groups, and improving academic outcomes. By

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[1] Siti Suprihatin, *The Influence of the Jigsaw Learning Model on Students' Learning Outcomes in Indonesian Society Studies.* Journal Promotion Journal of Economic Education FKIP Muhammadiyah Metro University, e-ISSN 2442-9449 Vol.5. No. 1 (2017) 84-94.

providing opportunities for each student to contribute and build shared understanding, this model seeks to create an inclusive learning environment and stimulate intellectual and social growth.

Jigsaw model learning process to improve student competency shows that it is more creative, innovative, develops ideas, is fun and provides meaningfulness in achieving quality learning goals for students. To develop and improve student competency at Madrasah Aliyah (MAS), there are several strategies and approaches that can be taken by schools, teachers, parents and students themselves. The following are some suggestions for improving student competency at MAS: (1). Quality Curriculum Implementation: (a). Ensure that the curriculum used is in accordance with national education standards and offers material that is relevant and appropriate to student needs, (b). Involve teachers and school staff in the process of reviewing and improving the curriculum; (2). Use of Effective Learning Methods: (a). Choose active and participatory learning methods so that students are actively involved in the learning process, (b). Use educational technology such as multimedia to provide variety in teaching; (3). Increasing Teacher Skills: (a). Organize regular training for teachers to improve their teaching skills and understanding of teaching materials, (b). Encourage collaboration between teachers for the exchange of experiences and effective teaching strategies; (4). Student Monitoring and Evaluation: (a). Implement a regular monitoring and evaluation system to identify the strengths and weaknesses of each student, (b). Use evaluation results to provide constructive feedback to students so that they can continue to improve their achievements; (5) Student Empowerment: (a). Involve students in the learning process and give them responsibility for their personal achievements, (b). Encourage the development of leadership, communication, and problem-solving skills; (6). Guidance and Counseling Program: (a). Provide guidance and counseling programs to help students overcome personal and academic problems, (b). Build positive relationships between teachers, students and parents to support student development, (7) Parental Involvement: (a). Encourage parents to be actively involved in their children's education, either through school meetings, joint projects, or other activities, (b). Provide parents with regular information about the student's academic progress and behavior; (8) Development of Extracurricular Programs: (a). Provide extracurricular programs that support the development of students' talents and interests in various fields, (b). These programs may include arts, sports, science and other activities; (9). Utilization of Additional Learning Resources: (a). Support students in utilizing additional learning resources such as books, learning videos and online resources to improve their understanding, (10) Monitoring the Learning Process: (a). Carry out regular evaluations of the learning process to ensure that the methods used are effective and appropriate to student needs. Meanwhile, Tumiran, et al stated that classroom management managed by professional teachers requires attention to several things in carrying out the educational process for students, with the following achievements: (a) Affective domain, related to emotions, including: Acceptance, Responsiveness, Assessment , Organization and Characterization, (b) Cognitive, related to thinking processes, including: Knowledge, understanding, application, analysis, synthesis, and evaluation (c) Psychomotor, including movement behavior and physical coordination, motor skills, and a person's physical abilities, such as: Imitation, readiness, guided response, mechanism, complex response, adaptation,

creation [2]Involving all *stakeholders* in the educational process, including students, teachers, parents and school staff, is the key to achieving increased student competency at Madrasah Aliyah. There are several types of competencies stated by Bloom in Nana Sunjana, namely: (1) cognitive, (2) affective, and (3) psychomotor. (1) The cognitive domain concerns intellectual learning outcomes which consist of six aspects, namely: knowledge or memory, understanding, application, analysis, synthesis and evaluation. The first two aspects are called low-level cognitive and the next four aspects are high-level cognitive; (2) The affective domain is related to attitudes which consist of five aspects, namely: acceptance, answer or reaction, assessment, organization, and internalization; (3) The psychomotor domain relates to the results of learning skills and the ability to act. There are six aspects of the psychomotor domain, namely: skill movements, perceptual abilities, harmony of accuracy, expressive and interpretive movements.[3]

In this way, teachers can develop and improve student competence when carrying out the learning process using the *Jagsaw learning model* by collaborating various knowledge and skills. The substance of the material presented is very complex which will have an impact on students' competence. Thus, the *Jigsaw learning model is very influential* with good affective, cognitive and psychomotor competencies for students.

THEORITICAL REVIEW

1. *Jigsaw* Learning Model

Jigsaw learning model involves small groups of students working together to understand and solve a particular topic or task. Each group member holds a different piece of information and is responsible for teaching that information to other group members. In this way, each student becomes an expert in a particular area and must rely on other group members for complete information.

Jigsaw type cooperative learning is learning where in the learning application several small groups are formed, in each group there is one who will be responsible for mastering the main learning materials and one person who must be responsible for teaching to other groups and their group. *Jigsaw* cooperative learning makes students motivated to learn because the scores that students contribute to the team are based on an individual development score system, and students whose team scores achieve the highest scores will receive certificates or other forms of team appreciation (recognition) so that students motivated to learn the material well and to work hard in their expert group so they can help their team do a good job [4].

Jhonson in Isjoni said that cooperative learning is an effort to group students in one class in a small group so that students can work together to the maximum of their abilities and learn from each other in the group.[5]

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[2] Tumiran, et al, *Teacher Leadership Workshop in Innovating Learning at Ar-Rahman High School Medan J* ournal of Human and Education Volume 3, No. 2, 2023, pp 62-68 E-ISSN 2776-5857, P-ISSN 2776-7876 Website: https://jahe.or.id/index.php/jahe/index

[3]Nana Sudjana, Assessment of Teaching and Learning Results (Bandung: PT. Teen Roesdakarya, 2011), 21-23.

[4]Slavin, Robert E, *Cooperative Learning: Research and Practice* . London: Allymand Bacon. 2005.p.5

[5] Isjoni, *Cooperative Learning Effectiveness of Group Learning* . Bandung: Alabeta. 2007. p. 17

Meanwhile, Lie stated that the *Jigsaw cooperative learning model* is a cooperative learning model in which students learn in small groups consisting of four to six people heterogeneously, and students work together, have positive interdependence and are responsible independently.[6] *Jigsaw* is a multifunctional cooperative learning structure. *Jigsaws* can be used in several ways to achieve various purposes but are mainly used for presentations and obtaining new material, this structure creates interdependence. With this *Jigsaw* technique , the teacher pays attention to the schemata or background of students' experiences and helps students activate these schemata so that the learning material becomes more meaningful. In addition, students work with students in a cooperative atmosphere and have many opportunities to process information and improve communication skills. *Jigsaw* is designed to increase students' sense of responsibility independently and also requires positive interdependence (telling each other) towards their group friends. The key to this type of *Jigsaw* is the interdependence of each student on team members who provide the necessary information with the aim of being able to do the task well. *, Jagsaw* saw a real increase in students' participation and understanding of the lesson material, as well as an increase in their ability to collaborate and communicate in small groups [7].

Jigsaw type cooperative learning is a learning method that is based on a multi-functional study group structure that can be used on all subjects and at all levels to develop the expertise and skills of each group [8]. The Jigsaw learning process [9]is inseparable from classroom management, namely a set of activities to develop desired student behavior and reduce or eliminate undesirable behavior, develop interpersonal relationships and a positive socio-emotional climate and develop and maintain an effective and productive classroom organization.

2.1.1. Steps in the *Jigsaw Learning Model*

Helmiati stated that the Jigsaw *Learning model* In the teaching process, discussions occur and there are bound to be some differences of opinion due to differences in understanding of the material being studied by each student. Therefore, every time a student teaches something to another based on what he has learned, there will be reciprocity on the part of the learner based on the material he has learned as well. This strategy is interesting to use if the material to be studied can be divided into several parts and the material does not require a sequence of delivery. The advantage of this strategy is that it can involve all students in learning and at the same time teach others.

The steps in the *Jigsaw learning model process* are as follows:

1). Choose material that can be divided into several segments (parts) Learning Model Learning Strategy.

2). Divide students into groups according to the number of material segments available. If the number of students is 40 while the number of segments is 5, then each group consists of 8 people. If this number is considered too large, divide it into two, so that

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[6]Lie, Anita. *Cooperative Learning. Jakarta* : Grasindo. 1993. p.73

[7]Bahtiar Siregar1, et al. *Jigsaw Learning Model Training at SD/MI Bulu Cina, Hamparan Perak District* , Journal of Human And Education V, volume 3, No. 4, 2023, pp 332-336, E-ISSN 2776-5857, P-ISSN 2776-7876.

[8] Nur Ainun Lubis, Hasrul Harahap, *Jigsaw Type Cooperative Learning* . STAIN White Elephant Takengon, Central Aceh As-Salam Journal, Vol.1, No. 1, May - August 2016. p.99.

[9] Tumiran, *Management of Superior Students Based on Early Childhood Education (PAUD) Class Management* Journal. Almufida Journal of Islamic Sciences Vol III No. 01 January-June 2018 ISSN 2549 1954, p.77

each group consists of 4 people, then when finished combine the two fractional groups.

3). Each group gets the task of reading and understanding different lecture material.

4). Each group sends its members to another group to convey what they have learned in the group.

5). Return the class atmosphere to normal and then ask if there are any unresolved problems in the group.

6). Ask several questions to students. To check their understanding of the material.[10]

According to Elliot Aronson in Nur Ainun Lubis, et al, states that the implementation of the *Jigsaw class* includes 10 stages, namely:

1). Divide students into Jigsaw groups of 5-6 people.

2). Assign one student from each group as a leader, generally mature students in the group.

3). Divide the lessons to be discussed into 5-6 segments.

4). Assign each student to study one segment and to master their own segment.

5). Give students the opportunity to quickly read their segments at least twice so that they get used to it and there is no time to memorize.

6. Form expert groups with one person from each jigsaw group joining other students from the same segment to discuss the main points of their segment and practice presenting to their jigsaw group.

7). Each student from the expert group returns to their jigsaw group.

8). Ask each student to convey the segment they have learned to their group, and give other students the opportunity to ask questions.

9). The teacher goes around from one group to another, observing the process. If a student is disruptive, appropriate intervention is immediately made by the assigned group leader.

10). At the end of the section, give a test on the material so that students know that this section is not just a game but actually calculating.[11]
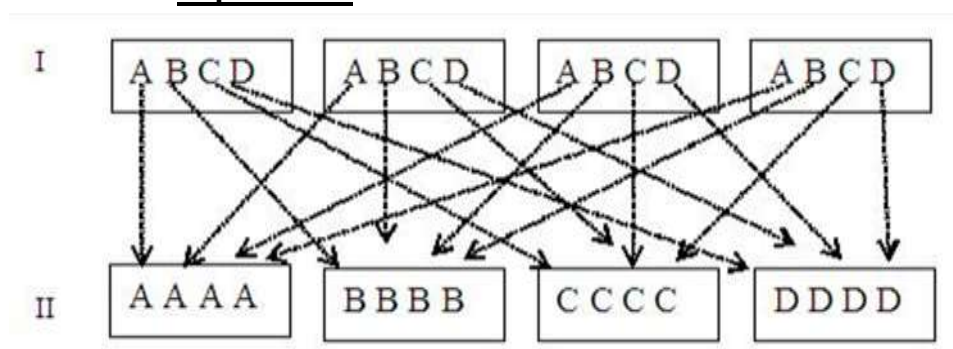
Expert Class

Figure: Jigsaw type cooperative learning Expert Class Model

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[10] Helmiati , *Learning Models, Jigsaw Learning (Learning Chainsaw Models),* Aswaja Pressindo Publishers 2012. p, 85

[11]Nur Ainun Lubis, Hasrul Harahap, *Jigsaw Type Cooperative Learning.* STAIN White Elephant Takengon, Central Aceh As-Salam Journal, Vol.1, No. 1, May - August 2016. p.99.

The following are the learning steps carried out in each phase, namely:

Table 1. Steps for jigsaw type cooperative learning

Phase	Activity
Phase 1 : Convey student goals and motivation	The teacher provides learning objectives to be achieved in the lesson and motivates students
Phase 2: Presenting information	Teachers convey information to students by means of demonstrations or with reading material
Phase 3: Organizing inward study groups	The teacher explains to students how forming study groups and helping each group to communicate efficiently, determining the group of origin and forming an expert group
Phase 4: Guide group work and Study	The teacher guides the expert group and gives responsibility for teaching it to the original group
Phase 5: Evaluate	Each group presents the results of their work and the teacher evaluates the learning outcomes regarding the material that has been studied
Phase 6: Giving rewards	The teacher gives praise to the best group and gives direction to other groups, looking for ways to reward good

2.1.2. Advantages and Disadvantages of the Jigsaw Learning Model

Thabrany (1993: 94) stated the advantages or disadvantages of group work or cooperative learning, namely:

1). Benefits of group work

a). Can reduce drowsiness compared to studying alone

b). Can stimulate learning motivation.

c). There is a place to ask questions

d). Opportunity to do oral recitation

e). Can help create associations with other events that are easy to remember.

 2). Disadvantages of group work

 a). Can be a place to chat or gossip.

 b). Often trivial debates occur within the group, group mistakes can occur.

The advantages and disadvantages of cooperative learning above are described one by one as follows:

  1) The advantages of the cooperativelearning model

a). Can reduce drowsiness rather than studying on your own If you study alone, you often feel bored and drowsy. Especially if you study lessons that don't attract attention or are difficult lessons. By studying together, people have friends who force them to be active in learning.

b). Can stimulate learning motivation

Through group work, you will be able to develop a feeling of competition. If you have spent the same time and energy and it turns out there is a friend who gets better grades, there will be an interest in pursuing it.

c). There is a place to ask questions

Working in groups, one place is to ask questions and there are other people who can correct group members' mistakes. When studying in groups, you can often solve problems that you previously couldn't solve alone. Friends' ideas can be tried in solving practice questions.

d) . Opportunity to do oral recitation work , often group members have to discuss and explain somethingtheory to study friends. This is a good time for recitation.

e). Can help create associations with other events that are easy to remember

Through group work, it will be possible to help create associations with other events that are easy to remember.

2) Weaknesses in implementing the cooperative learning model in learning at school, namely:

a.   Can be a place to chat or gossip

The weakness that always occurs in group study is that it can become a place for chatting. This happens if group members do not have discipline in studying, such as arriving late, chatting or gossiping, making time pass by so that the purpose of studying is in vain.

b.   There are often trivial debates within the group

These trivial debates often occur in groups. These trivial debates are frequent

prolonged, thus wasting time. For this reason, in group study an event agenda must be created. For example, 25 minutes discussing certain chapters, and 10 minutes discussing other chapters. With this event agenda, learning will be focused and not provoked into arguing over trivial matters.

c) Group errors may occur

If one member of a group explains a concept and the others completely believe that concept, and it turns out that the concept is wrong, then all members of the group make a mistake. To avoid this, each group member must have reviewed it beforehand. If you are discussing

something new and other group members don't know yet, look for confirmation in the book for further insight[12]

2. Developing Student Learning Competencies

The Jigsaw learning model is an approach that involves cooperation and collective responsibility of students in understanding and completing lesson material. This learning process can develop and improve students' quality in various aspects, including affective, cognitive and psychomotor competencies.

The following is an overview of how the *Jigsaw model* can be implemented with a focus on these three competencies: (1). Affective Competence: a. Collaborative Team Formation: 1) Students learn to appreciate the role and contribution of each team member; 2). Awareness of the diversity and uniqueness of each individual in the team; b.Discussion and Reflection: 1).Encourage students to share their views and opinions openly; 2) Provide time for personal reflection about shared learning experiences; (2). Cognitive Competency: a. Distribution of Material: 1) Each team member is responsible for understanding certain parts of the learning material; 2) " *Jigsaw "* process where each team member shares his knowledge with other team members, b. Discussion and Problem Solving: 1) Encourage group discussions to analyze information, explain concepts, and solve problems together; 2) The facilitator can ask questions that encourage critical thinking; (3). Psychomotor Competencies: a.Presentation and Communication: 1) After understanding the material, students must be able to present this information to other group members; 2) Develop presentation and communication skills. b.Teamwork: 1) Involvement in group discussions and projects builds teamwork skills; 2) Students learn to work as a team to achieve common goals. In other words, character education is also influenced by the results of group discussions when the learning process takes place contextually. This, Tumiran, et al, stated that *"management model program for religious character education with the cooperation of all teachers, it is hoped that it can be carried out properly, effectively, efficiently, and effectively.*[13]

There are several types of competencies stated by Bloom in Nana Sunjana, namely: (1) cognitive, (2) affective, and (3) psychomotor. (1) The cognitive domain concerns intellectual learning outcomes which consist of six aspects, namely: knowledge or memory, understanding, application, analysis, synthesis and evaluation. The first two aspects are called low-level cognitive and the next four aspects are high-level cognitive. (2) The affective domain relates to attitudes which consist of five aspects, namely: acceptance, answer or reaction, assessment, organization and internalization. (3) The psychomotor domain concerns the results of learning

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[12] Siti Suprihatin, *The Influence of the Jigsaw Learning Model on Learning Outcomes in Indonesian Community Studies Students* , Economic Education FKIP Muhammadiyah Metro University, e-ISSN 2442-9449 Vol.5. No.1.2017, pp. 84-94

[13] Tumiran, Sakban Lubis, Ismaraidha. *Application of Religious Character Education Management Model in Mas Tarbiyah Islamiyah Sub-District Hamparan Perak District Deli Serdang Regency* . International Journal For Innovative Research In Multidisciplinary Field ISSN(O): 2455-0620 (Impact Factor: 7.581) Monthly, Value : 86.87 Volume - 9, Issue - 4, April - 2023

skills and the ability to act. There are six aspects of the psychomotor domain, namely: movement skills, perceptual abilities, harmony, precision, expressive and interpretive movements.[14]

In this way, teachers can develop and improve student competence when carrying out the learning process using the *Jagsaw learning model* by collaborating various knowledge and skills. The substance of the material presented is very complex which will have an impact on students' competence. Thus, the jigsaw learning model is very influential with affective, cognitive and psychomotor competencies. In line with increasing competence, there will also be an increase in student character in participating in the learning process. This, Mansuhuruddin, et al, revealed that *"Character education can be implemented through several strategies and approaches that include: (1) the integration of values and ethics in the subject; (2) internalization of positive values instilled by all school residents (principals, teachers, and parents); (3) habituation and training; (4) examples and examples; (5) the creation of a characterful atmosphere in the school; and (6) culture. This is necessary so that students know, feel and do at the same time the values of virtue .*[15]

According to Johnson in Suhaenah Suparno, competence is a satisfactory rational action to fulfill goals in the desired conditions. Competency is defined as adequate ability to carry out a task or having the required skills and abilities. Competence is not just an understanding of subject matter, but how understanding and mastery of that material can influence how to act and behave in everyday life, including cognitive, affective and psychomotor behaviors.[16]

Ulfah and Opan Arifudin, stated that there are 3 (three) domains of competence that can be developed in students, namely: (1) Cognitive Domain: This domain includes the ability to restate concepts or principles that have been studied, which relate to the ability to think, competence to acquire knowledge, recognition, understanding, conceptualization, determination; (2) Affective Domain: The affective domain is the domain related to attitudes, values, feelings, emotions and the degree of acceptance or rejection of an object in teaching and learning activities. Students' mastery of the affective domain can be viewed through the moral aspect, which is demonstrated through students' feelings, values, motivation and attitudes. It is in the affective domain that students generally are weak in their mastery. This is proven by the widespread violence in schools; (3) Psychomotor Domain: This domain includes competence in carrying out work involving body parts as well as competence related to physical movement (motor) which consists of reflex movements, basic movement skills, perceptual abilities, accuracy, complex skills, as well as expressive and interpersonal skills.[17]

RESEARCH METHODS

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[14]Nana Sudjana, Assessment of Teaching and Learning Results (Bandung: PT. Teen Roesdakarya, 2011), 21-23.

[15] Mansuruddin; Tumiran; et al, *Character Education Strategy Through Systemic Integrative Model in Modern Pesantren Ar-Raudlatul Hasanah Medan* . International Journal of Social Science Research and Review http://ijssrr.com editor@ijssrr.com Volume 4, Issue 4, , 2021 p 146

[16]Suhaenah Suparno. 2001. Building Learning Competencies. Yogyakarta: Department of National Education. page 27

[17]Ulfah1 and Opan Arifudin, 2023, *Analysis of Bloom's Taxonomy Theory in Education in Indonesia* , Al-Amar Journal (JAA) Vol. 4, no. 1, January 2023, p. 13-22

This research uses a qualitative approach, because the data required is data taken directly from the research object, is natural and from an entity , holistic, and process oriented. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people whose behavior can be understood. [18]Qualitative research is also research conducted based on paradigms, strategies and qualitative model implementation. [19]This type of research is descriptive. Descriptive research is research that attempts to solve current problems based on data which is then presented, analyzed and   interpreted. Descriptive research seeks to provide systematically and carefully the actual facts and characteristics of a particular population. Descriptive research is generally carried out with the main aim, namely to systematically describe the facts and characteristics of the object or subject being studied accurately.[20]

Jigsaw Learning Model for Increasing Student Competence at MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency can be described more thoroughly and in depth.

1. Data Collection Techniques

The data collection techniques used in this qualitative research consist of: observation, interviews, and documentation.

a..Observation (observation): The purpose of collecting data is directly at the object during the learning process in class using research tools that have been prepared/arranged according to the research variables. *Jigsaw Learning* A Model to Develop Student Learning Competencies at MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency. In this case the researcher is a full observer, that is, he is directly involved with the research subject during the learning process in class.

c.Interview: Hold a set of questions and answers to school principals, teachers and students who have been randomized with tools/guides that have been prepared in accordance with the guidelines regarding *Jigsaw* Learning is a Model for Developing Student Learning Competencies at MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency.

c. Documentation: Collect other data and it is hoped that it will be more extensive and truly accountable for its truth. The instrument for collecting data is using recordings and cameras. Retrieval of real documentation data which is related to research variables using *Jigsaw Learning.* A Model for Developing Student Learning Competencies at MAS Tarbiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency.

2. Data Analysis Method

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[18] S. Margono, *Educational Research Methodology,* Jakarta: Rineka Cipta, 2013, p. 36

[19] Basrowi and Suwardi, *Understanding Qualitative Research,* Jakarta: Rineka Cipta, 2008, p. 8

[20]. Sukardi, *Educational Research Methodology,* Jakarta: PT. Bumi Aksara, 2008, p. 157.

Because the researcher used a qualitative approach, data analysis was carried out during research activities and after data collection was completed. Where the data is analyzed carefully and thoroughly before being presented in the form of a complete and perfect report.

The data analysis process carried out by researchers is in steps, including the following:

1). Data reduction: Is data analysis that sharpens, classifies data in such a way that conclusions can be drawn or data verified. Data obtained from the field is directly written down in detail and systematically after each data collection.

2). Display or presentation of data: Collecting data or information in an arranged manner that provides the possibility of drawing conclusions and taking action. Existing data is compiled using narrative text.

3).Draw conclusions or verification: Draw conclusions from research findings and discuss the practical and theoretical implications of valid research results

RESULTS AND DISCUSSION

Based on the results of observations that have been carried out, it shows that *Jagsaw learning* is a model for developing student learning competency at MAS Tarbaiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency, which has made a very high contribution. This is shown by when the teacher carries out the learning process that is used using the learning model. *Jigsaw* . The *Jigsaw* learning model is a learning model, where the teacher tries to direct students to be able to do, understand, and be aware of the material that has been studied during the learning process. In this way, students are able to think, analyze and engage in intellectual, affective, cognitive and psychomotor activities, as well as manage learning experiences that occur in their environment into something meaningful in real life. In the learning process, students can really follow and understand the material presented by the teacher well, but sometimes they tend to feel bored and bored so they are less active in following it. Based on the results of subsequent observations at this meeting, the teacher began to understand well the steps for using the *Jagsaw learning model* . For a moment, the learning process still looks inappropriate, rigid and unstructured [21]. Of course, in line with the learning process, it can be seen that students still seem confused about implementing the *Jigsaw learning model*, therefore during the learning process they first encounter the Arabic language subject, Aqidah Akhlak.

The groupings distributed by the teacher are very difficult for students to direct into the division of home groups and expert groups, however, this effort can be managed well by the teacher, students can accept it and continue to show students are very enthusiastic about having discussions, exchanging opinions, expressing ideas, innovate, and this can also be seen in students when discussing with their home group. Meanwhile, the teacher gives assignments to

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[21] Bahtiar Siregar, et al, *Application of the Jigsaw Learning Model in Improving Learning Motivation and Learning Outcomes* 2023 International Conference on Islamic Society Studies , Panca Budi Development University, Indonesia, page 144 of 9

students to do and then each group will present in front of the class the actual results of their discussion. At the end of the learning process the teacher announces the best group and closes the learning process activities with the students, then the teacher gives assignments at home and conveys the material to be studied at the next meeting, according to the specified schedule. Furthermore, the observations and observations that have been made by teachers when carrying out the learning process in applying the Jigsaw learning model to develop and improve affective, cognitive and psychomotor competencies at MAS Tarbaiyah Islamiyah, Hamparan Perak District, Deli Serdang Regency will help students to develop holistically, not only in terms of academic knowledge but also in terms of social skills, critical thinking and practical skills. This can be seen from the results of implementing the real learning process with the following steps:

1. Steps : 1 . Conveying goals and motivation: This means the teacher provides learning objectives to be achieved in the lesson and motivates students. increase students' understanding of Islamic teachings, improve analysis and synthesis skills, and strengthen attitudes of tolerance and cooperation.
2. Step : 2 . Presenting Information: The teacher conveys information by means of demonstrations and reading materials.
3. Step: 3. Divide into groups. The teacher divides the group into small groups, with each group consisting of 5-6 students. Each group is given the responsibility to study one topic in depth. and help each group to communicate efficiently, determine the group of origin and form an expert group.
4. Step: 4. Initial learning: The teacher gives an introduction to the topic to be studied to the whole class, providing a general overview of the material to be studied. The teacher guides the expert group and gives responsibility for teaching it to the original group.
5. Steps: 5. Distribution of material: Each group is given a different part of the material to study in depth, so that they are more focused.
6. Step: 6. Group Study: Students in the same group work together to understand the material that has been given. They read, discuss, and create summaries for group presentations.
7. Step : 7. Inter-group discussion: Once individual groups have mastered their material, they meet with other group members who have studied different parts of the material. They share their knowledge and understanding through structured discussions.
8. Step: 8. Evaluate: Each group presents the results of their work and the teacher evaluates the learning outcomes regarding the material that has been studied
9. Step: 9. Giving awards: The teacher gives praise to the best group and gives direction to other groups, looking for ways to reward good

The results of the learning process will be reflected in increasing students' understanding of the material, developing social, cognitive and psychomotor skills, as well as increasing positive attitudes such as tolerance, empathy and cooperation in the classroom environmen *Jigsaw* model learning process in this class still has similarities with the steps of the *Jigsaw learning model* developed and tested by Elliot Aronso, namely:

1. Formation of the home group The home group is the first group formed in the lesson. Each original group consists of 4-5 members with heterogeneous abilities.

2. Study in your home group. At this stage, tasks are distributed to each member of the original group. Then each member studies the subject matter that will become their expertise, which is done individually.

3. Formation of expert groups. At this stage, after each member of the original group has been given the task of studying a sub-material that is their expertise, each expert on the same sub-material from a different group joins to form a new group called an expert group. Expert group discussion At this stage expert group members carry out tasks and discuss problems for which they are responsible.

Each member of the expert group studies the subject matter until it reaches a level where they feel confident that they are able to convey and solve problems related to the subject matter for which they are responsible.

4. Home group discussion (main) At this stage, the expert group members return to their respective home groups. Then each group explains and answers questions regarding the subject of their expertise to other members of the original group. This is done in turns until all members of the original group have had a turn.

5. Class discussions are guided by the teacher, class discussions discuss important concepts that are the subject of debate in expert group discussions. The teacher tries to correct students' wrong concepts.

6. Giving quizzes The quizzes are carried out individually, the scores obtained by each member of the original group are added up to obtain a total group score.

Thus the results of the *Jigsaw* learning model learning process to develop and improve students' affective, cognitive and psychomotor competencies have experienced significant development, with the meaning of the word process can be seen as follows:

1. Affective Competence :
    a. Increased Empathy : Through working together in small groups, students learn to listen and understand others' points of view, which increases their ability to empathize and understand the feelings of others.
    b. Improved Inter-Personal Communication Skills : Students learn to communicate effectively with their group members, expressing their thoughts and feelings clearly and diplomatically.
    c . Self-Confidence Development : With the opportunity to become a mini-teacher in a specific topic, students gain confidence in their ability to understand and teach the material to others.

2. Cognitive Competency :
    a . Increased Understanding of Material : Through the process of teaching and learning in groups, students deepen their understanding of lesson concepts.
    b . Improved Critical Thinking Skills : Discussions in groups promote critical thinking, problem solving, and evaluation of ideas put forward by other group members.
    c . Problem Solving Skills Development : Students learn to work together to complete complex tasks, identify problems, and design strategies to overcome them.

3 . Psychomotor Competence :

a.   Improved Presentation Skills : Students learn to present material orally with confidence and clarity in front of their group members, which improves their presentation skills.

b . Improved Collaborative Skills : Through dividing tasks and responsibilities in groups, students develop cooperation, coordination and role skills in completing tasks effectively.

c . Improved Fine Motor Skills **:** In some cases, such as when they use physical tools or materials in learning, students can develop their fine motor skills through practical actions.

CONCLUSION

Jigsaw learning model involves more interaction in the learning process between students and students, students and teachers, and students and their learning environment. This means that students can study together and be guided by each group member truly having mastered the material being studied at that time. The *Jigsaw* learning model has many advantages, including cooperative learning which can increase student learning motivation, increase student competence (affective, cognitive, psychomotor). Other benefits can be the development of new, creative, innovative ideas, communication with each other, and helping the emergence of other social associations.

Based on the results of research on the *Jigsaw* Learning Model to Increase Student Competence at MAS Tarbaiyah Islamiyah, Hamparan District Perak, Deli Serdang Regency, it can be concluded that the learning process is more fun, you can exchange ideas and implement new ideas. The learning process really changes the learning atmosphere which is creative, innovative, happy, and students exchange opinions with fellow experts and home groups. Of course, this can be interpreted as a change in the way students learn that develops naturally and builds high affective, cognitive, psychomotor competence and mastery of student material.

By applying the *Jigsaw learning model* , dividing home groups and expert groups of 5-6 people is very effective and efficient in reviewing and discussing the material planned by the teacher.

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