Implementation of the Jigsaw Learning Method in Teaching the Reading of the Yellow Book for Santri at Dayah Terpadu Bustanul Arifin Bener Meriah Academic Year 2024-2025

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ABSTRACT

This qualitative study explores the implementation of the Jigsaw Learning Method in teaching the reading of the Yellow Book to students (santri) at Dayah Terpadu Bustanul Arifin, Bener Meriah, during the academic year 2024-2025. The method involves several key steps: First, students are divided into Core Groups by the ustadz (teacher). These Core Groups are then transitioned into Expert Groups, where each group focuses on specific areas such as Nahwu (Arabic grammar), Shorrof (morphology), Reading and Meaning, and Explanation. Students engage in in-depth discussions within these Expert Groups to enhance their understanding of the topics. Following the discussions, students return to their Core Groups to present and share the knowledge gained. Finally, the ustadz concludes the session with a 10-minute summary, consolidating the main points and addressing any questions. This study highlights the structured and collaborative nature of the Jigsaw Learning Method in fostering a deeper comprehension and engagement with the traditional texts.

Key Word	*Jigsaw, Learning, Reading, Santri*
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INTRODUCTION

In the past, students often relied heavily on their teachers, needing encouragement or instruction from them to study. This reliance led to students perceiving learning as merely a duty or something done out of fear, rather than recognizing it as a need. If learning is seen as a necessity, students are expected to be capable of exploring knowledge independently or collaboratively with their peers. Learning is an activity undertaken to bring about change in oneself through training or experiences (Sinaga et al., 2021; Zimmerman, 2015).

This approach to learning is considered more effective because it enables students to construct their own knowledge, even without a teacher's direct involvement. The application of an appropriate and well-structured teaching model—considering

learning objectives, the characteristics of the learning material, student traits, and available resources can make learning more engaging, enjoyable, and less monotonous for students (Ananda & Hayati, 2022).

One of the teaching models that can be employed is the cooperative learning model. According to Roger et al., "Cooperative learning is a group learning activity organized in such a way that learning is based on the socially structured exchange of information between learners in a group, where each learner is accountable for their own learning and motivated to enhance the learning of others (Anita, 2002).

Our study, titled "Implementation of the Cooperative Learning Model in Teaching the Reading of the Yellow Book for Students at Dayah Terpadu Bustanul Arifin, Bener Meriah, Academic Year 2024-2025," investigates the use of the cooperative learning model, specifically the Jigsaw Learning method, at this well-known institution in Jember (Silberman, 2007).

A teaching method is defined as the approach a teacher uses to perform their functions and is a tool for achieving educational goals. Etymologically, the term "method" derives from the Greek word "Metodhos," composed of "metha" meaning "through," and "hodhos" meaning "way" or "path." According to Sanjaya, a method is a well-thought-out and organized way to implement a planned activity so that the goals are optimally achieved. Methods are used to realize established strategies and play a crucial role in the learning system. The success of implementing a teaching strategy heavily depends on the teacher's use of appropriate methods. A teaching strategy can be executed through the application of suitable teaching methods (Burton, 1952).

Thus, a method is a pathway to achieving a goal. From the definitions provided, it can be concluded that a teaching method is more procedural, involving specific steps. In educational institutions, learners are guided through the teaching and learning process to not only accept and master the material but also to develop it further. Therefore, teaching and learning methods must be as accurate and efficient as possible. In other words, a teaching method is the approach used by the teacher to interact with students during the teaching and learning process. As such, teaching methods play a crucial role as tools for creating an effective learning environment (Wardani et al., 2020).

Teaching methods are fundamental skills and are crucial for a teacher to succeed in a school setting. A teacher who does not master teaching methods cannot be expected to carry out their teaching duties effectively. To determine the best teaching methods and media, teachers must understand their students and consider the psychological approaches suitable for their age and stage of development. Teachers should blend the characteristics of the students with the lesson content, using methods like Jigsaw learning. This approach aims to achieve effective and efficient learning outcomes (Afifatu Rohmawati, 2015; Arsyad, 2016; Wina Sanjaya, 2008).

(Chotibuddin, 2021) Cooperative learning is a model that emphasizes positive interdependence, face-to-face interaction, individual accountability, and social skills among students. According to Arend, there are four approaches to cooperative learning:

1. Student Teams-Achievement Divisions (STAD): Developed by Robert Slavin and colleagues at Johns Hopkins University, STAD is the simplest cooperative learning approach. Teachers using STAD introduce new academic information to students weekly through verbal presentations or texts. Students are divided into groups of 4-5, ensuring heterogeneity in terms of gender, ethnicity, and academic ability (high, medium, and low). Team members use worksheets or other learning tools to complete the material and help each other understand through tutorials, quizzes, and discussions. Each week or bi-weekly, students take quizzes scored individually, and progress scores are based on improvement rather than absolute scores. High-scoring teams and individuals are recognized.

2. Group Investigation: This is perhaps the most complex and challenging cooperative learning model to implement, first developed by Thelan. Unlike STAD and Jigsaw, students are involved in planning both the topics and the course of their investigation. This approach requires more sophisticated classroom norms and structures, as it is less teacher-centered. Teachers divide the class into groups of 5 or 6 heterogeneous students, who then select a topic to investigate, conduct in-depth research, and present their findings to the class.

3. Structural Approach: Developed by Spencer Kagan and colleagues, this approach shares similarities with other methods but emphasizes the use of specific structures designed to influence student interaction patterns. These structures serve as alternatives to traditional classroom setups, such as recitations where teachers pose questions to the class and students respond by raising their hands. Kagan's structures encourage students to work collaboratively in small groups, focusing on cooperative rewards rather than individual achievements. This approach includes structures like Jigsaw Learning, which helps teach academic content or assess student understanding, and methods like active listening and time tokens for teaching social skills.

4. Jigsaw Method: The Jigsaw method involves dividing students into small groups of 4-6, each with varying abilities. In these groups, students work together to master the lesson material, with each member responsible for a part of the overall task. This method encourages cooperation and ensures that all students contribute to and learn from the group, leading to a more comprehensive understanding of the subject matter.

RESEARCH METHOD

This study aims to explore the implementation of the Jigsaw learning method in teaching the reading of the Yellow Book to students (santri) at Dayah Terpadu Bustanul Arifin, Bener Meriah, for the academic year 2024-2025. The research adopts a qualitative approach, utilizing data collection methods such as observation, interviews, and documentation to gain a comprehensive understanding of the process and outcomes of this educational approach.

Observation serves as a primary method for gathering firsthand data on how the Jigsaw learning method is applied in the classroom. The researcher systematically observes classroom dynamics, teacher-student interactions, and student engagement during the implementation of the method. This method helps in capturing the actual practices and behaviors of both teachers and students, providing insights into how the method facilitates or hinders learning. Through observation, the study aims to identify specific strategies used by teachers to engage students, the level of student participation, and any challenges faced during the learning process (Faisal & Sanafiah, 1990). To gain deeper insights, semi-structured interviews are conducted with teachers, students, and administrators involved in the program. The interviews aim to gather personal experiences, perceptions, and opinions regarding the effectiveness of the Jigsaw learning method. Teachers provide information on their experiences in implementing the method, including any adaptations made to suit the context of teaching the Yellow Book. Students share their experiences and perceptions of the learning method, including how it has influenced their understanding and engagement with the material. Administrators offer perspectives on the broader implementation process and any observed impacts on student learning outcomes (Salim & Syahrum, 2015).

The study also includes the analysis of various documents related to the implementation of the Jigsaw learning method. These documents may include lesson plans, teaching materials, student assignments, and evaluation reports. Documentation provides a valuable source of data, offering context and supporting the findings from observations and interviews. By analyzing these documents, the study aims to understand the planning and structuring of the Jigsaw method within the curriculum, the resources utilized, and the assessment criteria used to measure student progress. The combination of observation, interviews, and documentation allows for a triangulation of data, ensuring a more robust and nuanced analysis. This approach helps to validate the findings and provides a holistic view of the implementation process. The study seeks to highlight the strengths and weaknesses of the Jigsaw learning method in this specific educational setting, providing recommendations for future implementations and potential improvements. Through this comprehensive

analysis, the research contributes to the understanding of innovative teaching methods in religious education, particularly in the context of reading the Yellow Book.

RESULT AND DISCUSSION

One of the crucial elements in achieving quality education is an effective learning process, as it is the core mechanism for reaching the true goals of education. However, to achieve effective learning, several factors must be met, including the selection of teaching models and methods that are compatible with the characteristics and environment of the students (santri).

Traditionally, teachers (ustadz or ustadzah) employ a lecture method when teaching the Yellow Book, wherein the teacher reads, translates, and explains the text while the students listen and interpret the text as per the teacher's explanation. This learning system can become monotonous and boring for the students, as they are merely passive listeners, interpreting according to the teacher's words. Such a system also leads students to be overly dependent on their teachers, failing to foster independence. This dependency can disrupt the learning process if the teacher is unavailable, such as due to illness.

This situation differs at Dayah Terpadu Bustanul Arifin in Bener Meriah, where learning is based on cooperative learning. Here, students must read the Yellow Book, translate, and explain what they have read through discussions with peers, organized into groups by the teacher, either randomly or by selection.

(Robert & Slavin, 1995) The implementation of the Model in teaching the Yellow Book to students at Dayah Terpadu Bustanul Arifin for the academic year 2024-2025 involves the Collegial Learning Method as follows: a. The teacher divides the class into core groups through random selection or by assignment. These core groups are then merged into expert groups (e.g., Nahwu experts, Shorrof experts, Reading and Meaning experts, Explanation experts). b. The teacher instructs the students to discuss reading techniques, translation, and explanations outside regular class hours, typically in the evenings. c. During evening discussions, one student is appointed to read the Yellow Book aloud while others listen. If any errors in reading, translation, or explanation are detected, they are immediately corrected by the listeners without waiting for the reader to finish. d. In the classroom, the teacher randomly selects students based on a predetermined sequence, and those selected present the results of the evening discussions to the class. e. The teacher provides a summary during the last 10 minutes of the lesson.

The learning process at Dayah Terpadu Bustanul Arifin, as described, closely resembles the cooperative learning model using the Jigsaw Learning Method. The similarities include dividing students into groups, assigning similar numbers to

students across different groups, having group discussions, and teachers randomly selecting students to present in front of the class.

However, there are differences; at Dayah Terpadu Bustanul Arifin, group discussions occur outside regular class hours and are supervised by a mentor, not the teacher, which the author terms "collegial learning." In contrast, the Jigsaw Learning Method involves group discussions during class hours under the teacher's supervision.

The collegial learning process at Dayah Terpadu Bustanul Arifin also resembles the Peer Tutoring Method, where students are paired, with one explaining the lesson material received from the teacher to their partner, who listens and takes notes. They then switch roles until both partners understand the material. The main difference is that collegial learning involves groups of more than two students, while Peer Tutoring pairs students into groups of two.

Collegial Learning is a teaching method that shares similarities with the Jigsaw Learning Method and the Peer Tutoring Method in some aspects of its learning process. However, it has significant differences overall. Ideally, the discussion sessions during the evening in Collegial Learning should be supervised by the ustadz (teacher) rather than a mentor to ensure alignment with the ustadz's educational goals. When a mentor, instead of the ustadz, supervises these sessions, there is a higher likelihood that the desired educational outcomes set by the ustadz may not be fully achieved.

CONCLUSION

Implementation of the Jigsaw Learning Method in Teaching the Reading of the Yellow Book for Santri at Dayah Terpadu Bustanul Arifin, Bener Meriah, Academic Year 2024-2025 involves the following steps:

1. Formation of Core Groups: The ustadz (teacher) initially divides the students into several Core Groups.
2. Transition to Expert Groups: These Core Groups are then reorganized into Expert Groups, focusing on specific areas such as Nahwu (Arabic grammar), Shorrof (morphology), Reading and Meaning, and Explanation.
3. Expert Group Discussions: The students engage in discussions within their Expert Groups to deepen their understanding of the assigned topics.
4. Presentations to Core Groups: After the discussions, students return to their original Core Groups to present and share what they have learned from the Expert Groups.
5. Conclusion by the Ustadz: In the final 10 minutes of the lesson, the ustadz provides a summary, tying together the main points and clarifying any doubts.

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