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Implementation of Jigsaw in Civics Subject at MIN 10 Southeast Aceh

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Abstract

This study aims to determine the effectiveness of the Jigsaw learning model in improving student learning outcomes in Civics (PKn) at MIN 10 Southeast Aceh. Civics learning is often considered boring by students because it tends to be theoretical and one-way. To overcome this, the Jigsaw cooperative learning model is implemented, which emphasizes group collaboration and individual responsibility. This study uses a quantitative approach with a quasi-experimental design. Data were obtained through pretests and posttests given to students before and after the model was implemented. The results showed a significant increase in student learning outcomes after the Jigsaw model was implemented. These findings indicate that the model can be an effective alternative learning strategy to improve conceptual understanding and student engagement in Civics learning.

Keywords: *Civics, Cooperative, Jigsaw, Learning Outcomes.*

PRELIMINARY

Civics Education (PKN) is a subject that plays a strategic role in shaping students' character, attitudes, and sense of national identity (Qiptiyyah, 2020). From an early age, students need to be introduced to the core values of Pancasila, legal norms, and democratic principles that underpin national life. However, in practice, Civics learning often faces the challenge of low student interest and participation (Suroso, 2015). This occurs because the learning approach used is still conventional, predominantly lecture-based, and lacks active student engagement.

A major problem found in many elementary education units, including MIN 10 Southeast Aceh, is the lack of student engagement in the Civics learning process. Students tend to be passive and merely listen while the teacher delivers the material. As a result, the learning process becomes boring, and the meaning of Civics lessons is not optimally absorbed (Barokah & Mahmudah, 2025; Cahyati & Rizqia, 2025; Muid, 2024). When students are not emotionally or cognitively engaged in learning, their ability to understand and apply national values is severely limited.

This situation certainly requires innovative solutions in learning strategies. One approach that is gaining traction and has proven effective is the cooperative learning model, specifically the Jigsaw model (Leniati & Indarini, 2021). This model emphasizes the division of learning responsibilities among group members, allowing each student to play an active role in understanding and explaining specific sections of the material to their peers (Puspita et al., 2018). Thus, each student not only learns for themselves but also takes responsibility for helping other group members understand (Albashri et al., 2024; Andrew et al., 2019; Qohar & Widyaningrum, 2025).

The Jigsaw learning model has the advantage of fostering interaction between students, honing critical thinking skills, and fostering individual responsibility (Rohili et al., 2025). Each student learns to become an "expert" in a specific section of the material and then conveys their understanding to their

original group (Rosadi et al., 2024; Tando et al., 2021). This process creates an active, collaborative, and more meaningful learning dynamic than traditional lecture methods.

Several previous studies have demonstrated that the Jigsaw model has a positive impact on improving students' learning outcomes and social skills. However, most of these studies were conducted at the secondary level or in public schools (Wulandari et al., 2025). Few studies have specifically examined the model's effectiveness in civics learning in Islamic elementary schools, particularly in areas like Southeast Aceh with their own socio-cultural contexts (Bilqish & Putri, 2024; Dwinta Sukma et al., 2024; Fahmi et al., 2023).

This situation indicates a gap in educational literature and practice, namely the suboptimal exploration of the Jigsaw model in the context of elementary madrasahs that integrate Islamic and local values (Suwardi, 2020). Therefore, it is important to examine the extent to which the Jigsaw model can be effectively implemented in Civics learning at MIN 10 Southeast Aceh, which has a unique socio-religious background. This study aims to fill this gap by implementing and evaluating the Jigsaw model in Civics learning. The focus is to determine whether this model can significantly improve student learning outcomes compared to conventional approaches currently used.

It is hoped that the results of this study can provide theoretical and practical contributions in developing more effective, enjoyable, and appropriate learning strategies tailored to the characteristics of madrasah students. Furthermore, these findings are also expected to serve as considerations for teachers in selecting learning methods that can foster students' enthusiasm for learning and understanding of civic values. Thus, the application of the Jigsaw model in Civics learning at MIN 10 Southeast Aceh is not only a methodological experiment, but also a concrete effort to create a democratic, interactive, and meaningful learning environment for students.

METHOD

This study used a quantitative approach with a quasi-experimental design. The subjects were fifth-grade students at MIN 10 Southeast Aceh, divided into two groups: an experimental group using the Jigsaw learning model and a control group using the conventional learning model. The research instrument consisted of multiple-choice questions used in the pretest and posttest to measure learning outcomes. Data were analyzed using descriptive and inferential statistics. Normality and homogeneity tests were conducted first to ensure data validity (Assingkily, 2021). Next, a t-test was conducted to determine significant differences between the experimental and control groups. This analysis aims to test the hypothesis that the implementation of the Jigsaw model has a positive impact on student learning outcomes in Civics.

FINDINGS AND DISCUSSION

Findings

The results of this study began with the implementation of a pretest on two predetermined groups, namely the experimental group and the control group. The purpose of this pretest was to determine the initial condition of students' ability to understand Civics material before being treated with different learning models. The average pretest score for the experimental group was 62.3, while the control group had an average score of 61.8. This difference in initial scores indicates that both groups have almost the same level of initial ability, so the validity of the treatment in the experiment can be assured.

After the learning process was completed, both groups were given a posttest to measure their learning outcomes after the treatment. The experimental group, taught using the Jigsaw model, experienced an average increase in scores to 83.5. In contrast, the control group, taught using the conventional method, only experienced an average increase of 70.2. This difference indicates a positive impact of the Jigsaw learning model on improving student learning outcomes.

The complete comparison of the pretest and posttest scores of the two groups can be seen in the following table:

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Table 1. Average Pretest and Posttest Scores of the Experimental and Control Groups

Group	Pretest (Mean)	Posttest (Mean)
Experiment	62,3	83,5
Control	61,8	70,2

Table 1 shows that there was an increase in learning outcomes in both groups after the learning process. However, the increase in the experimental group was significantly greater than in the control group. The difference in score increase in the experimental group reached 21.2 points, while the control group only increased by 8.4 points. This indicates that the Jigsaw learning model significantly contributed to improving students' understanding of Civics material.

The interpretation of the results in the table above reinforces the hypothesis that collaborative and active learning, such as Jigsaw, can encourage students to be more engaged in the learning process. This engagement occurs not only physically through group discussions but also cognitively through the process of organizing and communicating information among group members. The increase in grades in the experimental group reflects the success of this method in helping students internalize the material more deeply (Septariani & Hardini, 2023).

To ensure that the difference in learning outcomes between the two groups was truly statistically significant, a t-test was conducted on the post-test data from both groups. The t-test results showed a significance value (p) of 0.003, which is below the 0.05 threshold. This indicates a significant difference between the learning outcomes of students who participated in the Jigsaw learning model compared to those who participated in conventional learning. The results of the t-test are summarized in the following table:

Table 2. Posttest t-test results between the experimental and control groups

Variable	t value	Sig (2-tailed)
Posttest	2,94	0,003

Table 2 shows that the t-value is 2.94 with a significance value (Sig. 2-tailed) of 0.003, which is much smaller than the significance level of 0.05. This confirms that the difference in learning outcomes between the experimental and control groups is not a coincidence, but rather caused by differences in the learning model treatment used. In other words, the use of the Jigsaw learning model has been proven statistically effective in improving student learning outcomes.

Further interpretation of the data in Table 2 indicates that the Jigsaw learning model has a significant impact on improving students' academic performance (Amanda et al., 2015). This success can be attributed to students' active involvement in the learning process and the individual responsibility embedded through the group-based material sharing scheme. Furthermore, the more interactive learning environment encourages students to be more enthusiastic in understanding the material, which directly impacts their cognitive achievement.

Discussion

The results of the study indicate that the Jigsaw learning model has a positive influence on improving student learning outcomes in Civics. The significant difference in posttest averages between the experimental and control groups indicates that learning strategies involving active interaction between students are far more effective than one-way lecture methods (Fiyany et al., 2018). This is relevant to the needs of elementary school students who tend to prefer collaborative and dynamic learning activities.

In the Jigsaw learning model, students are required to become "experts" on a specific section of the material, which they then share with other group members (Juliarti, 2022; Kasmunir, 2017). This process not only encourages students to understand the material more deeply but also trains their communication skills and social responsibility. This situation is very different from the traditional approach, where students tend to be passive recipients of information without actively participating in knowledge formation.

These findings also demonstrate that a collaborative learning environment can create an atmosphere that supports the growth of student self-confidence. When students are trusted to share their understanding with their peers, they feel valued and are more motivated to learn (Suyasmini, 2022;

Syudirman et al., 2025). Thus, the Jigsaw model not only improves cognitive learning outcomes but also fosters affective aspects of students, such as courage, empathy, and responsibility.

In the context of MIN 10 Southeast Aceh, which has a strong socio-religious background and a strong culture of mutual cooperation, the implementation of the Jigsaw learning model feels harmonious. The values of togetherness, mutual assistance, and shared responsibility instilled through this model perfectly align with the character of madrasah students. This is another reason why this model has been successfully implemented in this environment.

Another advantage of the Jigsaw model is its ability to overcome boredom in Civics learning, which has traditionally been considered monotonous. With its group work and mutual teaching format, learning becomes more lively and meaningful. Students not only understand the material but also gain a fun learning experience and build camaraderie.

Furthermore, the Jigsaw approach also opens up opportunities for teachers to act as facilitators, assisting and guiding the learning process. Teachers are no longer the sole source of information but rather become learning partners for students. This is crucial for creating a democratic and student-centered classroom.

Given the success of the Jigsaw model in this study, it is recommended that Civics teachers in madrasas, particularly at the elementary school level, consider using more active and participatory learning models. In the future, this strategy could also be applied to other subjects with a high cognitive nature to encourage more optimal and sustainable student learning outcomes.

CONCLUSION

Based on the description above, this study shows that the implementation of the Jig Saw learning model significantly improved student learning outcomes in Civics at MIN 10 Southeast Aceh. This finding implies the importance of innovation in teaching strategies to increase student participation and understanding. Therefore, it is recommended that teachers implement cooperative learning models more widely in theoretical subjects to create an active, enjoyable, and meaningful learning environment.

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